



Coach Award
Racing Coach
Training Programme and
Session Plans

Introduction

This document provides an example Racing 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.

For both Racing Coach pathways (Sheltered Water) and (Moderate Inland Water), training can be delivered on a variety of these environments to suit the participants attending the training programme.

**RACING COACH
TRAINING PROGRAMME**

Day 1 - Forward Paddling		
Session	Time	Session Outline
Session 1 Classroom	30 mins.	Introduction and paperwork Structure of Scheme Athlete Development Framework Role of the Racing Coach Structure of British Canoeing Awarding Body qualifications Coaching pathway and journey to assessment Overview of training course
Session 2 Classroom	30 mins.	Coaching Philosophy: - Personal Coaching Philosophy
Session 3 Practical (Theory and Practice)	30 mins.	Warm-ups: - types of warm-up - selection of relevant warm-ups
Session 4 Practical (Theory and Practice)	45 mins.	Information Gathering – Skill and Athlete Observation: - observing the ‘What’ of coaching – skills - observing the ‘Who’ and ‘How’ of coaching – athlete - how observation feeds decision making - fundamentals - active posture, connectivity, power transfer, feel
Session 5 Classroom	90 mins.	Is it Working? Analysis and evaluation of performance: - 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.	Site Specific Coaching - Starts: - 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 on the move:</p> <ul style="list-style-type: none"> - structuring the session - developing coaches' decision-making to support: <ul style="list-style-type: none"> - coaching styles - feedback - group management, responsibility and risk management
Session 8 Classroom	30 mins.	<p>Review of the day</p> <p>Reflective Practice:</p> <ul style="list-style-type: none"> - reflecting on the athletes' needs, the coaching approach and the effectiveness (is it working?)
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	30 mins.	<p>Session Planning:</p> <ul style="list-style-type: none"> - adaptive - personalised (written, list, memory) - progressive - linked <p>Planning 15-minute coaching session for Day 2 – can they incorporate their Coaching Philosophy?</p>
Homework	30 mins.	<p>Plan Day 2 coaching session, suggested topics:</p> <ul style="list-style-type: none"> - set up - catch - lock the blade - exit - maintain the frame

		- drive with legs and hips
Day 2 Forward Paddling		
Session 11 Classroom	15 mins.	Introduction to Day 2 Reflections and questions from Day 1
Session 12 Classroom	45 mins.	Session Plan Peer review: - content (technical/tactical) - planned delivery (coaching and learning behaviours) - link to coaching philosophy
Session 13 Practical (Theory and Practice)	120 mins.	Coaching Sessions: - peer and tutor review
Lunch		
Session 14 Practical (Theory and Practice)	60 mins.	Developing Performance: - meeting athletes' needs - performance models - video analysis - stopwatch features - GPS - time/distant breakdown - 'What', 'Why' and 'How' do we use the information we are measuring
Session 15 Practical (Theory and Practice)	90 mins.	Incident management and rescue skills
Session 16 Classroom	30 mins.	Reflection on the day Training course review and action plan
Session 17 Classroom	60 mins.	Individual review and action plan

RACING COACH TRAINING
SESSION 1

Session Title:	Introductions and Paperwork
Session Number:	1
Time:	30-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

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

Signpost and discuss [Athlete Development Framework](#) and supporting resources

Introduction and overview.

Delivery:

One large group:

Welcome and introductions:

- 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.

Paperwork matters to check (maybe done whilst waiting for people to arrive):

- Check prerequisites;
- Hand round Course Schedule to fill in.

Introduction to the Course, Coach Award Pathway, Role and Remit and British

Canoeing Awarding Body Coach Pathway:

- Provide an overview of the journey of the Racing Coach
- Provide an overview of the role and remit of the Racing Coach;
- Provide and signpost to the [Athlete Development Framework](#) and resources
- Provide an overview of the journey to Racing Coach Assessment and the

options;

- Provide an overview of the qualifications beyond the Coach Award to allow further individual discussion as is required during the 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?

RACING COACH TRAINING
SESSION 2

Session Title:	Coaching Philosophy
Session Number:	2
Time:	15-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
Explore and further develop the coaches' personal coaching philosophy.	
Delivery:	
<p>This session should act as a bit of an icebreaker as well as meeting the session aims:</p> <ol style="list-style-type: none"> 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. 	

RACING COACH TRAINING
SESSION 3

Session Title:	Warms-Ups
Session Number:	3
Time:	30-minutes
Venue:	Classroom and Water
Craft:	Canoe and/or Kayak

Session aim/s:

To ensure understanding of the value and range of purposes of warm-ups.

