

Slalom Discipline Support Module (Part 2) Syllabus

This document provides details of the British Canoeing Slalom Discipline Support Module (Part 2) for course organisers and candidates.

Introduction

The British Canoeing Slalom Discipline Specific Support Module (Part 2) is designed to assist coaches who want to gain more knowledge about the specialist discipline of slalom. The course introduces and explains the intermediate techniques and strategies for coaching slalom paddlesport. 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 on the riverbank, with the syllabi written to focus on coaches who are likely to be supporting the intermediate development athletes. The module is aimed at coaches, parents, and paddlers who are interested in developing their knowledge to coach intermediate gate technique.

Prerequisites

At the point of registration the following pre-requisites are required;

- A completed British Canoeing Slalom Discipline Support Module (Part 1) Log Book
- £17.50 Registration Fee for Home Nation Comprehensive Members
- A British Canoeing Coaching Qualification
- Age 16 years of age, or older

Note – Coaches new to canoe slalom techniques are advised to complete the British Canoeing Slalom Discipline Support Module (Part 1) and the associated logbook prior to booking Part 2. Experienced slalom athletes can by-pass Part 1 with a reference from a current British Canoeing Slalom Support Module Director. A reference section is available in the British Canoeing Slalom Discipline Support Module (Part 1) Log Book.

Course Length

14 hours training course

24 hours mentored activity

Delivery

Practical activities will be in context of the core skills covered in the Slalom media workbook. Coaches will work toward understanding these core skills, while building slalom specific coaching tools to aid the delivery of fun and productive slalom sessions. The course will involve both bank and water based practices. The content will include the core and specific skills of slalom, training theory and discipline specific coaching practice.

Learning Outcomes

By the end of this module participants should be able to;

- Identify the key demands of canoe slalom performance
- Observe different techniques, and implement recommendations with regard to the optimum technique for a specific environment
- Recognise and understand the key elements of the basic slalom strokes, and their application in a flat water and white water environment
- Recognise and understand the key elements of intermediate flat water, downstream, upstream and white water techniques
- Recognise and understand the elements of preparation, delivery and review within a competition environment (linked to British Canoeing UKCC Level 1 and/or Level 2 Coaching Syllabi)

During the course, participants will also have organised a specific slalom session in the following environments;

- Stroke kinetic session (flat water)
- Structured play (white water)
- Training session (short course)
- Competition
- Have experienced slalom coaching in a small group in a training environment
- Have experienced observation in a race environment, while also providing recommendations for delivery within a competition setting
- Have decided completed a personal action plan as a slalom coach

Further Reading

British Canoeing Canoe Slalom Technical Manual (2013)

BCU Coaching Handbook, Franco Ferrero (ed.) 2006. ISBN; 0-9547061-6-1

- Chapter 1, Coaching
- Chapter 2, Physiological Principles
- Chapter 11, Use of Video
- Chapter 12, Forward Paddling
- Chapter 20, Racing
- Chapter 21, High Performance Coaching

Session	Objective	Learning Outcome	Key Content (Paddler pathway)
<p>Session 1 – Overview of Slalom Discipline Support Module (Part 2)</p> <ul style="list-style-type: none"> • Introduction • Technique and the Slalom pathway (levels 1,2,3) • Planning of sessions • The training environment (introduction to mentored day) • The white water environment (introduction to mentored day) • Race day planning and delivery (introduction to mentored day) • British Canoeing Technical Manual / DVD Slalom Technique Library 	<p>Theory and background knowledge</p>	<p>The coach understands the principles and the technique demands outlined in the paddler pathway.</p> <p>By being introduced to;</p> <ul style="list-style-type: none"> • The delivery of sessions within a seasonal plan • The delivery of a session within the club training environment • The delivery of sessions within a white water environment • The planning required for race day delivery • The media workbook and technique DVD 	<p>Slalom Paddler pathway;</p> <p>Racing (1) - Start racing in national ranking system. Enjoy your racing. Race Canoe class and Kayak.</p> <p>Racing (2) - Gain promotion up through the divisional system, in both classes. Use the day not just for racing also for training. (make the most of your time on the water) Aiming to be in Premier by age of 15.</p> <p>Racing (3) - Starting your second season in Prem. You should have a good race day plan.</p> <p>Be able to work out consistent racing lines.</p> <p>Racing at lots of different race venues home and abroad.</p> <p>Flat water (1) - Starting to understand the fundamentals of slalom canoe and kayak. Developing good posture. Linking in stroke patterns.</p> <p>Flat water (2) - Starting to put the fundamentals of slalom into practise (Stroke session). Be able to hold good posture throughout the range of strokes used in slalom</p> <p>Flat water (3) - Applying more power into each stroke pattern, and being able to maintain excellent posture and connectivity.</p>

