



Coaching in Community Sport

*Introducing Children to
Sprint CanoeKayak*

Facilitator's Guide



Revised, 2016



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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FACILITATING THIS WORKSHOP

Facilitating Behaviours

Modeling

The coaches in your workshop will be looking at you and the way you coach as a template for their own behaviour. Because of this, all messages you communicate (in word and behaviour) are important. What you emphasize and how you emphasize will be modeled by the coaches you train. Use this workshop to continuously model the steps of coaching an activity.

COACHING AN ACTIVITY

Explain
Demonstrate
Give time to practise
Watch, then provide feedback
Give time to practise again.

Communicating

RULES OF COMMUNICATION

- ★ **Make sure the environment is conducive to learning.**
- ★ **The coach should be positioned so that they can be seen and heard by all.**
- ★ **Explanations must be complete, yet BRIEF and clear.**
- ★ **Avoid long explanations for things that can be demonstrated.**
- ★ **Use words that the participants understand.**
- ★ **Speak enthusiastically and loud enough to be heard by all.**
- ★ **Speak at a pace that can be followed by all.**
- ★ **Give “action” instructions.**
- ★ **Ask questions of your participants to make sure they understand you.**

Model your communication skills throughout the weekend. Challenge your participants to check your communication skills against the Rules for Communication.

Competency based training and education embraces the concept of learning by doing. Coaches learn good coaching habits when they have the opportunity to practice good coaching behaviours. This workshop is set up to give the participants plenty of opportunities to do and think for themselves. One of your responsibilities as a facilitator is to ensure that these practice sessions are both dynamic and constructive. Use the “KEY MESSAGES” boxes to help make your video viewing, facilitator demonstrations and practice sessions as constructive as possible.

Learning By Doing

Highlight what you are doing as you are doing it. While demonstrating how to coach an activity, draw attention to the key points you wish to emphasize. Avoid lecturing at the workshop coaches; have them learn by watching you and then by trying it out themselves. Remember, what you show them is what they will repeat on the water.

Managing Group Discussions....

Each of the steps in the workshop has been designed to allow for individual reflection and then some time to exchange ideas with other coaches and to compare to relevant reference material. After the exchange of ideas, an opportunity to make changes to the coaches' initial starting points is provided. As such, for most of the class work to be done, you will be “orchestrating” rather than speaking/presenting. One of your key roles is therefore in debriefing the learning (changes) that took place.

Signs that you are doing your job well:

- The group is engaged in the task
- Each coach is working/discussing based on his/her actual coaching situation
- You are actually talking very little
- The coaches have lots of opportunities to move about and exchange ideas
- There is minimal dead time when nothing is happening (i.e., coaches are waiting for each other, waiting for you to get organized)
- You are drawing from the experiences of the coaches/groups rather than your own

Intervene in group discussion only if you observe the following:

- The discussions are off-topic
- A group discussion is being manipulated by one person in the group/one view
- The closure points are inconsistent with the reference material
- The group at large is ready for the next task

Use your creativity! As long as the critical path for each step is being respected, you are free to manage the organization/groupings/presentation methods for reference materials/debriefs as you see fit. One of the key characteristics of a great facilitator is his/her ability to vary what is taking place while staying true to the critical path and goals of what is to be accomplished in each step.

TIPS TO REMEMBER

- ★ **Incorporate the steps to coaching an activity throughout your workshop.**
- ★ **Model effective communication.**
- ★ **Ensure practice sessions are dynamic and constructive.**
- ★ **Avoid lecturing – highlight what you are doing as you are doing it.**

Course Logistics

- ★ Holding the workshop at a canoe club is ideal.
- ★ Need a room where everyone can sit comfortably
- ★ Tables and chairs as participants will need space for writing in their workshop diaries.
- ★ Need access to water, dock, paddles and PFD's for Practice Session #1 (how to teach the strokes).
- ★ Access to beginner paddlers for Practice Session #2 (how to deliver an activity) is preferred, although the participants themselves can be used.
- ★ Need access to water, boats, paddles and PFD's for practice session #2

Workshop Materials

Facilitator Materials

- Facilitator's Guide
- Participant Binder
- Canoe Kids Technical Video (Tip: Always cue your videos before arriving at the workshop.)
- Paddles, PFD's for equipment demonstration
- Overheads – if desired
- Flipchart paper and markers – if desired
- Snacks and beverages for participants – if required.

Participants Binders

- Workshop Diary
- CAC Community Sport Reference Materials
- Canoe Kids Activities and Technique Booklet
- Coaching Performance Assessment Tools
- Evaluation for Certification package

Potential Overheads

- Introduction – Participants Workshop Diary: page 3
- For Step 2 – Reference Materials: page 12, pages 17-18, pages 19-20
- For Step 3 -- Facilitator's Guide: page 25, page 30; Participant Workshop Diary: page 12
- For Step 7 – Reference Materials pages 23-25, a sample activity from the CK Activities and Technique booklet (ideally the one you are going to demonstrate in Step 5)
- For Step 8 – Reference Materials pages 32-41.

Working with the Facilitator Guide

Pages that are boxed contain the actual exercises in the Participant Workshop Diary (PWD). Pages that are not boxed contain the facilitator guidelines. Directions and comments are in Times Roman font.

Messages that you need to communicate to the participants are in the **KEY MESSAGES** shaded boxes.

You will find sample methodology in *italicized arial font*. You will notice that in some areas the PWD pages precede the facilitator guide pages and vice versa in other cases. Read each section in its entirety before making your own personalized presentation notes.

INTRODUCTION (30 minutes)

Arrive in enough time to complete the preparation of materials and facilities prior to the arrival of the first workshop coach. This will allow you to greet each coach in a relaxed manner without feeling rushed or distracted.

Attempt to make contact with each person as he/she enters the room.

When everyone has arrived and you are ready to begin, take a few minutes to introduce yourself – You may want to include your name, where you are from, your coaching background and why you are facilitating this workshop.

Thank participants for their involvement as coaches and for attending your workshop.

Go over logistics (bathrooms, locations for the workshop, entry to facilities, times, etc.).

Do an icebreaker. Below is a sample one, or you may use one of your own. An effective icebreaker accomplishes the following:

- Takes minimal time to execute (under 15 minutes to explain, execute and debrief)
- Requires that coaches move around and interact with as many others as possible in a short time
- Has a clear goal of gathering specific information from the group
- Allows each coach to briefly introduce himself/herself

SAMPLE ICEBREAKER – CHAOS REPORTER (15 MINUTES)

Goal: to dynamically gather information that will be used in the workshop

How: Divide group into three teams. Give each team one of the following questions:

Team 1: What are your reasons for being a coach of children/youth/adults/
beginners?

