



Coach Award
Polo Coach
Training Programme and
Session Plans

Introduction

This document provides an example Polo Coach course programme and the accompanying session plans. It is intended to be used in addition to the Coach Award Tutor and Assessor Notes.

In order to ensure that the content is pitched at the right level, Tutors must also be familiar with the Coach Award Assessment Guidance and eLearning; these will both help the Tutor integrate the relevant content and themes through the delivery of their programme.

POLO COACH

TRAINING PROGRAMME

Day One		
Session	Time	Session Outline
Session 1 Classroom	30 mins.	<p>Introductions and paperwork</p> <p>Overview of training course</p> <p>Role of the Polo Coach</p> <p>Coaching pathway and journey to assessment</p> <p>Structure of British Canoeing Awarding Body qualifications</p>
Session 2 Classroom	15 mins.	<p>Coaching philosophy:</p> <ul style="list-style-type: none"> - personal coaching philosophy
Session 3 Practical (Theory and Practice)	45 mins.	<p>Games with aims for warm-ups:</p> <ul style="list-style-type: none"> - coaches' decision-making
Session 4 Practical (Theory and Practice)	45 mins.	<p>Information gathering – skill and learner observation:</p> <ul style="list-style-type: none"> - observing the 'What' of coaching – the skills - observing the 'Who' and 'How' of coaching – the learners - how observation feeds decision-making - fundamentals
Session 5 Practical (Theory and Practice)	90 mins.	<p>Is it working? Analysis and evaluation of performance:</p> <ul style="list-style-type: none"> - analysis and evaluation of skill (the 'What') - analysis and evaluation of learning and coaching (the 'Who' and 'How') - how this feeds decision-making
Lunch		
Session 6	90 mins.	<p>Coaching from the poolside/bank:</p> <ul style="list-style-type: none"> - coaching behaviours - structuring the session

Practical (Theory and Practice)		<ul style="list-style-type: none"> - methods of practice - learning and optimum environment - safety frameworks and coach's positioning
Session 7 Practical (Theory and Practice)	60 mins.	<p>Coaching from the water:</p> <ul style="list-style-type: none"> - structure - learner decision making to support - coaching styles - feedback - safety frameworks and coach's positioning
Session 8 Classroom	30 mins.	<p>Review of day</p> <p>Reflective practice:</p> <ul style="list-style-type: none"> - Reflecting on the learners' needs, the coaching approach and the effectiveness (is it working?) - how are we developing as a coach?
Session 9 Classroom	45 mins.	<p>Between training and assessment:</p> <ul style="list-style-type: none"> - development phase - support mechanisms for a successful assessment - pre-assessment task - assessment day process
Session 10 Classroom	15 mins.	<p>Session planning</p> <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory) - progressive and linked <p>Planning 15-minute coaching session for Day 2</p> <p>Coaching philosophy</p>
Homework	30 mins.	Plan Day 2 coaching session

Day Two		
Session	Time	Session Outline
Session 11 Classroom	15 mins.	Introduction to Day 2 Re-cap and questions from Day 1
Session 12 Classroom	45 mins.	Session plan peer review: <ul style="list-style-type: none"> - content (technical/tactical) - planned delivery (coaching and learning behaviours) - link to coaching philosophy
Session 13 Practical (Theory and Practice)	120 mins.	Coaching sessions: <ul style="list-style-type: none"> - peer and tutor review of coaching sessions - complete coaching session reviews
Lunch		
Session 14 Practical (Theory and Practice)	60 mins.	Developing performance: <ul style="list-style-type: none"> - performance analysis - meeting participants' needs - performance models/templates - progressions for skill development - the use of video
Session 15 Practical (Theory and Practice)	90 mins.	Incident management and rescue skills
Session 16 Classroom	30 mins.	Review of day Training course review and action planning
Session 17 Classroom	60 mins.	Individual debriefs and actions planning

POLO COACH TRAINING

SESSION 1

Session Title:	Introductions and Paperwork
Session Number:	1
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Make everyone feel welcome and at ease – create a positive learning environment. Set the scene for the course. Introduce the Coach Award pathway, role and remit. Introduce British Canoeing Awarding Body Coaching Pathway.</p>	
Delivery:	
<p>One large group led by Course Director. Tutor on hand to offer individual support, answer questions, etc. Welcome and introductions:</p> <ul style="list-style-type: none"> • Welcome to venue and course (including domestic arrangements); • Introduce staff and each other, round the table introductions (background to paddling, why you want to get into coaching, anything specific you want to get out of the course); • Any questions? Always feel free to ask. <p>Paperwork matters to check (maybe done whilst waiting for people to arrive):</p> <ul style="list-style-type: none"> • Check prerequisites; • Hand round Course Schedule for people to fill in. <p>Introduction to the Course, Coach Award Pathway, Role and Remit and British Canoeing Awarding Body Coach Pathway:</p> <ul style="list-style-type: none"> • Provide an overview of the journey to Polo Coach Assessment and the options; 	

- Provide an overview of the role and remit of a Polo Coach;
- Provide an overview of the options beyond the Coach Award to allow further individual discussion as is required during course;
- Quick run through of programme for the course and in more detail Day 1;
- Identify resources (eLearning, books, etc.) available for them to get stuck into.