<p>Session 1 continued ...</p>			<p>White water (1) - Showing an understanding of moving water and how it affects the boat.</p> <p>White water (2) - The ability to be in control of what you are doing, not allowing the white water to dictate your paddling. Grade 2-3.</p> <p>White water (3) - Effective ability to paddle on grad 3-4. Ability to maintain technique on grade 3-4.</p> <p>Upstreams (1) - Principles of an upstream gates</p> <p>Upstreams (2) - Control and maintain appropriate speed on entry & exit through out</p> <p>Upstreams (3) - Tools in the tool box to perform the required upstream. Having the tools in the box.</p> <p>Downstreams (1) - The knowledge of how to perform a stagger sequence.</p> <p>Downstreams (2) - Maintaining speed throughout the stagger.</p> <p>Downstreams (3) - Effectively using the inside pole on a stagger sequence.</p>
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Session	Objective	Learning Outcome	Key Content
<p>Session 2 - Coaching Canoe Slalom</p> <ul style="list-style-type: none"> • Links with British Canoeing UKCC Level 1 & 2 Coaching Syllabi • Management of sessions • DSM2 techniques • Stroke patterns • Upstreams • Down streams • Video of stroke patterns • Edging and leaning • Course setting 	<p>Theory and coaching practices</p>	<p>The coach understands the principles with regard to managing specific sessions;</p> <ul style="list-style-type: none"> • Stroke sessions • Downstream technique • Upstream technique • Short courses • The importance of course setting to optimise these sessions • The importance of posture, edging and stroke patterns • The coach is introduced to various stroke patterns and their deployment in a training environment • The coach understands how to apply British Canoeing UKCC Level 1 & 2 Coaching behaviours to coaching slalom 	<p>Edging</p> <ul style="list-style-type: none"> • Paddling using inside and outside edge (Paddle both sides) • Paddling with left knee and paddle with the left blade (both sides) • Paddling with right knee and paddle with the left blade (both sides) • Practise switching edges. <p>Posture</p> <ul style="list-style-type: none"> • Abs switched on • Lean from hips (not from mid or upper back) • Maintain upright position • Head up and focus forward <p>Stroke patterns</p> <ul style="list-style-type: none"> • Reverse to Bow rudder strike - Upstream / spin or downstream in eddy • Sweep bow rudder – (Upstream) • Bow Rudder slice to sweep (Downstream) • Slice to Sweep (Downstream) • Push back into forward stroke (Downstream)

Session	Objective	Learning Outcome	Key Content
<p>Session 3 - Practical session 1 - Upstreams</p> <ul style="list-style-type: none"> • Stroke kinetics • Stroke patterns • Single stroke up • Under arm up • Punt (reference) • Review of session 	<p>Theory, coaching practices, and practical skills</p>	<p>The coach understands;</p> <p>Principles of upstreams;</p> <ul style="list-style-type: none"> • Holding inside pole • Boat flat, (may be little off side edge) • Gliding in & accelerate out • Keeping the boat running throughout the upstream. • Power away from the gate <p>The development of specific upstream techniques and its application in specific environments.</p>	<p>Single stroke upstream</p> <ul style="list-style-type: none"> • Pre turn boat • Run in just below inside pole • Plant bow rudder and rotate boat hard • Bow drops down into current which aids the exit • Place next stroke <p>Under arm upstream</p> <ul style="list-style-type: none"> • Run in just below inside pole • Plant bow rudder and rotate boat hard • Bow drops down into current which aids the exit • Place next stroke <p>Punt</p> <ul style="list-style-type: none"> • Drive in past inside pole • Look for placement of the blade on rock / wall • Load up the stroke and convert energy into exit momentum
<p>Session 4 - Use of video and performance analysis</p>	<p>Theory and practical skills</p>	<p>The coach is introduced to:</p> <ul style="list-style-type: none"> • The use of video within a session • The use of performance software to analyse upstream and downstream technique 	