To ensure understanding of how to use warm-ups to support the development of performance.

To develop coaches' decision-making skills.

Delivery:

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 about how to select relevant warm-ups for the athletes and the planned session and how they can enhance skill development.
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 '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.

RACING COACH TRAINING
SESSION 4

Session Title:	Information Gathering – Skill and Athlete Observation
Session Number:	4
Time:	45-minutes
Venue:	Classroom and Water
Craft:	Kayak and Canoe

Session aim/s:

To develop understanding of observation methods.

To develop tools to aid accurate observation.

To develop awareness of common observational mistakes and strategies to avoid these.

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).

To continue development of understanding and application of the fundamentals of paddlesport.

Delivery:

The delivery will be in smaller groups with big group sharing of knowledge; Tutors should support this process appropriately.

1. Tutor to facilitate small groups to go out and explore Active Posture and come up with how you go about observing when someone has good posture.
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 and can it be observed by the coach as well as felt by the athlete in Forward paddling.

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 (cause and symptoms).

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

RACING COACH TRAINING
SESSION 5

Session Title:	Is it Working? Analysis and Evaluation of Performance
Session Number:	5
Time:	90-minutes
Venue:	Classroom and Water
Craft:	Kayak and Canoe

Session aim/s:

To develop the students' performance models for forward paddling in both Kayak and Canoe.

To create a greater understanding of the performance models and to develop observation of performance.

To explore evaluation methods to aid analysis of performance.

To continue to analyse the learning and coaching.

How does this feed the coaching decision-making.

Delivery:

Session starts with entire group observing and working together, then split into smaller groups.

1. Tutor to create an appropriate learning environment to explain the kayak/canoe technique/tactics and bring this to life land based options for demonstration purposes to help develop the students' knowledge of forward paddling.
2. Whilst doing the above, the tutor is to help students with ways of evaluating the performance by using measurable outcomes and helping with their observation, e.g. how far can you make the slider move forward?
3. In smaller groups of 3 or 4 students, use video to evolve their performance models of the high kneeling Canoe. Tutor to facilitate and grow their knowledge of the performance models for this discipline and tactical application.

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.

RACING COACH TRAINING
SESSION 6

Session Title:	Site-Specific Coaching - Starts
Session Number:	6
Time:	75-minutes
Venue:	Water
Craft:	Kayak and Canoe

Session aim/s:

To develop understanding on how to structure site-specific coaching sessions to maximise learning.

To develop understanding and use of a range of skill acquisition approaches.

To consolidate understanding of coaching behaviours, learning behaviours and creating an optimum learning environment.

To develop decision-making in discipline.

To develop technical/tactical knowledge and understanding.

Delivery:

This session is designed to contextualise some of the key learning from the Core into their discipline and provide a range of 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/tactical understanding of kayaking and highlight how best to structure the session to support learning considering the environment. Examples:

1. Tutor to facilitate each student delivering a 5-minute session peer coaching, with one peer observing. After the session, the observer identifies examples of coaching behaviours, learning behaviours and optimum performance 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 to develop their technical/tactical skill and understanding for Starts. After the session, Tutor facilitates discussion of coaching behaviours, learning behaviours and optimum performance learning environment considerations used in the session along with what skill acquisition methods were used and the decisions made. The Tutor then delivers another short session to demonstrate additional skill acquisition methods, along with further coaching behaviours, learning behaviours and optimum performance 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/tactical skill and understanding for a short session. After the session, Tutor facilitates discussion of coaching behaviours, learning behaviours and optimum performance learning environment considerations used in the session along with what skill acquisition methods were used and the decisions made. After this, students work in two groups, one planning to deliver a session showing a more cognitive approach to skill acquisition (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.

RACING COACH TRAINING
SESSION 7

Session Title:	Coaching on the Move
Session Number:	7
Time:	60-minutes
Venue:	Water
Craft:	Kayak and Canoe

Session aim/s:

To develop understanding on how to structure sessions when coaching on the move to maximise learning.

To understand how developing athlete decision-making and strategically using coaching behaviours to do this can support coaching on the move.

To ensure understanding of appropriate group management, responsibility and risk management.

To further consolidate understanding of coaching behaviours, learning behaviours and creating an optimum performance learning environment.

To further develop technical/tactical, knowledge and understanding.

Delivery:

The session is run as two parts:

Part 1

This session is about developing understanding on how to structure coaching on the move, developing athlete 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). Examples:

1. Tutor delivers a variety of on the move coaching sessions to develop students' technical /tactical understanding. 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 move coaching sessions to develop students' technical/tactical understanding. At the end of the 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. Tutor then gets students, in small groups, to plan their own 5-minute on the move coaching session; this done, tutor facilitates the students delivering their coaching sessions to each other. 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.