Team 2: What do you hope to get out of this workshop?

Team 3: What do you think are the top reasons why children/youth participate in
sport programs?

Each team has to answer their question by gathering information from EVERY participant in the room. The following time limits apply: each team has 2 minutes to meet each other and determine a strategy to get an answer to their question from everyone in the room including themselves; 2 minutes to gather the information and 2 minutes to put together a 1 minute report to share with the rest of the group. (i.e., Team 1 will report on the different reasons why people coach young children, Team 2 will report on what everyone wants to get out of the workshop and Team 3 will report on the reasons why kids participate in sport programs)

Hand out the workshop binders. Take a few minutes to introduce the materials. Be sure to identify where they can find their Workshop Diary, Reference Materials and Canoe Kids Technique and Activities booklet.

NOTE: This can also be done as the coaches arrive – your choice. There are pro's to each. Distribution ahead of time saves time during the workshop, and gives those candidates who “like to know” a chance to scan through what will be going on. Distribution after the ice-breaker encourages coaches to interact as they arrive, because there is little else to do, and also does not intimidate coaches with the volume of what they will be receiving (you can distribute as needed).

Workshop Overview

Ask coaches to turn to the workshop overview on page 3 of their Workshop Diary. (You will find this on the following page in this guide).

Review the timetable of the workshop. You may choose to make an overhead of this, or simply have coaches follow along in their workbook. Avoiding reading each line – simply highlight the main sections and deliver the key messages. Check that the coaches understand clearly what will be done.

The workshop has been specifically designed to introduce the coaching process to the learner in a comprehensive manner. The order of the steps has been carefully planned to create a dynamic learning environment for the participants. Please complete the steps in the order in which they are presented.

KEY MESSAGES

- **The workshop has been designed to meet the needs of coaches who are working with children/youth in a “learn to paddle” program.**
- **We have a lot to accomplish, so staying on task and on time is important**
- **There are two practice coaching sessions in this workshop – during the first we will focus on how to develop basic abilities in the sport and on the safety and organizational aspects that this requires; during the second, we will focus on communicating effectively with young children as we deliver activities and drills that provide children with an opportunity to practice basic skills.**

WORKSHOP OVERVIEW		page
TIME		
(0.5 h)	Introduction <ul style="list-style-type: none"> The NCCP Goals of this workshop 	4
(0.75 h)	Step 1- Setting the scene <ul style="list-style-type: none"> A reflection on your role as a CanoeKids coach 	6
(0.5 h)	Step 2- Children and their sport needs <ul style="list-style-type: none"> Information on the participants you will be coaching 	9
(1.5 h)	Step 3 – Ethics <ul style="list-style-type: none"> Identifying ethical issues in your coaching role Analyzing a situation that is relevant to you 	10
<hr/>		
(1.0 h)	Step 4 – Canoe Kids Technique <ul style="list-style-type: none"> Characteristics of paddling for children Introducing technique to children 	14
(2.0 h)	Step 5- Practical coaching session #1 <ul style="list-style-type: none"> Leading young children (organizational and safety factors) Model coaching by the facilitator Practice coaching #1 – Teaching Technique Debriefing your practice coaching #1 	15
(0.5 h)	Step 6- Tasks of the community Coach <ul style="list-style-type: none"> Tasks of the community coach Your legal liabilities as a coach 	16
<hr/>		
(1.0 h)	Step 7- Putting together a practice <ul style="list-style-type: none"> Planning/organizing a practice using pre-designed activities Emphasising safety in your practice 	18
(1.5 h)	Step 8 - Practice coaching session #2 <ul style="list-style-type: none"> Communicating and interacting with young children Model coaching by the facilitator Practice coaching #2 Debriefing your practice coaching #2 	21
(0.5 h)	Step 9- Wrap-up and workshop evaluation <ul style="list-style-type: none"> Self-assessment and lessons learned in this workshop Workshop evaluation 	23

Total workshop time = approximately 9.5 hours, excluding breaks

Changes in the NCCP

Have participants turn to page 4 in their Workshop Diary.

Briefly go over some of the principle changes that the NCCP is undergoing that have specific importance to community coaches (see key messages). Check for understanding.

NB: Community coaches only need a basic understanding of the transition of the NCCP. Those questions that are more detailed than the needs of the group should be parked and addressed during breaks or at the end of the workshop with those that wish to know more.

KEY MESSAGES

- **The NCCP is in transition to a competency-based program. In the new program, coaches will be trained and certified based on what they need to be able to do to meet the needs of those that they coach.**
- **The new program recognizes that there are different types of coaches who work in different coaching environments – for example, this workshop is specifically designed for community coaches who work with children and youth.**
- **This is a pilot program that is being tested by a few key sports across the country this summer.**
- **Coaches in this workshop will be recognized in the NCCP Database as “TRAINED” as a community coach of children/youth.**
- **To be certified, you will have to be successfully evaluated at a later point by a NCCP approved evaluator.**
- **Check with your Provincial Sport Organization (PSO) for more details.**

INTRODUCTION

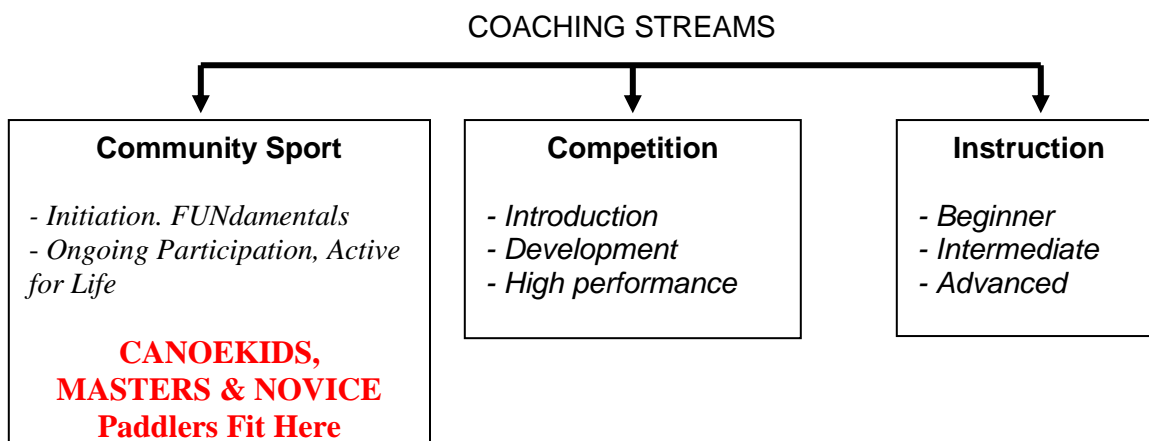
The NCCP vision for children in community sport

