



**Coach Award  
Wild Water Racing Coach  
Training Programme and  
Session Plans**

## **Introduction**

This document provides an example Wild Water Racing 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.

**WILD WATER RACING COACH  
TRAINING PROGRAMME**

<b>Day One - Wild Water Racing skills</b>		
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>
Session 1 Classroom	30 mins.	<p>Introductions and paperwork</p> <p>Overview of training course</p> <p>Role of the Wild Water Racing 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"> <li>- personal coaching philosophy</li> </ul>
Session 3 Practical (Theory and Practice)	45 mins.	<p>Games with aims for warm-ups:</p> <ul style="list-style-type: none"> <li>- coaches' decision-making</li> </ul>
Session 4 Practical (Theory and Practice)	45 mins.	<p>Information gathering – skill and learner observation:</p> <ul style="list-style-type: none"> <li>- observing the 'What' of coaching – the skills</li> <li>- observing the 'Who' and 'How' of coaching – the learners</li> <li>- how observation feeds decision-making</li> <li>- fundamentals</li> </ul>
Session 5 Practical (Theory and Practice)	90 mins.	<p>Is it working? Analysis and evaluation of performance:</p> <ul style="list-style-type: none"> <li>- analysis and evaluation of skill (the 'What')</li> <li>- analysis and evaluation of learning and coaching (the 'Who' and 'How')</li> <li>- how this feeds decision-making</li> </ul>
<b>Lunch</b>		
Session 6 Practical (Theory and Practice)	90 mins.	<p>Coaching from the bank</p> <ul style="list-style-type: none"> <li>- coaching behaviours</li> <li>- structuring the session</li> <li>- methods of practice</li> <li>- learning and optimum environment</li> </ul>

		- safety frameworks and coach's positioning
Session 7 Practical (Theory and Practice)	60 mins.	Coaching from the water - structuring the session - developing learner decision-making: - coaching styles - feedback - safety frameworks and coach's positioning
Session 8 Classroom	30 mins.	Review of day Reflective practice - Reflecting on the learner's needs, the coaching approach and The effectiveness (is it working?) - how are we developing as a coach
Session 9 Classroom	45 mins.	Between training and assessment - development phase - support mechanisms for a successful assessment - pre-assessment task - assessment day process
Session 10 Classroom	15 mins.	Session planning - adaptive - personalised (written, list, memory) - progressive and linked Planning 15-minute coaching session for Day 2 Coaching philosophy
Homework	30 mins.	Plan Day 2 coaching session

<b>Day Two - Wild Water Racing Techniques</b>		
<b>Session</b>	<b>Time</b>	<b>Session Outline</b>
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 - 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 of coaching sessions - complete coaching session reviews
<b>Lunch</b>		
Session 14 Practical (Theory and Practice)	60 mins.	Developing performance - performance analysis - meeting participants' needs - performance models - 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 action planning

## WILD WATER RACING COACH TRAINING

### SESSION 1

<b>Session Title:</b>	Introductions and Paperwork
<b>Session Number:</b>	1
<b>Time:</b>	30-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	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 development pathway, role and remit.

Introduce British Canoeing Awarding Body Coaching Pathway.

#### Delivery:

One large group led by Course Director.

Tutor on hand to offer individual support, answer questions, etc.

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 for folk to fill in.

Introduction to the Course, Wild Water Racing Coach Pathway, Role and Remit, and British Canoeing Awarding Body Coach Pathway:

- Provide an overview of the journey to WW Racing Coach Assessment and the options, along with the role and remit of a Wild Water Racing Coach;
- Provide an overview of the qualifications beyond the Coach Award to allow further individual discussion as is required during course;

- Quick run through of the programme for the course and in more detail Day 1.
- Identify resources (eLearning, books, etc.) available for them to get stuck into.

Any questions?