Any questions?

POLO COACH TRAINING

SESSION 2

Session Title:	Coaching Philosophy
Session Number:	2
Time:	15-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

Explore and develop the coaches' personal coaching philosophy.

Delivery:

This session should act as a bit of an icebreaker as well as meeting the session aims:

1. Tutor to introduce/remind students of the concept of a coaching philosophy and facilitate group discussion around how theirs is developing.
2. Tutor to show British Canoeing Awarding Body's coaching philosophy and facilitate discussion on how students' values/beliefs match with this.
3. Students to discuss, in pairs, what they believe in as a coach and how this is shaping their philosophy.
4. Tutor to support students in continuing to develop their own philosophy true to their values and beliefs, whilst respecting others.

POLO COACH TRAINING

SESSION 3

Session Title:	Games with Aims for Warm-Ups
Session Number:	3
Time:	45-minutes
Venue:	Classroom and Water
Craft:	Polo Kayak
Session aim/s:	
<p>To ensure understanding of the value and range of purposes of warm-ups.</p> <p>To ensure understanding of the use of games with aims and how they support skill acquisition.</p> <p>To develop coaches' decision-making skills.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate discussion on range of purposes for warm-ups (physiological, social, cognitive, skill specific preparation). To include the role of warm-ups to prime athletes/learners for the session to come, and as an opportunity to bring previous learning back into their minds. 2. Tutor to facilitate discussion as a reminder of the basic principles behind 'games with aims' and then to get students in small groups to plan a warm-up/introductory session, which is a 'game with an aim'. 3. Students to deliver their planned warm-up/introductory session to the other groups. 4. Tutor to facilitate discussion at the end of each session to discuss the 'game with an aim' and how it shaped a skill, promoted adaptation within that skill and required perception-action coupling. 5. In addition, tutor to get groups to 'decide' where they would progress the 	

session and why. Recapping on some of the coach decision-making methods that will have supported the decision.

POLO COACH TRAINING

SESSION 4

Session Title:	Information Gathering – Skill and Learner Observation
Session Number:	4
Time:	45-minutes
Venue:	Water
Craft:	Polo Kayak
Session aim/s:	
<p>To develop understanding of observation methods.</p> <p>To develop tools to aid accurate observation.</p> <p>To develop awareness of common observational mistakes and strategies to avoid these.</p> <p>To develop understanding of how observation feeds decision-making for the ‘Who’ of coaching (learner motivations/aspirations), the ‘What’ of coaching (skill observation) as well as the ‘How’ of coaching (learner learning observation).</p> <p>To continue development of understanding and application of the fundamentals of paddlesport.</p>	
Delivery:	
<p>The delivery will be in smaller groups with big group sharing of knowledge; Tutors should support this process appropriately:</p> <ol style="list-style-type: none"> 1. Tutor to facilitate small groups to go out and explore Active Posture in a Polo manoeuvre (e.g. forward paddling, turning on the move, stopping). Groups to come up with how you go about observing when someone has good posture and edge control (Tutor to support in guiding edge observation, e.g. is it equal on both sides? Is it consistent throughout the turn etc.?) 2. Tutor to facilitate groups feeding back their findings, focusing on the following 	

methods and how they link to decision-making: Holistic (unconscious decision-making), Deductive (unconscious and conscious decision-making) and Systematic observation (conscious decision-making). Ensure the pros and cons for these are discussed and how they compliment each other.

3. Focusing on power transfer, students to go out in groups and explore how this changes in different strokes and how it is applied optimally. In doing this, to also explore if it can be observed by the coach as well as felt by the performer in a range of skills (e.g. forward paddling, static turns, turns on move, moving sideways, etc.)
4. Tutor to lead discussion on how the students went about observing the performances to identify whether power transfer was happening. Including the methods already discussed along with highlighting the tools and observational triggers used: BBB, TTPP, positioning, repetitions, shapes, noises, rhythm, etc.
5. Tutor to facilitate discussion around how observation was used to identify how performers were learning/feeling during the practical. This to clarify that observation feeds decisions on what we coach (the 'What' of skill observation) as well as how we coach (the 'Who' and 'How' of learner observation).
6. Throughout practical sessions and discussions, Tutor to facilitate identification of common observational mistakes and how to avoid them, along with support in developing technical/tactical knowledge and understanding.