It is the desire of the National Coaching Certification Program that every child involved in sport has a positive experience. A positive experience is only possible when the sport environment is safe, both physically and emotionally, and is fun. Children come to play a sport in order to have fun and to meet and play with friends. They depend on you, the community coach, to build and maintain an environment that will allow these things to happen. Children will only be able to develop a love for a sport when your leadership is directed at valuing each and every one of them. You have an important opportunity to impact the lives of the children involved in your program, and the NCCP would like to support your efforts by providing you the opportunity to learn and improve as a coach. Congratulations on taking the step to participate in this workshop, and thank you for the time that you are giving to grow sport for children in Canada.

A new structure for the NCCP

The National Coaching Certification Program (NCCP) is in the process of changing from its current structure (levels 1-5, with theory, technical, and practical components to each level), to a new structure that acknowledges the 3 different environments in which coaches work. The new structure for the NCCP is illustrated in the following model. Note that the NCCP recognizes community coaches as important leaders in the sport experiences of Canadian youth, and as such, are a key group of coaches that are reflected in the new structure.

The New Structure of the NCCP





CANOE KAYAK CANADA NCCP DEVELOPMENT MODEL



COMPETITION COACH

COMMUNITY SPORT COACH

INSTRUCTION COACH

PROFESSIONAL DEVELOPMENT

Competition Introduction

CKC Entry Level Competition Coach

Sprint	Marathon	Whitewater
Small Boat War Canoe Dragon Boat		Canoe Slalom Canoe Freestyle Wildwater Canoe Polo

Competition Development

Sprint Canoe Slalom

Advanced Coaching Diploma

Canadian Sport Institute/Centre Training

Community Initiation

Canoe Kids Pool Kayak Instructor

Dragon Boat

Instruction Beginner

Lake Kayak Instructor

Instruction Intermediate

River Leader 2 / Instructor 2

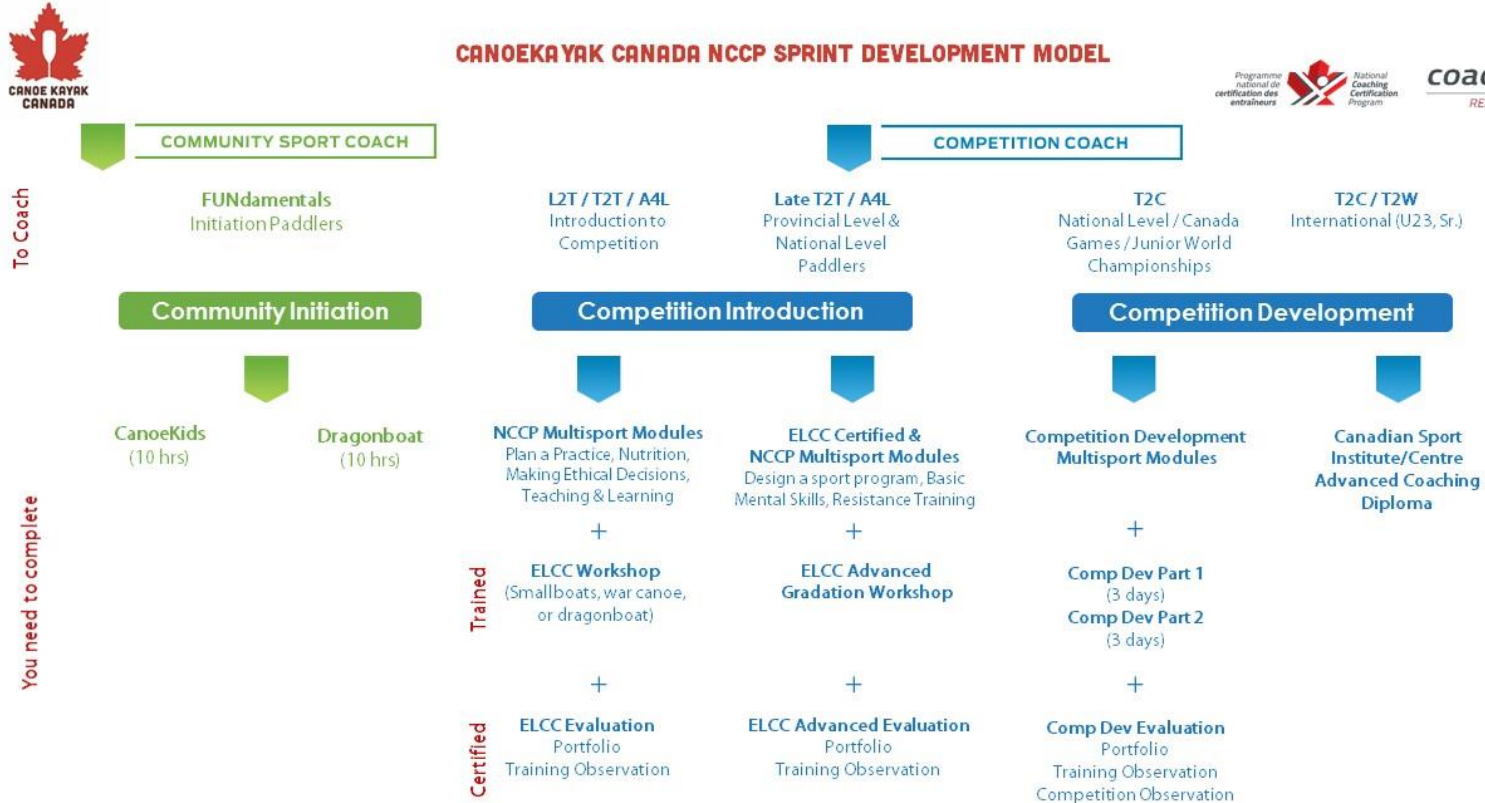
Instruction Advanced

Whitewater Leader 3 / Instructor 3

CKC PaddleAll
Swift Water Rescue
NCCP PD Modules
CKC sanctioned workshops, webinars, events, etc.

It's Who We Are.
C'est Notre Nature.