## WILD WATER RACING COACH TRAINING

### SESSION 2

<b>Session Title:</b>	Coaching Philosophy
<b>Session Number:</b>	2
<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
Explore and develop the coaches' personal coaching philosophy.	
<b>Delivery:</b>	
<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"> <li>1. Tutor to introduce/remind students of the concept of a coaching philosophy and facilitate group discussion around how theirs is developing;</li> <li>2. Tutor to show British Canoeing Awarding Body's coaching philosophy and facilitate discussion on how students' values/beliefs match with this;</li> <li>3. Students to discuss, in pairs, what they believe in as a coach and how this is shaping their philosophy;</li> <li>4. Tutor to support students in continuing to develop their own philosophy true to their values and beliefs, whilst respecting others.</li> </ol>	



## WILD WATER RACING COACH TRAINING

### SESSION 3

<b>Session Title:</b>	Games with Aims for Warm Ups
<b>Session Number:</b>	3
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Wild Water Kayak or Canoe
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>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'.</li> <li>3. Students to deliver their planned warm up/introductory session to the other groups.</li> <li>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.</li> <li>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.</li> </ol>	

## WILD WATER RACING COACH TRAINING

### SESSION 4

<b>Session Title:</b>	Using Games for Developing Feature Skills
<b>Session Number:</b>	4
<b>Time:</b>	90-minutes
<b>Venue:</b>	Classroom and Water
<b>Craft:</b>	Wild Water Kayak and Canoe
<b>Session aim/s:</b>	
<p>To ensure students understand the importance of Feature moves in relation to the WITTW Model.</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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to facilitate discussion on range of purposes for coaching feature moves (psychological, cognitive, skill specific preparation).</li> <li>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 an appropriate session, which is a 'game with an aim'.</li> <li>3. Students to deliver their planned session to the other groups.</li> <li>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.</li> <li>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.</li> </ol>	

## WILD WATER RACING COACH TRAINING

### SESSION 5

<b>Session Title:</b>	Is it working? Analysis and Evaluation of Performance
<b>Session Number:</b>	5
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Wild Water Kayak or Canoe
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<p>Session starts with entire group observing and working together, then split into smaller groups.</p> <ol style="list-style-type: none"> <li>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, drop hip turn versus sweep, single stroke foot steering versus double stroke foot steering.</li> <li>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.</li> <li>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.</li> <li>4. Tutor to facilitate the sharing of knowledge, drawing out the main evaluation methods and observational techniques used.</li> <li>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,</li> </ol>	

etc.).

6. Tutor to support students in their technical/tactical knowledge and understanding.

## WILD WATER RACING COACH TRAINING

### SESSION 6

<b>Session Title:</b>	Coaching from the Bank Side
<b>Session Number:</b>	6
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Wild Water Kayak or Canoe
<b>Session aim/s:</b>	
<p>To develop understanding on how to structure coaching from the bank side 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 Coach Award 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>	
<b>Delivery:</b>	
<p>This session is designed to contextualise some of the key learning from the Coach Award Core into their discipline and look at how to structure coaching sessions from the bank side. It should also 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). All of this should support development in their technical understanding of Wild Water Racing and highlight how best to structure the session to support learning considering the environment. At all times, the safety frameworks in place and the importance of the coach's positioning to support this should be explored. Examples:</p>	

1. Tutor to facilitate each student delivering a 5-10 minute session peer coaching from the bank side of a skill required for the Wild Water Racing 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 bank side to develop their technical skill and understanding of a skill required for the Wild Water Racing 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 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 Wild Water Racing 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 Wild Water Racing 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 Wild Water Racing 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). Once planned, the groups deliver their planned sessions to each other and Tutor facilitates discussion to support and develop understanding.

## WILD WATER RACING COACH TRAINING

### SESSION 7

<b>Session Title:</b>	Coaching from the Water
<b>Session Number:</b>	7
<b>Time:</b>	60-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Wild Water Kayak or Canoe
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<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"> <li>1. Tutor delivers a variety of coaching sessions from the water to develop students' tactical ability and understanding of Wild Water Racing. At the end</li> </ol>	



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 Wild Water Racing. 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.

## WILD WATER RACING COACH TRAINING

### SESSION 8

<b>Session Title:</b>	Review of Day and Reflective Practice
<b>Session Number:</b>	8
<b>Time:</b>	30-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Tutor to facilitate reflective practice around the following key areas of coaches' decision making:             <ol style="list-style-type: none"> <li>a. Did we meet the learners' needs?</li> <li>b. Did the coaching approach work?</li> <li>c. Was the session effective – did it work?</li> </ol> </li> </ol>	

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.