Tutor to bring together the findings from the groups so the knowledge is shared.

POLO COACH TRAINING

SESSION 5

Session Title:	Is it working? Analysis and Evaluation of Performance
Session Number:	5
Time:	90-minutes
Venue:	Water
Craft:	Polo Kayak
Session aim/s:	
<p>To develop observation of performance.</p> <p>To explore evaluation methods to aid analysis of performance.</p> <p>To develop technical and tactical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>Session starts with entire group observing and working together, then split into smaller groups.</p> <ol style="list-style-type: none"> 1. Tutor to demonstrate a skill which requires students to observe and analyse to work out an answer from a technical and/or tactical perspective, e.g. high cadence versus low cadence in forward paddling, leading with the head versus not leading with the head in a manoeuvre, throwing static versus on the move, etc. 2. Whilst doing the above, the tutor to help students with ways of evaluating the performance by using measurable outcomes and helping with their observation, e.g. counting how many strokes it takes, timing, distance moved, etc. 3. In smaller groups of 3 or 4 students, work to come up with a measurable way of evaluating an additional technical/tactical performance outcome. 4. Tutor to facilitate the sharing of knowledge, drawing out the main evaluation methods and observational techniques used. 	

5. Tutor to link this into how this feeds the decision-making of the 'What' of coaching (the starting point, monitoring, changing session aim, individualising, etc.)
6. Tutor to support students in their technical/tactical knowledge and understanding.

POLO COACH TRAINING

SESSION 6

Session Title:	Coaching from the Poolside/Bank
Session Number:	6
Time:	90-minutes
Venue:	Water
Craft:	Polo Kayak
Session aim/s:	
<p>To develop understanding on how to structure coaching from the poolside/bank to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To develop understanding and use of a range of skill acquisition approaches.</p> <p>To consolidate understanding of coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To develop decision-making in discipline.</p> <p>To develop technical/tactical paddling ability, knowledge and understanding.</p>	
Delivery:	
<p>This session is designed to contextualise some of the key learning from the Core into their discipline and look at how to structure coaching sessions from the poolside/bank. It should also provide a range discipline specific skill acquisition methods (structure of practice, traditional cognitive approach to skill acquisition (chaining, sequencing, drills, whole-part-whole, part progressive) and a more dynamical systems approach to skill acquisition (constraints, shaping, games with aims, game sense). All of this should support development in their technical understanding of Polo and highlight how best to structure the session to support learning considering the environment. At all times, the safety frameworks in place</p>	

and the importance of the coach's positioning to support this should be explored.

Examples:

1. Tutor to facilitate each student delivering a 5-10 minute session peer coaching from the poolside/bank of a skill required for the Polo environment, with one peer observing. After the session, the observer identifies examples of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations and the coach discusses their decision-making. Tutor supports in this and then identifies what skill acquisition methods were used. At the end of the students' sessions, Tutor to deliver a session to support understanding of session aims, it is anticipated this could well be about a dynamical systems approach.
2. Tutor to coach students from the poolside/bank to develop their technical skill and understanding of a skill required for the Polo environment for a short session. After the session, Tutor facilitates discussion of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations used in the poolside/bank based session along with what skill acquisition methods were used and the decisions made. The Tutor then delivers another short session of a skill required for the Polo environment to demonstrate additional skill acquisition methods, along with further Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations and the decisions made. Tutor to facilitate further discussion to ensure session aims are met.
3. Tutor to coach students to develop their technical skill and understanding of a skill required for the Polo environment for a short session coaching from the land. After the session, Tutor facilitates discussion of Coach Award coaching behaviours, learning behaviours and optimum learning environment considerations used in the session along with what skill acquisition methods were used and the decisions made to enable the poolside/bank based coaching session to work. After this, students work in two groups, one

planning to deliver a session showing a more cognitive approach to skill acquisition of a skill required for the Polo environment (chaining, sequencing, drills, whole-part-whole, part progressive) and one using a more dynamical systems approach to skill acquisition (constraints, shaping, games with aims, game sense). Once planned, the groups deliver their planned sessions to each other and Tutor facilitates discussion to support and develop understanding.