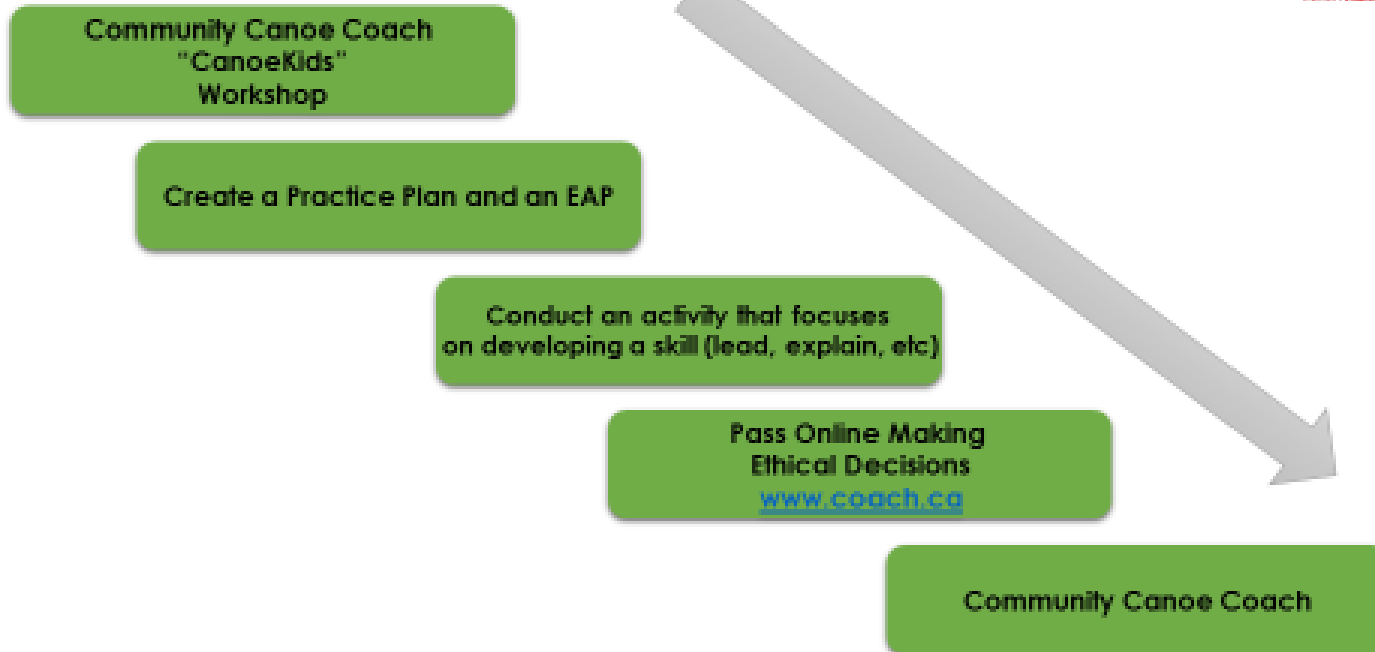
CANOEKAYAK CANADA NCCP SPRINT DEVELOPMENT MODEL



**It's Who We Are.
C'est Notre Nature.**



Community Canoe CanoeKids Coach



D. NCCP – Participant and Coach Development Models

Sprint Canoe

rev. March 2009

Participant Groups & LTAD Stages

Community Sport	Instructor	Competition – Intro	Competition – Develop	Competition – H.P.
<ul style="list-style-type: none"> •Canoe Kids •Aboriginal community programs (FUNdamentals, Active for Life) 	<ul style="list-style-type: none"> •School Programs 	<ul style="list-style-type: none"> •Novice Age Classes •Beginner Age Classes (FUNdamentals, Training to Train, Learning to Compete) 	<ul style="list-style-type: none"> •Intermediate Age Classes (Mid, Juv) •Advanced Bantams (Training to train, Learning to Compete, Training to Compete)	<ul style="list-style-type: none"> •National Teams (U23 Development, Senior) (Training to Compete, Training to Win)
<ul style="list-style-type: none"> •Adults in Training •(A for L) 			<ul style="list-style-type: none"> •Advanced Age Classes (National Jr. team, Juv, U23) •Retired Senior Team (Training to Compete, Active for Life) 	
<ul style="list-style-type: none"> •Recreation Dragonboats (A for L) 		<ul style="list-style-type: none"> •Warcanoes •Competitive Dragonboats 	<ul style="list-style-type: none"> •Competitive Dragonboats •Competitive War Canoes 	
<ul style="list-style-type: none"> •PaddleALL: Paddlers with a disability 				

Notes:

- Age Class refers to a competitive category characterized by age.
- Headings refer to participants’ goals not coach’s ability
- LTAD stage that best fits level is included

Participant Groups & LTAD Matched to Coaching Programs

COMMUNITY SPORT

COMPETITION - INTRODUCTION

Participant Groups	Coach Programs	Participant Groups	Coach Programs
<ul style="list-style-type: none"> •Canoe Kids •(FUNdamentals) 	Community Canoe “CanoeKids” Coach	<ul style="list-style-type: none"> •Novice Age Classes •Beginner Age Classes •(Training to Train) 	ELCC or ELCC – Advanced Coach with WC, DB and OR PD Module Qualifications (currently being developed and piloted)
<ul style="list-style-type: none"> •Recreation Adults •(active for life) 	Community Canoe coach	<ul style="list-style-type: none"> •All Warcanoes •Competitive Dragonboats (Training to train, Learning to compete) 	
<ul style="list-style-type: none"> •Recreation Dragonboats •PD Module (to be developed) 	Big Boats – Rec Coach		
<ul style="list-style-type: none"> •PaddleALL (AWAD) 	Community Canoe Coach With PaddleALL (AWAD) PD Module (development & pilot stage)		

COMPETITION - DEVELOPMENT

COMPETITION - HIGH PERFORMANCE

Participant Groups	Coach Programs	Participant Groups	Coach Programs
<ul style="list-style-type: none"> •Intermediate Age Classes •Advanced Bantams (Training to train, Learning to compete, training to compete) 	Competition Development Coach	<ul style="list-style-type: none"> •National Teams (Junior, Development, Senior) •(Training to compete, Training to win) •Expert Seniors 	Competition High Performance Coach
<ul style="list-style-type: none"> •Advanced Age Classes •(training to compete) •Retired Senior Team •(Active for Life) 	Competition Development Coach Advanced		
<ul style="list-style-type: none"> •Competitive Dragonboats and Warcanoes 	WC, DB and OR qualifications added on to CDC 1 & 2 (to be developed)		