Part 2

This session is about ensuring understanding of appropriate group management, responsibility and risk management for the environment.

Tutor to facilitate discussion on group management, risk assessment considerations (dynamic and considering risk benefit analysis).

1. Tutor to set scenarios for groups to discuss and feedback on with different craft and environmental considerations for group management.
2. Tutor to show additional examples of group management strategies as is required.
3. Emergency procedures should be considered and discussed for a range of environments and conditions.

RACING COACH TRAINING
SESSION 8

Session Title:	Review of Day and Reflective Practice
Session Number:	8
Time:	45-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

Review the day to capture learning and understanding, considering the 'Who', 'What', 'How' and 'Environmental Considerations' of coaching.

Confirm understanding of reflective practice.

Explore principles and models that are supporting achieve this.

Explore how students feel they are developing as coaches, identifying the learning opportunities helping to do this.

Delivery:

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:
 - a. Did we meet the athletes' 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.

RACING COACH TRAINING
SESSION 9

Session Title:	Between Training and Assessment
Session Number:	9
Time:	45-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

Introduce the development phase of the process.

Support students with how to get the right experiences.

Support students with how they will know they are ready for assessment.

Ensure understanding of the assessment process.

Explore how Communities of Practice may be available to help them.

Delivery:

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:
 - 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.

RACING COACH TRAINING
SESSION 10

Session Title:	Session Planning
Session Number:	10
Time:	30-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

To support students in their personalised approaches to session planning.

To ensure their session plans can be adaptive and progressive.

To plan a coaching session.

To consider gathering information on 'Who' we are coaching, 'What' we need to coach and 'How' we are going to coach, with 'Environmental Considerations'.

To consider 'How' we are going to coach in our plan and how this links to our coaching philosophy.

Delivery:

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.

RACING 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. 	

RACING COACH TRAINING
SESSION 12

Session Title:	Session Plan Peer Review
Session Number:	12
Time:	45-minutes
Venue:	Classroom
Craft:	n/a

Session aim/s:

To further develop a personalised approach to adaptable session planning.

To further develop technical/tactical content knowledge.

To further develop delivery (coaching and learning knowledge).

To further develop understanding and application of personal coaching philosophy.

Delivery:

1. In pairs, students to discuss their session plans, focusing on the following:
 - 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.

RACING COACH TRAINING
SESSION 13

Session Title:	Coaching Sessions
Session Number:	13
Time:	120-minutes
Venue:	Water, Ergo, Slider
Craft:	Kayak and Canoe
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 15-minute 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; ● Observers to provide feedback from their observations, focusing on 'What' they saw that demonstrates coaching/learning/performance environment subject areas covered the day before; ● Participants to provide feedback from their experience; ● Tutor to support with any additional (positive/supportive) comments to aid individual and group learning; ● Tutor to practically add to the sessions to further develop/clarify understanding and/or add further coaching tools and examples. This done as much as time allows. 	

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

RACING COACH TRAINING
SESSION 14

Session Title:	Developing Performance
Session Number:	14
Time:	60-minutes
Venue:	Classroom and Water
Craft:	Kayak and Canoe

Session aim/s:

To understand how accurate analysis of athletes' performance needs are met.

To further explore methods to observe and analyse appropriately to meet individual needs.

To look at methods to record athletes' performance.

To support the development of technical models and tactical awareness.

To understand the different tools available to measure athletes' performance and assist the coach in their analysis.

Delivery:

This session further develops the student's awareness of the importance of performance analysis, good technical/tactical knowledge and tools to support this.

The session should involve introducing the concept of performance models and a check and challenge approach to developing them, 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.

Examples:

1. Tutor to show video footage of an athlete competing in a 1000m race:
 - 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 facilitate discussion on what observation, evaluation and measures were used to identify the TTPP strengths and weaknesses;
 - c. In groups, students to prioritise areas for improvement based on their

observations. This fed back and discussed as a big group;

- d. Tutor to discuss the advantages of analysing performance by watching video footage.
2. Tutor to introduce various stopwatches that can assist the coach, GPS Systems and the time/distance charts to further help analysis.
3. Tutor to organise small groups, with each group's task to develop short/long term goals for an athlete moving forward to improve performance. To aid this, video cameras and any other analysis tools can be used. Once groups are happy with their analysis and plan, then discuss as small groups or as a large group.
4. Tutor to introduce the Coach Award Session Review: Participant Performance feedback form. Students to individually fill this out based on their group's/pair's conclusions from one of the sessions above. Tutors to support this process and highlight the 'what next' for the performer is all about good decision-making, which in turn is based on strong performance models and tactical awareness that meets the learners' needs.