POLO COACH TRAINING

SESSION 7

Session Title:	Coaching from the Water
Session Number:	7
Time:	60-minutes
Venue:	Water
Craft:	Polo Kayak
<p>Session aim/s:</p> <p>To develop understanding on how to structure sessions when coaching from the water to maximise learning.</p> <p>To ensure safety frameworks and the importance of the coach's positioning to support this are understood.</p> <p>To understand how developing learner decision-making and strategically using coaching behaviours to do this can support coaching from the water.</p> <p>To further consolidate understanding of Coach Award coaching behaviours, learning behaviours and creating an optimum learning environment.</p> <p>To further develop technical paddling ability, knowledge and understanding.</p>	
<p>Delivery:</p> <p>This session is about developing understanding on how to structure coaching from the water, developing learner decision-making and strategically using coaching behaviours to support this, with the focus being on use of coaching styles (e.g. reciprocal, self-check, guided and convergent discovery) and feedback (e.g. self-gained considering knowledge of process and how this affects results). At all times, the safety frameworks in place and the importance of the coach's positioning to support this should be explored. Examples:</p> <ol style="list-style-type: none"> 1. Tutor delivers a variety of coaching sessions from the water to develop students' tactical ability and understanding of playing Polo. At the end of each 	

'mini' session, the tutor facilitates reflective discussion on what happened to enable coaching on the move and how coaching styles and feedback were strategically used to enable it.

2. Tutor delivers a short, on the water, coaching session to develop students' tactical understanding of playing Polo. At the end of the session, the tutor facilitates reflective discussion on what happened to enable coaching from the water and how coaching styles and feedback were strategically used to enable it. Tutor then gets students in small groups to plan their own 5-minute coaching from the water session; this done, tutor facilitates the students delivering their coaching sessions to each other. Tutor facilitates reflective discussion on what happened to enable coaching from the water and how coaching styles and feedback were strategically used to enable it.

POLO COACH TRAINING

SESSION 8

Session Title:	Review of Day and Reflective Practice
Session Number:	8
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding, considering the 'Who', 'What', 'How' and 'Environmental Considerations' of coaching.</p> <p>Confirm understanding of reflective practice.</p> <p>Explore principles and models that are supporting to achieve this.</p> <p>Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day using the 'Who' you are coaching (motivations, goals/aspirations, optimum learning environment), 'What' you need to coach (performance models, progressions) and 'How' you coach (learners learning, coaches response) model to bring the day together. Within this how the 'Environmental Considerations' have an impact. Ensuring thoughts are captured, done through the use of flip chart, discussion and note taking as preferred. 2. Tutor to facilitate reflective practice around the following key areas of coaches' decision making: <ol style="list-style-type: none"> a. Did we meet the learners' needs? b. Did the coaching approach work? 	

c. Was the session effective – did it work?

3. Tutor to facilitate group discussion on strategies being used to support reflective practice and help develop coaches, including (peer based strategies – advice seeking, joint construction and reflective transformation; and independent strategies – coaching materials, creative thought and coaching repertoire).
4. Tutor to support in clearly identifying both the formal and informal opportunities to develop as a coach ensuring the concept of Communities of Practice is discussed.
5. Tutor to ensure students have a system in place to capture the day's learning and support their reflective practice.

POLO COACH TRAINING

SESSION 9

Session Title:	Between Training and Assessment
Session Number:	9
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Introduce the development phase of the process.</p> <p>Support students with how to get the right experiences.</p> <p>Support students with how they will know they are ready for assessment.</p> <p>Ensure understanding of the assessment process.</p> <p>Explore how Communities of Practice may be available to help them.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to introduce the development phase of the Coach Award process and the support mechanisms in place. 2. Tutor to support discussions about getting the 'right' experiences/activities to support their development and how to ensure they are ready for assessment: <ol style="list-style-type: none"> a. Reflective practice b. Experience - learning on the job c. Watching or working with other coaches d. Discussions with other coaches and peers e. Learning from athletes/participants f. Gaining, and responding to, feedback 	

- g. Evaluation to measure effectiveness
 - h. Other formal/informal learning
 - i. Working with a mentor
3. Tutor to discuss the pre-assessment task.
 4. Tutor to discuss the practical assessment day process.
 5. Tutor to discuss how Communities of Practice can support the process, and explore what their COPs are.

POLO COACH TRAINING

SESSION 10

Session Title:	Session Planning
Session Number:	10
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To support students in their personalised approaches to session planning.</p> <p>To ensure their session plans can be adaptive and progressive.</p> <p>To plan a coaching session.</p> <p>To consider gathering information on 'Who' we are coaching, 'What' we need to coach and 'How' we are going to coach, with 'Environmental Considerations'.</p> <p>To consider 'How' we are going to coach in our plan and how this links to our coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate group discussion on how they currently plan their coaching sessions, how they cater for adaptations that may be required and how they plan a progression of sessions - all considering the 'Who', 'What', 'How' and 'Environment'. 2. Tutor to support further discussions, exercises or examples as is required. 3. Tutor to support in information gathering for their sessions considering the 'Who', 'What', 'Why' and 'Environment'. 4. Tutor to introduce the following day's coaching session which students will plan that evening. This will be about a 15-minute session on an appropriate 	

canoe skill. The session should fit with the coach's philosophy of coaching previously discussed.