Long-Term Athlete Development Framework for Canoe/Kayak

		Active Start	FUNdamentals & Foundations	Training to Train	Learning to Compete	Training to Compete	Training to Win	Active for Life
AGE	FEMALES	0 - 6	6 to 11	11 to 15	13 to 15±	15 to 23±	23±	anytime
	MALES		6 to 12	12 to 16	14 to 17±	17 to 23±		
PHASES		Fundamental Movement Skills	Fundamental Sport Skills; Canoe/Kayak Skills	Physiological Development	Continued Physiological Development; Competitive Development	Competitive Development	Performance	Health
Skill Development			basic paddling skills; balance & boat control	intermediate paddling skills	gross motor refinement; advanced paddling skills; technique under race conditions	technical refinement; refinement of decision making skills;	technical maintenance; refinement of raceplans; performance management	goal specific
TRAINING FOCUS			FUN/ Play Skill development	General Endurance	Sport Specific Endurance; Strength; Speed		Improve & Maintain Strength, Speed, Endurance + Ancillary Capacities	Fitness, Fun, Well Being
CRITICAL WINDOWS OF TRAINABILITY			Speed 1 Suppleness Basic Skills	Speed 2 Aerobic Capacity	Strength	Females 13 - 17 Males 14 - 19		
VOLUME OF TRAINING			3-5 sessions/week; progressing to 4-6 sessions/week	in-season: 4-8 sessions/week off-season: 4-6 sessions/ week	in-season: 8-12 sessions off-season: 6-9 sessions	9-12 sessions/week year round	individualized	goal specific
Mental Preparation			build desire to stay involved; build self confidence	develop focus; effective goal setting; breathing & relaxation skills; athlete/coach communication & feedback	focusing & re-focusing; effective goal setting; assessing training & competition; visualization; relaxing vs. energizing	continually refining mental skills; developing 'correct level of intensity'	attention to detail; managing distractions	
Monitoring			aerobic capacity; agility; flexibility; height	aerobic capacity; flexibility; height	aerobic capacity; height; general strength	aerobic power & capacity; anaerobic power & capacity; sport specific strength	aerobic power & capacity; anaerobic power & capacity; sport specific strength	general well-being
REGATTAS			Club	Divisional	Interdivisional/Provincial	National	International	

Stages of Long-Term Athlete Development for Canoe/Kayak



Goals of this Workshop

Have coaches turn to page 5 in their Workshop Diary. Review the goals. Check for understanding. If you used the Chaos Reporter Icebreaker, you may wish to refer back to the report identifying what the participants hope to get out of the workshop. Tie this into the workshop goals.

KEY MESSAGES

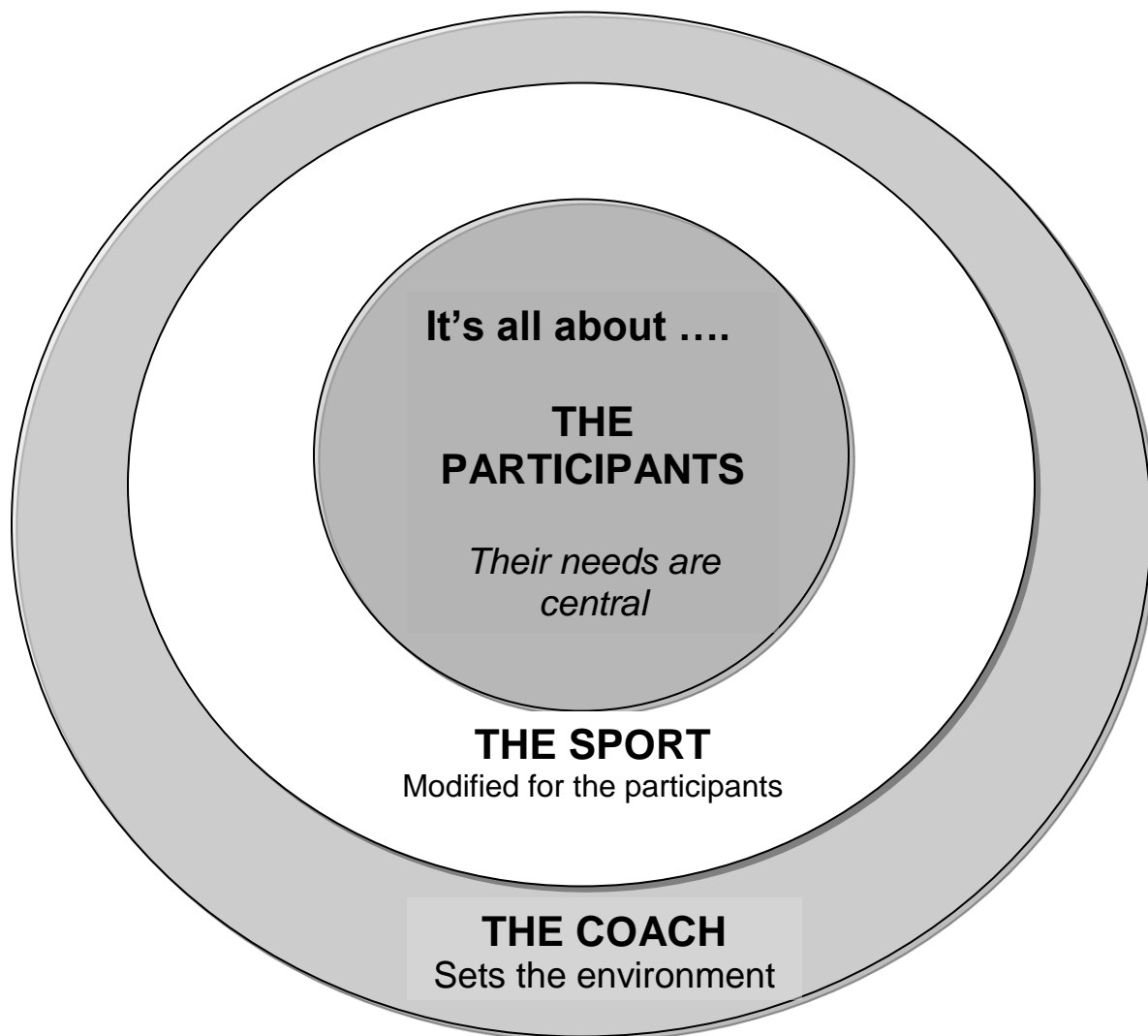
- **The goals of the workshop are to help prepare you to do three concrete things that will be expected of you to become an NCCP certified Community Coach:**
 - **Plan a practice or modify a practice to make it fun, safe and purposeful for participants in your sport**
 - **Developing a strategy to help you manage some situations that are likely to occur in community coaching and that have ethical aspects to them, and doing so while keeping the NCCP Code of ethics in mind**
 - **Coaching participants on the water.**