## WILD WATER RACING COACH TRAINING

### SESSION 9

<b>Session Title:</b>	Between Training and Assessment
<b>Session Number:</b>	9
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. Tutor to introduce the development phase of the Coach Award process and the support mechanisms in place.</li> <li>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"> <li>a. Reflective practice</li> <li>b. Experience - learning on the job</li> <li>c. Watching or working with other coaches</li> <li>d. Discussions with other coaches and peers</li> <li>e. Learning from athletes/participants</li> <li>f. Gaining, and responding to, feedback</li> <li>g. Evaluation to measure effectiveness</li> <li>h. Other formal/informal learning</li> </ol> </li> </ol>	

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.

## WILD WATER RACING COACH TRAINING

### SESSION 10

<b>Session Title:</b>	Session Planning
<b>Session Number:</b>	10
<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>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 'Environmental Considerations'.</li> <li>2. Tutor to support further discussions, exercises or examples as is required.</li> <li>3. Tutor to support in information gathering for their sessions considering the 'Who', 'What', 'Why' and 'Environmental Considerations'.</li> <li>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.</li> </ol>	

## WILD WATER RACING COACH TRAINING

### SESSION 11

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

## WILD WATER RACING COACH TRAINING

### SESSION 12

<b>Session Title:</b>	Session Plan Peer Review
<b>Session Number:</b>	12
<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<ol style="list-style-type: none"> <li>1. In pairs, students to discuss their lesson plans focusing on the following:             <ol style="list-style-type: none"> <li>a. Technical/tactical content;</li> <li>b. How the session is planned to be delivered considering the 'Who', 'What', 'How' and 'Environmental Considerations';</li> <li>c. How planned delivery demonstrates coach's values and beliefs in their coaching philosophy.</li> </ol> </li> <li>2. Tutor to support pairs in their discussions and provide an opportunity for group questions/discussion as required.</li> </ol>	



## WILD WATER RACING COACH TRAINING

### SESSION 13

<b>Session Title:</b>	Coaching Sessions
<b>Session Number:</b>	13
<b>Time:</b>	120-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Wild Water Kayak or Canoe
<b>Session aim/s:</b>	
Opportunity for the students to practice their coaching, receive and provide feedback.	
<b>Delivery:</b>	
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"> <li>● 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;</li> <li>● Observers to provide feedback from their observations, focusing on 'What' they saw that demonstrates coaching/learning/learning environment subject areas covered the day before;</li> <li>● Participants to provide feedback from their experience;</li> <li>● Tutor to support with any additional (positive/supportive) comments to support individual and group learning;</li> <li>● 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.</li> </ul>	

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.

## WILD WATER RACING COACH TRAINING

### SESSION 14

<b>Session Title:</b>	Developing Performance
<b>Session Number:</b>	14
<b>Time:</b>	60-minutes
<b>Venue:</b>	Water/Classroom
<b>Craft:</b>	Wild Water Racing Kayak or Canoe
<b>Session aim/s:</b>	
<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>	
<b>Delivery:</b>	
<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 student 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.</p> <p>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 Wild Water Racing environment. In doing this, the Tutor to focus on clarifying the performance model they are working with to develop students' skill</p>	

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 Wild Water Racing 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 Wild Water Racing skill.
  - a. Students to watch video in small groups and identify the strengths and

weaknesses. These to be fed back and discussed as a 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 a 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, 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.

## WILD WATER RACING COACH TRAINING

### SESSION 15

<b>Session Title:</b>	Incident Management and Rescue Skills
<b>Session Number:</b>	15
<b>Time:</b>	90-minutes
<b>Venue:</b>	Water
<b>Craft:</b>	Kayak and Canoe
<b>Session aim/s:</b>	
<p>To develop knowledge and ability for rescues required by a Wild Water Racing Coach.</p> <p>To develop confidence in dealing with a range of incidents appropriate for the environment.</p>	
<b>Delivery:</b>	
<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>	