Session	Objective	Learning Outcome	Key Content
Session 5 - Practical session 2 - Upstreams <ul style="list-style-type: none"> • Stroke patterns • Upstreams • Reverse blade up • Sweep up • S – sweep • Review 	Theory, coaching practices, and practical skills	The coach understands the development of specific upstream techniques and its application in specific environments.	Reverse blade upstream; <ul style="list-style-type: none"> • Let bow start to eddy out above gate line • Keep hips above gate line • Continue turn with a reverse stroke • Lean back and duck under inside pole whilst continuing to turn on the reverse stroke • Finish reverse stroke and pull away from gate by turning it into a forward stroke Sweep upstream; <ul style="list-style-type: none"> • Wide approach • Set boat angle early • Slow boat up • Keep hips above gate line Sweep S <ul style="list-style-type: none"> • Approach gate with not too much angle • Aim boat just above the gate line (body under inside pole) • Sweep angle on as boat hits the eddy • Counter the rotation with an opposite sweep • Exit with body under outside pole

Session	Objective	Learning Outcome	Key Content
<p>Session 6 - Downstreams</p> <ul style="list-style-type: none"> • Stroke patterns • Controlling rotation • Use of 5 gate sequence <p>Techniques:</p> <ul style="list-style-type: none"> • Forward stroke downs • Back blade downs • Downstreams in eddies • Review 	<p>Theory, coaching practices, and practical skills</p>	<p>The coach understands the development of techniques deployed in negotiating downstream sequences and their application in specific environments;</p> <ul style="list-style-type: none"> • Forward strokes, bow rudders and sweep strokes • Forward with reverse blade • Spin • Back off • Downstream in eddies 	<p>Key principles;</p> <ul style="list-style-type: none"> • Set the boat up early to attack the inside pole • Flat boat • Control of rotation • Maintaining boat speed through the stagger/ downstream <p>Key content;</p> <ul style="list-style-type: none"> • Forward strokes • Open gate sequence • Paddler able to open out & set up sequence in advance • Back end follows front end • Able to paddle through gates on Fwd strokes / Bow Rudders and Sweep Strokes <p>Forward (back blades);</p> <ul style="list-style-type: none"> • Sequence set in fast flowing water • Gates not particularly offset but close together descending the river • No space to open out the sequence and carry out on sweeps and rudders • Pole to Pole with dynamic sharp turns <p>Downstream in eddies;</p> <ul style="list-style-type: none"> • Approach the eddy with boat angle set • Sweep or jump into the eddy • Glide though eddy on reverse or bow rudder • Keep bow light (to allow the boat to turn) • Accelerate back into flow

Session	Objective	Learning Outcome	Key Content
<p>Session 7 - Practical session 4 - Further Downstream Techniques</p> <ul style="list-style-type: none"> • Stroke patterns • Spins • Back offs 	<p>Theory, coaching practices, practical skills</p>	<p>The coach understands the development of specific downstream techniques and its application in specific environments.</p>	<p>Spins;</p> <ul style="list-style-type: none"> • Start turn early • Slow boat up • Look over shoulders for the pole, once in sight snap the turn and drive back for next gate • Maintain boat speed • Accelerate the boat away from the gate <p>Back off;</p> <ul style="list-style-type: none"> • Set boat position • Slow boat down on the downstream side • Get boat moving in the desired direction as soon as you pass the inside pole • Back Off's generally keep the boat pointing in the direction that you ideally need to be going (less degrees of turn to do) • Keep the boat flat • Accelerate away