- **As the coach, you will be the person that has the most influence on the playing environment. You set the environment for the players to have fun and develop basic skills while playing the game.**

Goals of this workshop

This workshop has been designed for the canoe coach who is working with children to introduce the basic skills of sprint canoeing.—the Canoe Kids Coach – (“initiation” in the model). The goals of this workshop are to help prepare you to do some of the things that will be required of you as a coach. We will focus on the following:

- Expressing your coaching philosophy – Why do you coach?
- Organizing pre-designed activities into a practice session
- Practice coaching Canoe Kids activities.
- Understanding Canoe Kids technique and how to teach it.
- Experiencing and practice teaching Canoe Kids technique.
- Identifying your many tasks as a Canoe Kids coach
- Knowing what your legal liabilities are as a Canoe Kids coach in your province
- Considering how to act when faced with an ethical situation.



STEP 1 SETTING THE SCENE (45 minutes)

The goal of this section is to have coaches reflect on and compare the reasons they want to coach with the reasons the children they coach are playing the sport. There are no right or wrong answers, however sometimes there may be differences between the reference material and the coaches' perspectives that are important to highlight. If you did the Chaos Reporter Icebreaker, tie in the answers to the appropriate "reports". You can manage this situation as you see fit, however the following conditions must be met:

- Coaches must be provided a few minutes to think of the reasons they are involved and why the participants are involved
- There must be interaction between coaches so that they can compare their reasons with those of other coaches in the workshop and have a look at the reference material on why children participate
- You may also do this for adults, or beginners in general as this is also the Community Sport program
- The coaches must be encouraged to note any differences that exist between their reasons and the reasons of the participants in Ewing's study

KEY MESSAGES

- **Are you sure that you know the reasons the participants you will be coaching are playing? How do you know this (i.e., do you ask them)?**
- **Participants rate having fun and making friends far higher than they do winning.**
- **It is important that the reasons you coach are consistent with what the participants want from playing for all of you to have a good time and for the participants to stay in the sport.**

Sample method:

Have coaches answer questions 1 and 2 on page 6 of their Participant Workshop Diary (PWD).

Have coaches interact with 2 other coaches in the room to find out and note what the other coaches recorded as their reasons and their thoughts on why participants play the sport

Post the top 10 reasons from Ewing's study on 5 sheets of paper, posted at random around the room on the wall. Do not mark the rank of the statement, simply write the statement.

Have the coaches also do the reasons why Adults do sport. Refer to reference material of Young's study on why adults participate in sport.

Once coaches have had the chance to exchange their ranking with another coach, have them:

- *See if any of the reasons they gave for question 2 appear on the wall*
- *If so, mark the rank that they gave this statement on the sheet of paper*

Calculate a group mean score for each of the 10 Ewing statements



Compare group score to the reference material

In pairs, have coaches complete questions 3a and 3b on page 7 of their PWD, sharing their changes with their partner.

STEP 1 SETTING THE SCENE

A: A reflection on your role as a Canoe Kids coach

1. What are **your** reasons for being a community or Canoe Kids coach?

2. a) What do ***you*** think are the top 5 reasons why the participants / children are involved in a community or *Canoe Kids* program? Rank them in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____

b) What do you think are the top 5 reasons why adults get involved in masters paddling?

1. _____
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____

The goal of the next part of step 1 is to have coaches reflect briefly on what others expect of them, to compare to a study and the video, and to interact and exchange their thoughts with other coaches in the workshop. You can manage this as you see fit, however the following conditions must be met:

- The coach must spend a few minutes to figure out his/her starting point – what he/she thinks others expect of him/her
- There must be dynamic interaction between coaches to gather the expertise from the group and compare their interpretations of the reference material
- The coaches must be given the chance to note how their perspective may have changed, and to use this new learning to formulate a basic coaching philosophy
- The coaches must be given the chance to exchange their philosophy with another coach

KEY MESSAGES

- **What do others expect of you? They primarily expect that you provide a fun and safe environment for the participants you coach, and that they learn a bit about the sport while playing**
- **Your philosophy will guide the decisions that you will need to make over the course of a season**
- **Your measure of success as a coach are therefore if the participants are wanting to return (having fun) and are learning to play the game in a safe environment**

Sample method:

Have coaches turn to page 8 in their Participant Workshop Diary.

Question 4: Have coaches complete as a personal reflection on their own, and then discuss with another coach (total 5 min max).

Question 5: Group coaches and have them look at the reference material (Parent Survey) and discuss how this new information caused them to modify/add to their answers from question 4. They note their changes in the space provided.

Question 6: Have coaches take 5 minutes to brainstorm a few statements that best represent their coaching philosophy. They can use the starter sentences or make up their own.

While coaches are completing the questions, post a couple of flip chart papers around the room with the starter sentences on the top (min 2 each). Give each coach a marker, or place several markers around the room.

Debrief: Have coaches circulate and write their philosophy statements on the corresponding flip charts. Once this is completed, highlight a few from each chart (not all). Leave these on the wall, as they will set the tone for the sections to come.

Note: If a philosophy statement directly contravenes the NCCP Code of Ethics, you must find a way of intervening in a way that is non-threatening. A suggestion is to place a mark beside it, and address it after the discussion on ethics, when the code will be presented.



STEP 2 PARTICIPANTS AND THEIR SPORT NEEDS (30 min)

The goal of this step is to highlight the needs of the age group that each coach will be working with and for each coach to be able to articulate this to another coach in the workshop. The key objectives are that (1) the coach is able to adjust what he/she does in practice in function of the specific needs/abilities/maturity level of the participants that he/she is coaching, and (2) the coach is able to explain this reasoning to another coach in the workshop, as he/she may have to do for the parents of the participants he/she will be coaching. You can manage this as you see fit, however the following conditions must be met:

- Coaches must fill in the questions based on the participants he/she will be coaching
- The descriptors/key points that the coach notes for his/her age group must be consistent with the growth and development charts
- The coach must be given a chance to add to his/her initial list of points
- The coaches must be given the opportunity to discuss how these points will influence what he/she does in practice/games

