

Resource Box copy - please return

## Level 1

### Coaching Crib Cards

Explain:

- Health and Safety / Emergency Procedures
- Rules for Moving and Lifting
- Rules of the Facility / Venue
- Rules of the Session / Activity
- Potential Hazards and Assumed Risk
- Set ground rules

### Session Preparation

- Check the sites risk assessment policy
- Check any local / activity operating procedures
- Check the location of the nearest telephone
- Check the location of the nearest first aid kit
- Identify the appointed first aider
- Collect information (Participants / activity)
- Complete session plan (get it checked)
- Set up venue and equipment (inc. safety kit)

### IDEAS Coaching Model

- Introduction **I** → Short
- Demonstration **D** → Correct
- Explanation **E** → Simple
- Activity **A** → Lots of it!
- Summary **S** → Re-enforcement

### Session Safety Checks

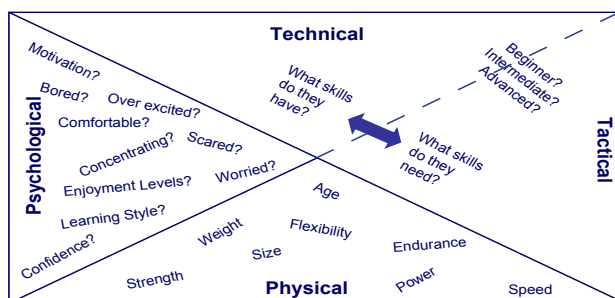
- Equipment
- For Hazards
- Appropriateness of the facility
- Participants register is maintained
- Participants' needs

Remember to report any problems

### Communication

<b>VISUAL</b> See	Demonstrations Body Language Feedback	Clear & Simple Correct Understandable Non-threatening Timed Valuable Positive / reward
<b>AUDIO</b> Hear	Instructions Questioning Explanations (Written material)	
<b>KINAESTHETIC</b> Feel	Practice Questioning	

### Student Needs - TTPP



### Preparing Participants

- Introduce the session expectations
- Participation by choice
- Check participants equipment and dress
- Check participants readiness
- Warm-up (raise heart rate, mobilise, specific)

(Check your activities meet participants needs)

### Learning Styles

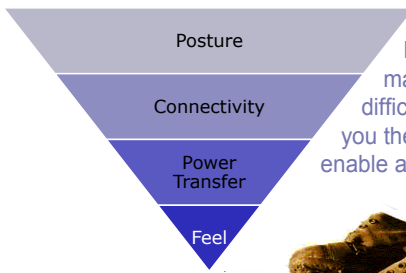
<p><b>Reflector</b> Needs time to think, watch and consider.</p>	<p><b>Pragmatist</b> They are happy with solutions that practically work.</p>
<p><b>Activist</b> Like to be active most of the time!</p>	<p><b>Theorist</b> Like to know the detail of why things work!</p>

### Session Control

Consider:

- Your position
- Students Positioning
- Distractions
- Giving clear explanations / instructions
- Setting boundaries
- Your students skill level & difficulty of the task
- Using commands "Stop" "Come to me"

## Fundamental Paddlesport Skills



A pair of badly fitting boots will lack support, making good **posture** difficult. They will not give you the **connectivity** to enable accurate **power transfer**.



All in all it will **feel** wrong!

## Paddler Centred & Professional



Helpful  
Tidy Meet  
Appearance  
Non-threatening  
Use Names  
Smile  
Polite  
Organised  
Supportive  
Equitable  
Informative  
Punctual  
Greet

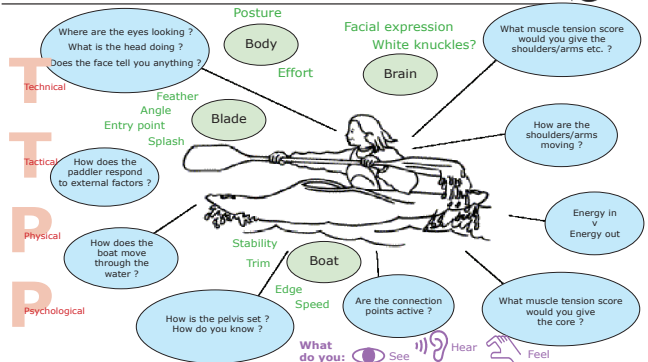
## Demonstrations



Should be:

- Technically correct
- Seen (more than one angle / side ?)
- Real time
- Without distraction (noise / activity / sun / rain)
- Silent
- Repeated

## Observation



## Coaching Styles



• <b>Command</b>	Coach provides instructions "Do this..."	Physical
• <b>Practice</b>	Coach selects activities "Go from 'A' to 'B' using....."	
• <b>Reciprocal</b>	Peer gives feedback on coach criteria "Watch partner and feedback position of..."	Social
• <b>Self Check</b>	Coach provides measure "Check to make sure that....."	
• <b>Inclusion</b>	Multiple levels of performance of same task "Choose how tight and fast ..."	Cognitive
• <b>Guided Discovery</b>	Coach uses questions to lead "How do you turn the boat....."	

## Balance in Session Delivery



Specific practice	↔	Fun / games
Control	↔	Freedom
Talk	↔	Activity
Demonstrations	↔	Explanations
Coach directed	↔	Participant led
1:1 communication	↔	Whole group

## Evaluating Performance



- Observation of performance
- Comparison with previous performance
- SMART Targets
- Question and Answer
- Group Discussion
- Self Reflection
- Evaluation forms

## Rescue Protocol



1. Assess situation
2. Consider your options
3. Stabilise the situation (or raise the alarm)
4. Raise the alarm (or stabilise the situation)
5. Execute the plan

Remember your priorities:  
Self – Team – Casualty – Kit

## Assessing Awards



1. Plan the assessment
2. Brief the paddlers
3. Set and observe suitable tasks
4. Analyse performance
5. Question paddlers if necessary
6. Make a decision (seek advice?)
7. Provide feedback / action planning
8. Complete paperwork

## Concluding Sessions



- Appropriate activity to conclude session
- Provide feedback
- Gain feedback
- Identify strengths and weaknesses
- Provide guidance on next session
- Provide guidance on changing etc.
- Give a 'take away' - something to practice
- Clear and check site