RACING 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 Racing 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>	

RACING COACH TRAINING
SESSION 16

Session Title:	Review of Day
Session Number:	16
Time:	30-minutes
Venue:	Classroom
Craft:	n/a
Session aim/s:	
<p>Review the day to capture learning and understanding.</p> <p>Facilitate training course review and action planning process.</p>	
Delivery:	
<ol style="list-style-type: none"> 1. Tutor to facilitate interactive review of day ensuring thoughts are captured. 2. Revisit the 'Who', 'What', 'How', 'Environmental Considerations' model to bring the course together. 3. Tutor to facilitate time for training course review and action plan to be completed, with support as required. 	

RACING 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 an appropriate Racing 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 Racing Coach Discipline Specific Training Support Notes

This document provides the technical content, as well as the level to be used, to support the British Canoeing Awarding Body Discipline Specific Module for the Racing Coach Provider.

Overview

The British Canoeing Awarding Body Racing Coach Module targets coaches who want to gain more knowledge about coaching the specialist discipline of Racing. This course provides the techniques and strategies for coaching racing techniques to support the Course Learning 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 Racing Handbook (Technical Manual). Coaches will work towards understanding these core skills, whilst building specific coaching tools to aid the delivery of fun and productive sessions. The course will involve both bank and water based practices. The content can be used to develop the understanding of the skills in Racing, 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.

Learning Outcomes

- Recognise and understand the key components of Sprint and Marathon Racing: Skills, (Technique, Tactical, Physiology, Psychological);
- Understand the key concepts of Race 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 Race session;
- Have experienced Race coaching in a small group;
- Have decided what you do next as a Racing coach;
- Know where to find help and more information;
- Understand own limitations and safety framework for Racing.

Summary: The course will involve both bank and water-based practices. The content will include the skills of both Sprint and Marathon Racing, some training theory and discipline specific coaching practice.

Further Reading

BCU Race Handbook (Racing Coaching Manual)

John Handyside (ed.) 2005

BCU Coaching Handbook

Chapter 1, Coaching

Chapter 12, Forward Paddling

Chapter 20, Racing

Franco Ferrero (ed.) 2006. ISBN: 0-9547061-6-1

BCU Canoe and Kayak Handbook

Chapter 14, Racing Franco Ferrero (ed.) 2002. ISBN: 0-9531956-5-1

[Athlete Development Framework](#)

Topic and Link	Objective	Learning outcome	Key content
<p>Coaching Racing</p> <p>What is Racing?</p> <p>What are the key demands of Racing?</p> <p>What are the Core Skills of Racing?</p> <p>The Paddler Pathway</p> <p>Welfare and Health of Athletes</p>	<p>Theory and background knowledge</p>	<p>The Coach understands:</p> <p>The essence of Racing</p> <p>The foundations for Racing</p> <p>Tactical, Technical, Physical, Psychological (TTPP) for Racing</p> <p>Safety Framework</p> <p>Coaching ethics</p>	<p>The Paddler Pathway</p> <p>Looking after the long-term welfare and health of the athletes</p> <p>Concept of flatwater speed transferred onto a variety of racing environments and courses</p> <p>River skills, Boat skills, Race preparation and tactics</p> <p>Introduce overview of basic, intermediate and advanced</p> <p>Levels within paddler pathway model</p> <p>Racing safety</p> <p>The ethical coaching framework</p>

Topic and Link	Objective	Learning outcome	Key content
<p>Race Coaching</p> <p>What is a Club Race Coach?</p> <p>Boat v Bank-based coaching</p> <p>Basic goal setting for Marathon Racing</p> <p>Principles of training</p> <p>Dynamics of a session</p> <p>Assisting a session</p> <p>Use of Video</p>	<p>Theory and coaching practices</p>	<p>The coach understands:</p> <p>What a Race Coach is</p> <p>Theory:</p> <p>Training adaptations</p> <p>Goal-setting using SMART (training/competition use)</p> <p>Practice:</p> <p>Assisting or supporting another coach</p> <p>Training plan and session delivery</p> <p>Session management and adaptation</p> <p>The pros and cons of coaching from the water or the bank</p>	<p>Coaching to enable athletes to compete over:</p> <p>Different disciplines</p> <p>Different courses</p> <p>Different distances</p> <p>In different weather conditions</p> <p>In different water conditions</p> <p>Single or crew boat</p> <p>Results by time or place</p>