KEY MESSAGES

- **Participants have different needs depending upon their level of physical/mental/emotional maturity (growth and development)**
- **Within the group you coach, the participants may be at different stages in their growth and development (variations by as much as +/- 2 years in growth and development from their actual age)**
- **Understanding your participants growth and development stage and making decisions on what you will do in function of this will help you be an effective coach**
- **As a coach, you may be asked by parents why you have made certain decisions on what you are including in your practices or why you are doing things a certain way. Supporting your decisions with sound growth and development principles goes a long way toward creating a parent group that entrusts you with their children because you are coaching with the needs of their children in mind.**

Sample method:

1. Have coaches take 5 minutes to fill in questions 1-3 on page 9 of the PWD independently.
2. Group coaches based on the age of their participants (there may be multiple groups for the same ages of participants).
3. Have coaches within each group compare their answers to question 3 and add ideas gathered from each other.
4. Give each group 5 minutes to accomplish the following:
Consult the reference material (pages following LTAD information) for their age group
Validate their answers to question 3
Identify 5 key points for their age group that best describe the participants at this age
5. Have group share their key points with the other groups, to see if the other groups with the same age of participants can add to their list.
6. You may wish to have the age group guidelines pages the Reference Materials on an overhead.
7. **Do this exercise as well for other athletes – older, novice, masters, etc.**

STEP 2 CHILDREN AND THEIR SPORT NEEDS

A. Information on the children you will be coaching

1. Indicate how many of the children you will be coaching are in each of the following stages:

Young children: 3-5 yrs. () Pre-puberty: 10-11 yrs ()

Children: 6-7 yrs. () Puberty, stage 1:12-15 yrs ()

Children: 8-9 yrs. () Masters ()

2. Fill in the following with respect to the children you coach:

Sex: _____(M)_____(F)

Average age (range): _____

Average height (range): _____

Average weight (range): _____

Years of participation in Canoe Kids program (including this year): _____

Relative to their age group, do you consider your participants/athletes to be:

Beginners () Intermediate () Advanced ()

3. List any points that you think are relevant to the growth and development needs of the age group that you will be coaching.

4. Have a look at the growth and development guidelines in the Reference Material for the age group that you will be coaching on pages 11-12. Are there any points that you wish to add to your list? You will find more detail on the various aspects of growth and development on pages 13-22, as well as in the CKC LTAD material.

STEP 3 ETHICS

A. Identifying ethical issues in your coaching role

Below is a typical situation that occurs in community sport. Although this is not a typical paddling scenario, the ethical issues do cross over.

Situation 1

At an early season meeting with players and parents, you indicated that your philosophy is to give each member of the team equal playing time – whatever the state of the game – as long as they are attending all practice sessions. Your best player has just missed the last three practice sessions because of family holidays. Another less talented player who plays in the same position has been at all practice sessions. Both players, and their parents, are waiting for your decision about who will be in the starting line-up, and how much playing time each player will get.

Answer questions 1 and 2 with the other coaches in the workshop.

1. What are the main issues in this situation?

2. Compare your answer with the Reference Material describing the issues in this situation and with the issues that other coaches in the workshop have identified. Are there any changes you wish to make in your answer to question 1?

B. Analyzing an Ethical Situation

1. Now that you have had practice at analysing a situation with the group, choose one of the following situations and then answer the questions that follow.

Situation 2

After each game, you have the players on your team shake hands with their opponents. After a tough game, one of your athletes refuses to shake hands, on the grounds that some of the opposition players mistreated him/her during the game. The player's parents seem to support this position, and encourage him/her to leave and go home.

Situation 3

You are an assistant coach. At a practice session, you notice that the head coach seems to be talking harshly to the athletes, so much that some of them have their heads down, have pulled back from the group, and look upset. You hear statements such as: "You don't deserve my time coaching you", "You have no guts", "You are just a bunch of cowards with no skill".

Situation 4

You are a coach of young athletes. At a parent meeting a few days before a weekend tournament, one of the parents tells you he/she is not happy about the behaviour of some other parents: "During the competition, some parents on our team keep shouting directions to their child and other members of the team. They also harass the opposition players and coaches. I don't feel this is right at all".

2. Identify the issues and what you would do if this situation were to occur.
 - a. What would you do if this situation were to occur today? In other words, what would you be tempted to do spontaneously?
 - b. What are the reasons why you would choose to do this?
 - c. What are the main issues in the situation you have chosen?

STEP 3 ETHICS (90 min)

The goal of this step is that the coaches leave the workshop having practiced using a process to resolve situations that have ethical implications. The goal is not to end up with one right answer to each situation, nor is it to give your answer to the situations presented.

Firstly, you will be working with the entire group to practice determining if a situation is a legal situation or an ethical situation, and then to practice identifying the many issues that can be found within a single ethical situation. You can manage this as you see fit, however the following conditions must be met:

- Coaches be guided through how to distinguish between a situation that is a “legal” one and one that is an “ethical” one
- Coaches must be guided through the ethical decision-making framework
- Coaches must be guided through the process of identifying several issues and potential implications of decisions that are embedded in the sample ethical situation
- Coaches must be guided through the reference material that pertains to the sample situation only (NOTE: Do not present the Code of Ethics or the fair play charter at this point)

These ethics case studies are not related to paddling. However, these situations are being used in all sports and generic answer keys have been developed in the Reference Materials. Your challenge as a facilitator is draw parallels with the ethical issues to paddling. Things like respect for participants, integrity, parents as role models, fair play, respect for rules, leadership, honesty etc. cross over all sports.

KEY MESSAGES

- **When faced with a coaching situation, it is important to first determine if the situation is “legal” in nature (i.e., contains an element that is against the law and therefore requires a specific action on your part), or if the situation is “ethical” in nature.**
- **You will be faced with many ethical situations while you are coaching that are “grey”, wherein there isn’t clearly a right or wrong solution, but many potential ways to handle the solution. Each possibility impacts the stakeholders differently. It is important, therefore, when faced with a situation, to consider all angles before proceeding to a decision, and to consider the perspectives of all those that may be affected by your actions or inaction.**
- **Identifying all the issues and all the stakeholders that are in an ethical situation is the first step toward choosing what actions you will or will not take. It is sometimes the hardest step of all, because it is a challenge to see a situation from everyone else’s perspective.**

ETHICAL DECISION-MAKING MODEL

Here are some questions to guide you through a process for resolving situations that you are faced with as a coach.

Step 1: Gathering the facts

- How did the situation occur in the first place?
- Do you have all the facts about it, or do you need additional information?

Step 2: Determining whether the situation contravenes an existing law, for instance:

- Legal age for certain actions/behaviours such as
 - Driving
 - Purchasing or drinking alcohol
 - Purchasing tobacco products
- Physical abuse or violence against a child, even by a parent or guardian
- Harassment: sexual or verbal
- Drinking and driving
- Sexual relations with a minor
- Theft or voluntary damage to property
- Use of or condoning the use of illegal substances

YES

Your options are to:

- Report the situation to the police or to another recognized authority
- Other options?