POLO COACH TRAINING

SESSION 11

Session Title:	Introduction to Day 2
Session Number:	11
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Confirm understanding of Day 1 learning outcomes.</p> <p>Outline Day 2 learning outcomes and structure.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor led recap of Day 1 with opportunities for questions from overnight reflections. 2. Recap of 'Who', 'What', 'How' and 'Environmental Considerations' model; as part of recap of Day 1 and introducing Day 2. 3. Tutor to provide outline of the day and learning outcomes. 	

POLO COACH TRAINING
SESSION 12

Session Title:	Session Plan Peer Review
Session Number:	12
Time:	45-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>To further develop a personalised approach to adaptable session planning.</p> <p>To further develop technical content knowledge.</p> <p>To further develop delivery (coaching and learning knowledge).</p> <p>To further develop understanding and application of personal coaching philosophy.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. In pairs, students to discuss their lesson plans focusing on the following: <ol style="list-style-type: none"> a. Technical/tactical content. b. How the session is planned to be delivered considering the 'Who', 'What', 'How' and 'Environment'; c. How planned delivery demonstrates coach's values and beliefs in their coaching philosophy. 2. Tutor to support pairs in their discussions and provide opportunity for group questions/discussion as required. 	

POLO COACH TRAINING

SESSION 13

Session Title:	Coaching Sessions
Session Number:	13
Time:	120-minutes
Venue:	Water
Craft:	Polo Kayak
Session aim/s:	
Opportunity for the students to practice their coaching, receive and provide feedback.	
Delivery:	
Students to deliver their planned session.	
Each student to have approximately 15 minutes' delivery, followed by a discussion and further tutor practical support.	
Considerations for discussion:	
<ul style="list-style-type: none"> • Coach to chat through the coaching behaviours they used and how they felt the session worked out, along with how they would progress the skill/tactic taught in a further session. • Observers to provide feedback from their observations, focusing on 'What' they saw that demonstrates coaching/learning/learning environment subject areas covered the day before. • Participants to provide feedback from their experience. • Tutor to support with any additional (positive/supportive) comments to support individual and group learning. • Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and technical/tactical 	

knowledge. This done as much as time allows.

After session, Tutors to discuss with each other students' strengths and weaknesses and agree how these can be developed/supported as part of the students' development phase.

POLO COACH TRAINING

SESSION 14

Session Title:	Developing Performance
Session Number:	14
Time:	60-minutes
Venue:	Water/Classroom
Craft:	Polo Kayak
Session aim/s:	
<p>To understand how accurate analysis of learners' performance ensures needs are met.</p> <p>To further explore methods to observe and analyse appropriately to meet individual needs.</p> <p>To look at methods to record participants' performance.</p> <p>To support the development of performance models.</p> <p>Develop clear progressions for skill development.</p> <p>To develop technical/tactical knowledge, understanding and performance.</p>	
Delivery:	
<p>This session further develops students' awareness of the importance of performance analysis, good technical knowledge and tools to support this. The session should further develop the students' performance models as well as appropriate progressions to achieve them. A check and challenge approach to developing these should be used, this to ensure they are individualised to meet learners' performance needs. The use of video should be discussed as a tool to support this along with other ways of recording students' performance needs. As part of this students' technical/tactical knowledge, understanding and performance should be developed.</p> <p>Part 1:</p> <p>Tutor to coach students on a skill that will be of benefit to developing their performance in the Polo environment. In doing this, the tutor to focus on clarifying</p>	

the performance model they are working with to develop students' skill ability and understanding, along with the progressions chosen. This is also an opportunity to further support Coach Award coaching behaviours understanding as identified from morning coaching sessions, along with show how the session is being managed in the Polo environment.

Part 2:

Tutor to facilitate group work to develop performance models and their progressions, along with associated technical/tactical knowledge and understanding. Within these sessions, the use of video to support performance analysis should be covered along with the concept of 'flexible' performance models to meet learners' individual performance needs. Examples:

1. Tutor to organise small groups, with each group's task to develop a performance model for a different skill, considering the progressions to achieve it. To aid this, video cameras could be used to allow accurate analysis. Once groups are happy with their performance model/template and progressions they then form new groups with a mix of students from each of the previous groups, this allows each student to present the agreed performance model/template and progression to the group for check and challenge.
2. Tutor to organise students into pairs, each pair having a video camera. Tutor to perform a skill a couple of times only, with the students capturing this on video. In their pairs, to analyse the footage to come up with a performance model and a progression to achieve it. This repeated for a number of skills, with students working with different pairs.
3. In pairs, the students to work up a performance model for skills of their choice and a progression to achieve it. Tutor to support as well as check/challenge. Video discussed/used during the session.
4. Tutor to show video footage of a performer carrying out a Polo skill.