Session	Objective	Learning Outcome	Key Content
Session 8 - Organization of sessions <ul style="list-style-type: none"> • Safe • Enjoyable • Learning • Course setting 	Theory and coaching practices, practical skills	The coach understands; <ul style="list-style-type: none"> • The principles involved in running a specific slalom session in an intermediate and white water environment • The importance of a safe, enjoyable learning environment • The dynamics of delivering a specific technique session • The detail required in planning, delivery and review of a specific technique session (individual / group) • The detail required in planning, delivery and review of a specific short course (5 – 8 gates) session 	
Session	Objective	Learning Outcome	Key Content
Session 9 - Practical session 5 Student lead - Practical session	Hands on planning and delivering session, practical skills	The coach delivers a session on a short course of gates.	

Session	Objective	Learning Outcome	Key Content
<p>Session 10 – Review and Action Planning</p> <ul style="list-style-type: none"> • Reading and resources • Action planning • Feedback 	<p>Background knowledge, coaching practices</p>	<p>The coach is able to action plan for their development and recognizes methods of improvement.</p> <p>The coach is prepared to undertake the mentored elements of the course, which also consists of assessed elements.</p>	

Section 2 – British Canoeing Slalom Discipline Support Module (Part 2) Mentored Element

1/ – White Water Skills (8 hours)

Sessions 1, 2 and 3; To be delivered at a principle white water site; Bala, Cardiff, Grandtully, Lee Valley, Nottingham, Teesside. Sessions 4, 5 and 6 can be delivered at a moving water venue.

Session	Objective	Learning Outcome	Key Content
<p>White Water skills;</p> <p>(Led by mentor)</p> <ul style="list-style-type: none"> • Introduction • The whitewater environment (introduction to mentored day) • Link to stroke kinetics • Safety • Risk assessment • Running group sessions in a whitewater environment • British Canoeing Slalom Technical manual / DVD Slalom Technique Library 	<p>Theory, coaching, practical skills</p>	<p>The coach understands;</p> <ul style="list-style-type: none"> • The principles and the technique demands outlined in the paddler pathway • The coach understands the development of specific techniques and their application in the white water environment • Stroke kinetics (practical A) • Jumps and lifts (practical B) • Stoppers (practical C) • Waves (practical D) <p>The coach can plan a session that utilises these techniques within a whitewater session.</p>	<p>Stroke kinetics (practical A);</p> <ul style="list-style-type: none"> • Application of stroke kinetics in a white water environment <p>Jumps and lifts (practical B);</p> <ul style="list-style-type: none"> • Set boat to appropriate angle and edge. • Drive right blade in also drive from the hips keep Front end light • Catch back of the stopper with left stroke land with flat boat. <p>Stoppers (practical C);</p> <ul style="list-style-type: none"> • Maintain boat speed • Set Boat appropriate angle for the move set • Drive on with left blade Start rolling/edging • Caught with right blade and flatten boat off

			<p>Waves (practical D);</p> <p>Running waves downstream;</p> <ul style="list-style-type: none">• Blade placement just behind the peak of the wave• Edge when needed with knees• Keeping boat dry• Maintaining boat speed <p>Crossing waves;</p> <ul style="list-style-type: none">• Hips just in front of the peak• Keep the boat gilding (front end dry)• Use the wave to accelerate the boat
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Session	Objective	Learning Outcome	Key Content
<p>1.2 - Practical session</p> <p>Stroke kinetics</p> <p>(Led by student)</p>	<p>Coaching practice, practical skills</p>	<p>The coach understands;</p> <ul style="list-style-type: none"> • The principles with regard to managing specific sessions; • Stroke sessions • The importance of posture, edging and stroke patterns <p>The coach is introduced to various stroke patterns and their deployment in a white water environment.</p>	<p>Stroke kinetics</p> <p>Edging</p> <ul style="list-style-type: none"> • Paddling using inside and outside edge (Paddle both sides) • Paddling with left knee and paddle with the left blade (both sides) • Paddling with right knee and paddle with the left blade (both sides) • Practise switching edges. <p>Posture</p> <ul style="list-style-type: none"> • Abs switched on • Lean from hips (not from mid or upper back) • Maintain upright position • Head up and focus forward <p>Stroke patterns</p> <ul style="list-style-type: none"> • Reverse to Bow rudder strike - Up stream / spin or downstream in eddy • Sweep bow rudder – (Upstream) • Bow Rudder slice to sweep (Down Stream) • Slice to Sweep (Downstream) • Push back into forward stroke (Downstream)