## WILD WATER RACING COACH TRAINING

### SESSION 16

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

## WILD WATER RACING COACH TRAINING

### SESSION 17

<b>Session Title:</b>	Individual Debriefs and Action Planning
<b>Session Number:</b>	17
<b>Time:</b>	60-minutes
<b>Venue:</b>	Classroom
<b>Craft:</b>	n/a
<b>Session aim/s:</b>	
<p>To ensure all students get individual feedback and support regarding their journey towards a Wild Water Racing Coach assessment.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p>	
<b>Delivery:</b>	
<p>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.</p>	



## **British Canoeing Awarding Body - Wild Water Racing Coach – Support Notes**

This document provides the technical content to be used to support the British Canoeing Awarding Body Discipline Specific Module Wild Water Racing for course providers.

### **Overview**

The British Canoeing Awarding Body Wild Water Racing Coach Module targets coaches who want to gain more knowledge about coaching the specialist discipline of Wild Water Racing. This course provides the techniques and strategies for coaching Wild Water 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 will be in context of the core skills covered in the Wild Water Racing Technical Manual. Coaches will work toward 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 will include the skills of Wild Water Racing, some training theory and discipline specific coaching practice.

### **Learning Outcomes**

- Recognise and understand the key components of Wild Water Racing: Skills, (Technique, Tactical, Physiology, Psychological);

- Understand the key concepts of Wild Water Racing 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 Wild Water Racing session;
- Have experienced Wild Water Racing coaching in a small group;
- Have decided what you do next as a Wild Water Racing coach;
- Where to find help and more information.

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

## **Further Reading**

Wild Water Racing Coaching Manual

BCU Coaching Handbook

Chapter 1, Coaching

Chapter 12, Forward Paddling

Chapter 13, Rolling

Chapter 20, Racing

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



	Objective	Learning outcome	Key content
<p>Coaching Wild Water Racing</p> <p>What is Wild Water Racing?</p> <ul style="list-style-type: none"> <li>• What are the key demands of Wild Water Racing?</li> <li>• What are the Core Skills of Wild Water Racing?</li> <li>• The Paddler Pathway</li> </ul>	<p>Theory and background knowledge</p>	<p>The Coach understands:</p> <p>The essence of Wild Water Racing.</p> <p>The foundations for WWC</p> <p>TTPP for WWR (Tactical, Technical, Physical, Psychological),</p>	<p>The Paddler Pathway</p> <p>Concept of flatwater speed transferred onto Wild Water</p> <p>Wild Water skill dictates percentage transferred to Wild Water Racing.</p> <p>Flat Water, White Water and Wild Water Racing specific cores.</p> <p>Introduce overview of basic, intermediate and advanced levels within Paddler Pathway Model.</p>

	<b>Objective</b>	<b>Learning outcome</b>	<b>Key content</b>
<p><b>Wild Water Coaching</b></p> <p>What is a Wild Water Canoeing Coach?</p> <p>Boat v Bank-based coaching.</p> <p>Basic goal setting for Wild Water Canoeing</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><b>The Coach understands:</b></p> <p>What a Wild Water Coach is.</p> <p>The pros and cons of coaching from the water or the bank.</p> <p>Goal-setting using SMARTER (training/competition use).</p> <p>How Training works.</p> <p>How a session can change.</p> <p>Assisting or supporting another coach.</p> <p>Recording and analysis from Video</p>	<p>Sprint and Classic considerations</p> <p>River inaccessibility</p> <p>Helmet cam assisted coaching</p> <p>FOV considerations</p> <p>Coach or athlete mounted</p> <p>Classic training feedback issues</p>

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	Objective	Learning outcome	Key Content
<b>Wild Water Racing</b> <b>Equipment</b>  Wild Water Canoeing Boat Types Fitting out and repairs Paddles Clothing, Helmets, Buoyancy Aids and Spray decks	Theory/Coaching and background knowledge	<b>Coach understands:</b>  The issues of equipment type, size and specification on coaching Wild Water	Full footrest Seat blocked in Back strap Thigh bars Pull bars Hip pads  Compromise of control and performance