- a. Students to watch video in small groups and identify the strengths and weaknesses. These to be fed back and discussed as big group.
- b. Tutor to introduce Technical, Tactical, Physiological and Psychological model; students to see where their observations fit into this model. In groups, watch the video again and identify strengths and weaknesses in all aspects of the TTPP model. This again fed back and discussed as big group.
- c. Tutor to facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses.
- d. In groups, students to prioritise areas for improvement based on their observations. This fed back and discussed as a big group.
- e. In groups, the appropriate progressions for the skill to be considered.
- f. Tutor to discuss the advantages of analysing performance by watching video footage.

POLO COACH TRAINING
SESSION 15

Session Title:	Incident Management and Rescue Skills
Session Number:	15
Time:	90-minutes
Venue:	Water
Craft:	Kayak and Canoe
Session aim/s:	
<p>To develop knowledge and ability for rescues required by a Polo Coach.</p> <p>To develop confidence in dealing with a range of incidents appropriate for the environment.</p>	
Delivery:	
<p>This is an opportunity to revisit rescue skills appropriate for a Coach Award coach, practice these skills and develop a range of options to effect efficient rescues in appropriate craft in a variety of conditions. The session can be individualised to meet needs but the students must leave with a clear idea of what will be expected at assessment as well as an increased range of rescue options, along with incident management awareness.</p>	

POLO COACH TRAINING

SESSION 16

Session Title:	Review of Day
Session Number:	16
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s: Review the day to capture learning and understanding. Facilitate training course review and action planning process.	
Delivery: <ol style="list-style-type: none">1. Tutor to facilitate interactive review of the day ensuring thoughts are captured.2. Tutor to facilitate time for training course review and action plan to be completed, with support as required.	

POLO COACH TRAINING

SESSION 17

Session Title:	Individual Debriefs and Action Planning
Session Number:	17
Time:	60-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s: To ensure all students get individual feedback and support regarding their journey towards a Polo Coach assessment. To ensure all students leave with an agreed and appropriate action plan.	
Delivery: This can be delivered with tutors working individually with each seeing half of the students or with tutors working together and both seeing all the students.	

British Canoeing Awarding Body Polo Coach Training – Support Notes

This document provides the technical content as well as the level to be used to support the British Canoeing Awarding Body Polo Coach training.

Overview

The British Canoeing Awarding Body Polo Coach training targets coaches who want to gain more knowledge about coaching the specialist discipline of Canoe Polo. This course provides the techniques and strategies for coaching Polo techniques to support the Course Training Programme. The course is a mix of theory and practical activity to ensure everyone has time to try things out. The module seeks to support the continuing process of good coaching practice from the 'Coach Core Module' either on the riverbank or on the water, with the syllabi written to focus on coaches who are likely to be supporting paddlers at club level.

Delivery

Practical activities are in context of the core skills covered in the Canoe Polo Technical Manual. Coaches will work towards understanding these core skills, while building specific coaching tools to aid the delivery of fun and productive sessions. The course will involve both poolside, bank and water-based practices. The content can be used to develop the understanding of the skills in Canoe Polo, some training theory and discipline specific coaching practice.

Providers must realise that not all the skills and content within this document can be covered and that by information gathering and understanding your participant needs will steer what aspects you will cover on the programme in specific sessions such as Session 3 – Games with Aims, Session 4 – Information Gathering, Session 5 –

Analysis and Evaluation, Sessions 7, 8 and 12 – Coaching Sessions, Session 14 – Performance Analysis and Session 15 – Incident Management.

The content within this document will also aid both provider and candidate with reviewing and action planning as well as establishing their current knowledge and understanding with specific areas that may need developing before their assessment.

Linked Outcomes

- Recognise and understand the key components of Canoe Polo: Skills, (Technique, Tactical, Physiology, Psychological)
- Understand the key concepts of Canoe Polo Coaching
- Recognise and understand the elements of preparation, delivery and review within a competition environment (linked to the coaching scheme).

During the course, participants will also:

- Have been introduced to planning and organising a Canoe Polo session;
- Have experienced Canoe Polo coaching in a small group;
- Have decided what you do next as a Canoe Polo Coach;
- Where to find help and more information.