Session	Objective	Learning Outcome	Key Content
1.3 - Practical session Developing specific white water skills (Led by student)	Coaching practices, practical skills	The coach can deliver a session that addresses the development of specific techniques and their application in specific environments; <ul style="list-style-type: none"> • Jumps and lifts • Stoppers and stopper control / management • Waves and surfs 	
Session	Objective	Learning Outcome	Key Content
1.4 - Managing a whitewater skills session (Led by mentor)	Theory, coaching practices	The coach understands the principles with regard to managing specific sessions; <ul style="list-style-type: none"> • White water technique session • Short courses • Halves / Full's - courses The coach understands the importance of course setting to optimise these sessions. The coach understands the importance of posture, edging and stroke patterns and confidence on white water in applying the techniques to gates within a white water environment	

Session	Objective	Learning Outcome	Key Content
1.5 - Practical session Managing a white water gates session (Led by student)	Coaching practices, practical	The coach demonstrates an ability to manage a group of paddlers in a moving water / white water environment. The coach demonstrates an ability to coach moving water / white water techniques in the context of a slalom session, using a repeated course and a walk-back (descent) course	
Session	Objective	Learning Outcome	Key Content
1.6 - Review and Action Planning <ul style="list-style-type: none"> • Reading and resources • Action planning • Feedback to student 	Background knowledge, coaching practices	The coach is able to action plan for their development, recognizing methods of improvement. The coach is prepared to undertake the mentored elements of the course and is expected to demonstrate they have reached a required standard	

Section 2 – British Canoeing Slalom Discipline Support Module (Part 2) Mentored Element

2/ – Training for Canoe Slalom (8 hours)

(To be delivered at a club based training environment)

Sessions 1 – 4 can be delivered as a single session. Sessions 5 – 8 can be delivered as a single session.

Session	Objective	Learning Outcome	Key Content
2.1 - The training environment (Led by mentor)	Theory, coaching practices	<p>The coach understands how to deliver the technique demands outlined in the paddler pathway.</p> <p>The coach is introduced to the delivery of sessions within a seasonal plan, and the delivery of sessions within the club training environment</p> <p>The learning outcomes are achieved by;</p> <ul style="list-style-type: none"> • Observation of the mentor • Undertaking practical sessions • Use of the British Canoeing Slalom Technical Manual and DVD Slalom Technique Library 	<p>To place the paddler pathway in the context of the training environment, emphasising;</p> <p>Upstreams (1) - Principles of an upstream gates</p> <p>Upstreams (2) - Control and maintain appropriate speed on entry & exit though out</p> <p>Upstreams (3) - Tools in the tool box to perform the required upstream</p> <p>Having the tools in the box</p> <p>Downstreams (1) - The knowledge of how to perform a stagger sequence.</p> <p>Downstreams (2) - Maintaining speed though out the stagger.</p> <p>Downstreams (3) - Effectively using the inside pole on a stagger sequence.</p>