Topic and Link	Objective	Learning outcome	Key Content
<p>Racing Equipment</p> <p>Racing craft, single and crew boats</p> <p>Racing Kayak / Canoe:</p> <p>Set up, trim, steering, footrest, pull bars and heel blocks.</p> <p>Pumps</p> <p>Paddles:</p> <p>Clothing, footwear, spray decks, water systems</p> <p>(Buoyancy Aids for some races and divisions/classes)</p>	<p>Theory/Coaching and background knowledge</p>	<p>Coach understands:</p> <p>The decision-making process for equipment choice for coaching racing:</p> <p>Paddle selection</p> <p>Boat selection</p> <p>Boat set up</p> <p>The coach can:</p> <p>Use simple safety equipment</p> <p>Provide equipment advice</p> <p>Can demonstrate its use</p>	<p>Boat stability progressions</p> <p>Seating position</p> <p>Paddle gearing - blade and shaft sizes</p> <p>Buoyance</p> <p>Safety</p> <p>Preparation</p> <p>Maintenance</p>

Topic and Link	Objective	Learning outcome	Key content
<p>Planning a Racing Session</p> <p>A 4 point focus:</p> <ul style="list-style-type: none"> ● Safe ● Enjoyable ● Learning ● Performance increase 	<p>Hands on awareness of planning a session</p>	<p>Coach understands and can deliver:</p> <p>Risk assessment of a club race or training site</p> <p>A safe racing session:</p> <ul style="list-style-type: none"> ● Creating a safe learning environment ● Use of CLAP (Communication, Line of sight, Avoidance, Position) ● Appropriate use of dynamic risk management. ● Rescue options, briefings and managing the site and group 	<p>Session objective</p> <p>Venue</p> <p>Time availability</p> <p>Weather conditions</p> <p>Water Conditions</p> <p>Coaches competency</p> <p>Number of coaches available</p> <p>Group competency and ability</p> <p>Boat and equipment availability</p> <p>Paddle selection and equipment preparation</p> <p>Boat selection and boat preparation</p> <p>Single or crew boat session</p> <p>Application of Generic/Specific Risk Assessment</p> <p>Incremental progression of difficulty to manage risk</p> <p>Technical Race sessions</p>

			<ul style="list-style-type: none"> • Starts • Pacing/WITTW • Wash-hanging • turns • portaging • support crew
Topic and Link	Objective	Learning outcome	Key content
Fitness and Training for Racing Physiology of warming up and warming down Training increase performance Periodisation and peaking	Theory Coaching practices Practical skills	The coach understands the principles of: The physiology of Racing, Endurance and strength training, Cross-training Paddle machines Training adaptations The training cycle (work/rest/adapt)	Energy systems and endurance Strength and conditioning Time trials Flexibility and mobility Injury prevention Hydration and nutrition Interval training

		<p>The coach can deliver/manage:</p> <p>A training session including warm up and warming down</p> <p>A training programme</p> <p>Monitoring progress</p>	<p>Session intensity and balance</p> <p>Resting and recovery</p> <p>Daily, weekly and monthly sessions</p> <p>All round athlete</p> <p>Mental strength and confidence</p> <p>Planning race training</p> <ul style="list-style-type: none"> ● Periodisation ● Goal setting - thirds rule (TTPP input) ● Data analysis feedback into training plans ● Race reviews and wash-ups feedback into training plans <p>Long term athlete development: putting training into context.</p>
--	--	--	---

Topic and Link	Objective	Learning outcome	Key content
<p>The Principles of Racing</p> <p>Core foundations</p> <ul style="list-style-type: none"> ● Efficient forward paddling ● Race training and preparation ● Race skills and tactics ● Fair Play 	<p>Theory and coaching practices</p>	<p>The Coach Understands:</p> <p>The importance and principles of efficient forward paddling.</p> <p>The coach can:</p> <p>Observe and analyse the stroke</p> <p>Provide advice</p> <p>Set up and deliver simple drills to improve paddle technique</p> <p>Set up training to introduce race techniques</p> <p>Encourage decision making</p> <p>The benefit of developing the all-round athlete</p>	<p>Develop efficient forward paddling</p> <p>Develop Racing skills</p> <p>Develop boat and water skills</p> <p>Crew boat training and racing</p> <p>Psychological skills and strength</p> <p>Race day planning and techniques</p> <ul style="list-style-type: none"> - Pre Race - Race Tactics - Race review and wash-ups - Coaches feedback, what, when and how. <p>Race ethics</p>