Further Reading and Signposting

Canoe Polo Coaching Manual

BCU Coaching Handbook - Franco Ferrero (ed.) 2006. ISBN: 0-9547061-6-1
(Chapter 1, Coaching. Chapter 12, Forward Paddling. Chapter 13, Rolling)

TOPIC AND LINK	OBJECTIVE	LEARNING OUTCOME	KEY CONTENT
<p>A. Canoe Polo explained</p> <p>(Sessions 4, 5, 6, 7, 10, 13, 14)</p>	<p>Theory and background knowledge</p>	<p>A.1 What is Canoe Polo?</p> <p>A.2 The core skills Canoe Polo requires and the principles of TTPP</p>	<p>A.1.1 Description/explanation</p> <p>A.1.2 Regional and UK level Committee. International committee</p> <p>A.1.3 Benefits of learning</p> <p>A.2.1 The core skills can be broken down into TTPP</p> <p>A.2.1.1 Technical:</p> <ul style="list-style-type: none"> - Strokes: Efficient forward and backwards paddling, turning, edge and trim awareness - Throwing: passing, shooting - Catching - Blocking: general and goal - Dribbling: hand, paddle - Boat positioning - Hand tackling and boat tacking - Timing <p>A.2.1.1 Tactical:</p> <ul style="list-style-type: none"> - Defence: (zone: 3&1, 2&1) - Defence: Chasing (2&2, 3&1) - 5 out - Attack: Draws - star - Attack: Overload - Attack: Split - Attack: Centre player

		<p>A.3 The Paddler pathway</p>	<ul style="list-style-type: none"> - Decision making and aw A.2.1.1 Psychological: - Interpersonal skills: team - Use of Tools: Imagery, s - Commitment: ability to c - Confidence: belief in one - Control: ability to mainta - Concentration: ability to A.2.1.1 Physical: - Endurance - Strength - Speed - Power - Flexibility - Reactions A.3 The Paddler Pathway pathway model.
--	--	--------------------------------	--

<p>B. Canoe Polo equipment (Session 14)</p>	<p>Theory and background knowledge</p>	<p>B.1 Minimum requirements and progressions available B.2 Boat requirements and individual fit B.3 Paddle requirements B.4 Personal safety equipment (Helmet and faceguard and BA) B.5 Clothing B.6 Pitch set up</p>	<p>B.1. Basic requirement - a pool, an open canoe, ball; buoyancy aids; if using faceguards become requirements. Progression requirements in a safe area (appropriately marked paddles and helmets and Canoe Polo rule book. B.2. Large range of boats for competitions - list published by committee). Plastic boats generally aimed at clubs). A range of designs and sizes for connectivity. B.3. Double bladed paddles and blades maximum 50x of 5mm. B.4. Helmet and faceguard B.5. Shirt to cover minimum Other clothing appropriate B.6. See rule book for full</p>
<p>C. Basic Rules of Canoe Polo (Sessions 13, 14)</p>	<p>Theory and background knowledge</p>	<p>C.1. Basic requirements to oversee a safe and fair game of Canoe Polo. C.2. Referee training</p>	<p>C.1.1 Start C.1.2 When a goal is scored C.1.3 Boundaries C.1.4 Illegal tackles C.1.5 Illegal paddle C.2. UK system Grades 4 theory tests and practical</p>

<p>D. Fitness and warm up</p> <p>(Session 3, 14)</p>	<p>Theory and coaching practice</p>	<p>D.1 Fitness components of Canoe Polo</p> <p>D.2 Training</p> <p>D.3 Warm up and cool down</p>	<p>D.1.1. Physical Fitness components: Strength; Speed; Power.</p> <p>D.2.1. In boat training</p> <p>D.2.2. Out of boat training</p> <p>D.2.3 Periodisation</p> <p>D.2.5 Training for injury prevention</p> <p>D.3.1. Basic physiology of energy systems, flexibility, mobility and increased blood flow based options.</p> <p>D.3.2. Demonstration of p</p>

<p>E. Canoe Polo coaching</p> <p>(Session 4, 5, 6, 7, 10, 12, 13, 14)</p>	<p>Theory and coaching practice</p>	<p>E.1 Requirements of a Canoe Polo Coach</p> <p>E.2 Organising a Canoe Polo session</p> <p>E.3 Planning session and series of sessions</p> <p>E.4 Structuring each session</p> <p>E.5 Learning styles</p> <p>E.6 Coaching styles</p>	<p>E.1. Role and responsibilities</p> <p>E.2.SEL (Safe, enjoyable</p> <p>E.2.1 Plan, do, review.</p> <p>E.2.2 Knowledge of general Polo plus assessment for operating procedure for the based; pros and cons; app</p> <p>E.3 Planning</p> <p>E.3.1 Goal setting for the (SMARTER). Teams goal the balance is important a demands.) Dynamic.</p> <p>E.4 Structure of session. V link to the tactic being cov to build up to in game pra relevance. Dynamic natur paddlers and coaching tea having plan B and C!</p> <p>E.5 Learning styles. Rang Changing styles depending acquired and at different s</p> <p>E.6 Coaching styles. Ran styles required for differen</p>
---	-------------------------------------	---	--