Session	Objective	Learning Outcome	Key Content
<p>2.2 - Long term planning for athletes</p> <p>(Led by mentor)</p> <p>Seasonal development;</p> <ul style="list-style-type: none"> • Preparation • Transition • Racing <p>Individual factors;</p> <ul style="list-style-type: none"> • Gender • Age • Chronology • Skill acquisition 	<p>Theory, coaching practices</p>	<p>The coach understands the concept of long term planning in the slalom specific environment.</p> <p>The coach is able to support the development of an athlete’s long term plan, with reference to seasonal demands and individual training sessions.</p> <p>The coach understands the training components within the main phases of a long term plan and can design training sessions within this.</p> <p>The coach understands the relationship between the paddler’s pathway and long term development models, linking chronology, age, gender and skill levels to provide a progressive environment for training.</p>	

Session	Objective	Learning Outcome	Key Content
<p>2.3 - Practical session (Technique)</p> <p>(Led by mentor)</p>	<p>Theory, coaching practices</p>	<p>The coach understands the development of specific downstream, upstream and moving water techniques and its application in a sequence of gates.</p> <p>The coach can identify different techniques and assess their effectiveness in order to provide the paddler with the optimum strategy to deliver repeatable success on a short sequence of gates.</p>	<p>Technical development, using a variety of upstream and downstream techniques in a course, comprising of 5 – 8 repeatable gates on moving water.</p>
Session	Objective	Learning Outcome	Key Content
<p>2.4 - Practical session (Technique)</p> <p>(Led by student)</p>	<p>Coaching practices, practical skills</p>	<p>The coach is able to deliver a progressive technique session for a group of paddlers.</p> <p>This will include the identification and development of different upstream, downstream and moving water techniques.</p> <p>The coach will be able to identify the appropriate techniques, assess the ability of a paddler to deliver these techniques and provide guidance and feedback to develop these techniques during the course of the session.</p>	<p>Student to run a technique session using a variety of upstream and downstream techniques in a course, comprising of 5 – 8 repeatable gates on moving water.</p>

Session	Objective	Learning Outcome	Key Content
2.5 - Performance profiling and goal setting (Led by mentor)	Theory, coaching practices	<p>The coach understands the concepts of performance profiling and goal setting within canoe slalom</p> <p>The coach is able to undertake a profiling exercise of a student at division 2/ 1 level in order to assist with planning a racing season.</p>	
Session	Objective	Learning Outcome	Key Content
2.6 - Practical session (Progressive / full's) (Led by mentor)	Coaching practices, practical skills	<p>The coach understands the development of specific downstream, upstream and moving water techniques and its application in a progressive / full run.</p> <p>The coach can identify different techniques and assess their effectiveness in order to provide the paddler with the optimum strategy to deliver success on an extended sequence of gates.</p> <p>The coach recognises the physiological, psychological, tactical and technical factors that underpin performance over the length of a competition course.</p>	<p>Technical development, using a variety of upstream and downstream techniques in a full run length course (that can be broken into quarters, half run and full runs)</p> <p>Develop the technical, tactical, physiological and psychological components of training within the different length of training intervals.</p>

Session	Objective	Learning Outcome	Key Content
2.7 - Practical session (Progressives/full runs) (Led by student)	Coaching practices, practical skills	<p>The coach is able to deliver a timed delivery session for a group of paddlers. This will include the identification and development of different upstream, downstream and moving water techniques within the context of a (broken) full runs course.</p> <p>The coach will be able to identify the appropriate techniques, assess the ability of a paddler to deliver these techniques and provide guidance and feedback to develop these techniques during the course of the session.</p>	
Session	Objective	Learning Outcome	Key Content
2.8 – Review and Action Planning <ul style="list-style-type: none"> • Reading and resources • Action planning • Feedback to student 	Background knowledge, coaching practices	<p>The coach is able to action plan for their development and recognizes methods of improvement.</p> <p>The coach is prepared to undertake the mentored elements of the course, which also consists of assessed elements.</p>	

Section 2 – British Canoeing Slalom Discipline Support Module (Part 2) Mentored Element

Part 3 – Race Day Coaching (8 hours)

(To be delivered as a single day at a division one slalom competition or identified races)