	Objective	Learning outcome	Key content
<p><b>Planning a Wild Water Canoeing Session</b></p> <p>A 3 point focus:</p> <ul style="list-style-type: none"> <li>• Safe</li> <li>• Enjoyable</li> <li>• Learning</li> </ul>	<p>Hands on awareness of planning a session</p>	<p><b>Coach has experience of :</b></p> <p>Risk assessing a Wild Water Racing site to be able to run a safe Wild Water canoeing session.</p> <p>Use of CLAP (Communication, Line of sight, Avoidance, Position) for dynamic risk management.</p> <p>Creating a learning environment for Wild Water Racing techniques and skills to be coached.</p> <p>Rescue options and managing the site and group</p>	<p>Sprint and Class</p> <p>River inaccessibility</p> <p>Avoidance key to training.</p> <p>Incremental progression risk.</p>

	Objective	Learning outcome	Key content
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<p><b>Fitness and Training</b></p> <p>Physiology of warming up and warming down</p> <p>Training and periodisation</p>	<p>Theory</p> <p>Coaching practices</p> <p>Practical skills</p>	<p>The coach understands:</p> <p>How to direct a warm up appropriate to the activity and warming down.</p> <p>The physiology of Wild Water Racing. Paddling, Cross-training, Paddle machines, Weight training and Periodisation</p>	
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	Objective	Learning outcome	Key content
<p><b>The Principles of Wild Water Racing</b></p> <p>3 Core foundations</p> <ul style="list-style-type: none"> <li>● Flat water</li> <li>● White water</li> <li>● Wild Water Racing</li> </ul>	<p>Theory</p>	<p>The Coach Understands</p> <p>The need to develop core flat water and white water skills in addition to transfer to Wild Water Racing</p> <p>The benefit of developing skills outside of Wild Water</p>	<p>Well-developed</p> <p>Well-developed</p> <p>Transfer and ad</p> <p>Psychological pr</p>



		Racing and then applying to Wild Water Racing	
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Day 1	Objective	Learning outcome	Key content
<p><b>Wild water racing skills</b></p> <ul style="list-style-type: none"> <li>● Getting in and out</li> <li>● Breaking in and out</li> <li>● Ferry gliding</li> <li>● Drills and forwards technique</li> </ul>	<p>Practical</p>	<p>The coach is able to deliver</p> <p>Skills for turning and changing direction</p> <p>Key drills for flat water and short periods of flow</p> <p>Kayak and Canoe Strokes</p> <p>Wash hanging</p> <p>Measurement and feedback</p>	<p>Edge awareness</p> <p>Controlling the b</p> <p>Sideways mover</p> <p>Forwards paddli</p> <p>1,3,5 blade hold</p> <p>Cadence drills</p> <p>Forwards Ferry</p> <p>Wet hands</p> <p>Drop hip steering</p> <p>1 stroke steering</p> <p>2 stroke steering</p> <p>Reverse Ferry</p> <p>Break in and out</p>



Day 2	Objective	Learning outcome	Key content
<p><b>Wild Water Racing techniques</b></p> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Steering</li> <li>• Reading Rivers</li> <li>• Comparing Lines</li> <li>• Drills for white water</li> </ul>	<p>Practical observing on water and through DVD/Video</p>	<p><b>Coach Understands:</b></p> <p>How to take the core paddling techniques and successfully apply them to wild water</p> <p>How to exploit the natural features of the river to gain speed</p> <p>How to adjust forward paddling technique for rapidly changing water conditions</p> <p>How to manage a group in white water</p>	<ul style="list-style-type: none"> <li>• Key principles</li> <li>• Timing strokes in water</li> <li>• Paddle on/off</li> <li>• Keep with the group</li> <li>• Deep colour</li> <li>• Entry points</li> <li>• Pulling down</li> <li>• Steering -</li> <li>• Steering -</li> <li>• Re-acceleration</li> <li>• Reading rivers</li> <li>• Comparing lines</li> <li>• Soften the</li> </ul>
<p><b>Incident management and rescue skills</b></p>	<p>Practical</p>	<p>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>To improve individual skills in the river environment</p> <ul style="list-style-type: none"> <li>• To teach personal skills</li> <li>• To teach basic skills</li> <li>• To understand emergency situations</li> <li>• To outline basic safety principles</li> <li>• To introduce a safety principle.</li> </ul>