		<p>E.7 Feedback</p> <p>E.8 Performance analysis</p> <p>E.9 Preparation for competition</p>	<p>E.7 Giving and receiving c</p> <p>E.8 Performance analysis (opposition) and tool available (packages)</p> <p>E.8.1 Within competition</p> <p>E.8.1.1 Tactical: Patterns</p> <p>E.8.1.2 Technical: technique</p> <p>E.8.1.3 Physiological: Intensity</p> <p>E.8.1.4 Physiological: Arousal</p> <p>E.8.2 Outside Competition</p> <p>E.8 Preparation for competition</p> <p>E.8.1 Setting the game plan for own team's and opposition weaknesses.</p> <p>E.8.2 Selecting the team to play</p> <p>E.8.3 Ongoing analysis of performance management during and post</p>
--	--	--	---

<p>F. Foundation Canoe Polo Skills</p> <p>(Session 4, 5, 6, 10, 12, 13, 14)</p>	<p>Theory and Coaching practice</p>	<p>F.1.1 Demonstration of a practical session including the core technical skills for Canoe Polo</p> <p>F.2.1 Demonstration of a practical session including tactics for defence and offense.</p> <p>F.2.2 Awareness of the importance of a performer's ability to be</p>	<p>F.1.1. Knowledge of the following:</p> <ul style="list-style-type: none"> - Throwing: passing, shooting - Catching - Blocking: general and goal - Dribbling: hand, paddle - Boat positions including - Hand tackling and boat t - Timing - Strokes: efficient forward backwards paddling, turning edge and trim awareness <p>F.2.1. Knowledge of the following:</p> <ul style="list-style-type: none"> - Defence: 2&2 zone - Defence: Chasing 2&2 - Defence: 3&1 zone, 2&1 - Defence: Chasing 3, and - Attack: Basic draw - Attack: Overload - Attack: Split - Attack: Centre player - Attack: Draws - star - Attack: Overload - Attack: Split - Attack: Centre player <p>F.2.2. Tactical understanding:</p> <ul style="list-style-type: none"> - Awareness of which attack and why: for example, a
---	-------------------------------------	---	---

		<p>aware and have a detailed understanding of tactics and develop their decision making.</p>	<p>which moves the defence to changing demands in</p>
--	--	--	---

<p>G. Incident management</p> <p>(Session 7, 13, 15)</p>	<p>Theory and Coaching practice</p>	<p>G.1 Coach leaves the session with a clear idea of what will be expected at assessment as well as an increased range of rescue options along with incident management.</p>	<p>G.1.1 Risk assessments control measures</p> <p>G.1.2 CLAP</p> <p>G.1.3 Pre-planning emergency high freeboards kayak/canoe/safety boat? place to exit swimmer if no Rescue unconscious casualty</p> <p>G.1.4 Emptying composite damage</p> <p>G.1.5 Getting people back</p> <p>G.1.6 Common injuries: cr dislocations (pre-plan how well-connected kayaks), in dislocations and soft tissue possible back injury especially accidental impact boat to</p>
<p>H. Sport Science support</p> <p>(Sessions 5,14)</p>	<p>Theory and background knowledge</p>	<p>H.1 Awareness of addition information and support available in the sports science field</p>	<p>H.1.1 Nutrition</p> <p>H.1.2 Strength and condition</p> <p>H.1.3 Psychology</p> <p>H.1.4 Performance analysis</p>
<p>I. Managing a team/ squad</p> <p>(Session 10)</p>	<p>Theory and background knowledge</p>	<p>I.1. Awareness of factors involved in managing a team (either as the coach or working with team manager if available)</p>	<p>I.1.1 Administration (contracts, coaches, club, BC, etc., e and procedures, etc.)</p> <p>I.2.1 Logistics</p> <p>I.2.2 Setting team ethos</p> <p>I.2.3 Season plan (with co maybe coach's role)</p>

			<p>I.2.4 Team selection (or n</p> <p>I.2.4 Coaching - both indi tactical), analysing team s opposition strengths and v game plan</p> <p>I.2.5 Organising referees competition</p> <p>I.2.6 Communicating with post and during)</p> <p>I.2.7 Reviewing</p>
<p>J. Further Action (Session 10, 17)</p>		<p>J.1 Awareness of resources and where to find them</p> <p>J.2 Action plan to continue coaching journey</p>	<p>J.1 Using resources - Rea Watching videos and/or liv shadowing other coaches</p> <p>J.2 Action Plan</p>