Session	Objective	Learning Outcome	Key Content
3.1 - Key principles of racing (Led by mentor)	Theory and understanding	<p>The coach understands the principles and the technique demands of racing</p> <p>The coach is introduced to the planning required for race day delivery and the components required to deliver a race run, in a practiced environment.</p> <p>Linking the media workbook and technique DVD to the demands of a full run and race environment</p>	Key principles of racing; <ul style="list-style-type: none"> • Control the controllable • Always have a plan • Have process goals • Be fuelled and hydrated • Train like you race, race like you train • Enjoy the day
Session	Objective	Learning Outcome	Key Content
3.2 – Pre-race planning (Led by mentor)	Theory, coaching practice		Pre-race planning; <ul style="list-style-type: none"> • Send the entry of in time • Know the venue • Look at the start list • Plan the day of race eg getting there what time • Pack canoeing equipment and appropriate clothing • Go shopping for race day food. • Work out timing for race day

Session	Objective	Learning Outcome	Key Content
<p>3.3 – Race day planning</p> <p>(Led by mentor)</p> <ul style="list-style-type: none"> • Site management • Course management • Observation • Problem solving • Decision making <p>Using information gained from;</p> <ul style="list-style-type: none"> • Coaching experience • Observation • Demonstration and application <p>Race day management (individual / group).</p>	<p>Theory, coaching practice</p>	<p>The coach understands;</p> <ul style="list-style-type: none"> • The principles with regard to managing a race day • The importance of delivering an organised practice session to optimise performance on the race course • The importance of processes (i.e. posture, edging and stroke patterns and upstream and downstream techniques) in delivering a race run <p>The coach is introduced to various stroke patterns, which underpin decision making and their deployment in a race environment.</p>	<p>Race day planning;</p> <ul style="list-style-type: none"> • Make sure you have all you equipment easy to hand • Walk the course make a plan • Pre warm up/ practice run, runs • Is the plan right? Be 100% confident • Warm up and race run 1 • Warm down and review • Re walk the course and make a plan for run 2 • Warm up and race • Warm down evaluate the race (have you hit your process goals?)
Session	Objective	Learning Outcome	Key Content
<p>3.4 – Coaching Practice</p> <p>(Mentor led)</p> <ul style="list-style-type: none"> • Observation of warm up/ down and official practice • Observation and analysis of first runs • Practical use of video • Discussion of race day practices 	<p>Coaching practice, practical skills</p>	<p>The coach understands how to apply knowledge from a training environment in a competition setting.</p> <p>The coach demonstrates an ability to analyse the course, and the variants available within the course, in order to make decisions appropriate to the ability skill level / class of paddler.</p>	

Session	Objective	Learning Outcome	Key Content
3.5 – Coaching Practice (Mentor / student discussion) <ul style="list-style-type: none"> • Observation of warm up / warm down • Analysis of second runs • Analysis of race / review • Management of information / athletes • Performance cycle management 	Coaching practice practical skills	The coach understands how to apply knowledge from a training environment in a competition setting. The coach demonstrates an ability to make informed decisions based on; <ul style="list-style-type: none"> • Prior knowledge • Observation and analysis on race day • Efficacy of the paddler The coach demonstrates an ability to match and manage the abilities of the paddler to the environment in a competition setting.	
Session	Objective	Learning Outcome	Key Content
3.6 – Race Review (Led by student)	Theory, understanding and review	The coach demonstrates an ability to be able to; <ul style="list-style-type: none"> • Review race strategies • Manage information that can be used by athletes / coaches in the future and to incorporate learning outcomes into short term and long term planning strategies for coach and athlete 	

Session	Objective	Learning Outcome	Key Content
<p>3.7 – Review and Action Planning</p> <ul style="list-style-type: none"> • Reading and resources • Action planning • Feedback to student 	<p>Background knowledge, coaching practices</p>	<p>The coach is able to action plan for their development and recognizes methods of improvement.</p> <p>The coach is prepared to undertake the mentored elements of the course, which also consists of assessed elements.</p>	