NO

Ask yourself the following questions to help you consider all aspects of the situation:

Looking at the situation with perspective

- How would you define the issues if you stood on the other side of the fence?
- Could you, or would it be desirable to, discuss the situation with the persons most concerned, before you make your decision?

Understanding the depth of the situation

- What are the issues and what is at stake in this situation?
- Have you defined the issues accurately?
- How do the issues sit relative to the NCCP Code of Ethics, values, or philosophy?
- To whom and to what do you give your loyalty as an individual, and as a member of the organization?

Understanding the impact of the situation

- What is your primary intention in reaching a decision?
- How does this intention compare with the most likely outcome?
- Who could be harmed or hurt by your decision and/or action?
- In what way(s)?
- To what extent are you able to live with that?
- What is the symbolic potential of your action if it is understood? If it is misunderstood?

Seeing the situation through your values

- How confident are you that your position will be as valid tomorrow, or over a long period of time as it seems now?
- Could you disclose your decision or action, without any qualm, to your superior, your family, or society in general?
- Under what conditions would you allow exceptions to the position you are taking?

A. Identifying ethical issues in your coaching role

Sample method:

Have a coach read the sample situation on page 10 in the coach workbook. As a group, brainstorm a list of questions that a coach might ask themselves before they try to resolve this situation. Post the answers on a flip chart.

Read out one of the legal situations. Ask the group how this situation is different from the first. Compare the questions on the flip chart to the Ethical Decision Making Model (you may wish to have this as an overhead and/or a hand out).

Propose 2-3 sample situations (prepare them ahead of time) that are different from those that will be presented in section B. Have coaches decide whether the situations you are proposing are “legal” or “ethical” in nature.

Brainstorm as a group all the potential issues in the situation on page 10 of the PWD, and compare the brainstorm to the issues for this situation proposed on page 45 in the Reference Material.

NOTE: Avoid spending long periods of time brainstorming. Coaches will have a chance to apply the process in greater detail in the next part of this step.

KEY MESSAGES

- **Once you have determined that a situation is an ethical one and not a legal one and you have attempted to identify all the issues in the situation, look at yourself and determine what are the factors that affect how you see this situation.**

B. Analyzing an Ethical Situation

The first goal of part B of step 3 is to have coaches practice using the ethical decision-making framework by analysing a situation that is relevant to them among the four that are proposed in the workbook. The second goal is to introduce the NCCP Code of Conduct and Fair Play Charter as tools to use to help guide their decision-making. You can manage this as you see fit, however the following conditions must be met:

- Coaches must be given the opportunity to choose the situation that he/she will analyze
- Coaches must first be given the opportunity to note what he/she would likely do if faced with the situation right now, and to identify why he/she would choose this option
- Coaches must be given the chance to brainstorm on the many issues in the situation
- Coaches must be given the chance to consult each other and the reference material and decide whether they wish to modify their proposed course of action
- You must clearly identify the principle aspects of the NCCP Code of Ethics
- You must clearly identify and address any potential actions/inactions proposed by the coaches are inconsistent with the NCCP Code of Ethics

NOTE: YOU MUST NOT PROPOSE YOUR OWN COURSE OF ACTION FOR ANY OF THE SITUATIONS. You are the perceived expert in the room, and so whatever you propose will be considered the “right” solution, and therefore undermines the training of the process.

Sample method:

Present the information in “How do you see?” Diagram 1 (see key messages). The participants have a blank Diagram 1 on page 12 in their Workshop Diaries. You may wish to use an overhead of the blank Diagram and brainstorm as a group to fill in the blanks. Be sure to leave the “?” box empty at this stage.

KEY MESSAGES

“How do you See” Diagram 1 – Many things colour the glasses through which WE and others see the situations that we are faced with. Although you and I may be looking at the same situation, our “glasses” may cause us see the issues quite differently.

Refer coaches to **page 11** of the Participant Workshop Diary. Have coaches choose a situation and answer questions 2a, b and c. (5 min max)

Group coaches according to the situation they have chosen, and have them share their ideas (5 min max)

Play the “LOOKS LIKE, FEELS LIKE, SOUNDS LIKE” ACTIVITY

“LOOKS LIKE, FEELS LIKE, SOUNDS LIKE...”

Goal: To familiarize coaches with the NCCP Code of Ethics by having them identify concrete behaviours that show the code in action.

Assign each of the 4 groups one of the elements of the NCCP Code below. Post 3 flipcharts under each of the headings below (total 12 flip chart pages). Each category has one flip chart marked “looks like”, one marked “feels like”, and one marked “sounds like”.

1. Physical Safety and Health of Athletes
2. Respect for Participants/Athletes
3. Coaching Responsibly
4. Maintaining Integrity in Relations with Others
5. Honouring Sport

Each group provides examples of “looks like”, “feels like”, “sounds like” for their category of the code.

Have everyone look at the NCCP Code of Ethics (page 37-38, Fair play code (page 39), self-esteem content (pages 33-36) in the Reference Material. As a large group, add/modify the flip charts based on what is in the Code of Ethics.

Present “How do you see now?” Diagram 2

KEY MESSAGES

- **As a coach being trained in the NCCP, we would like you to add one more perspective to how you see – we would like you to now consider the NCCP Code of Ethics as a guiding influence on your decision-making (present Diagram 2 “How do you see now?”.**
- **Situations of all types will present themselves. What is important is that you have a strategy to use when situations occur(ethical decision-making framework is one example of a strategy), and that you take collaborative preventative measures as well (such as establishing a team code of conduct, etc)**

*Have coaches return to their groups and task each group with the first three questions **on page 13** of their Participant Workshop Diagram.*

Give them a few minutes to work through the answers and prepare a brief presentation (3 minutes max) to the other coaches regarding:

- *The issues in the situation,*
- *The key points in the Code of Ethics that speak to your situation; and a*
- *Potential resolution(s).*

Have the groups present to the others

Have coaches in their groups answer questions 3d, discussing the impact that looking at the Code as a guide and having used a framework for ethical decision-making had or will have in the future when faced with a similar situation.

(Alternatively, do this last step as a personal reflection, and ask for a few examples of those who may now do things a bit differently, or who have learned something or received reinforcement for what they are currently doing and who want to share this with others)

WHAT INFLUENCES HOW YOU SEE?

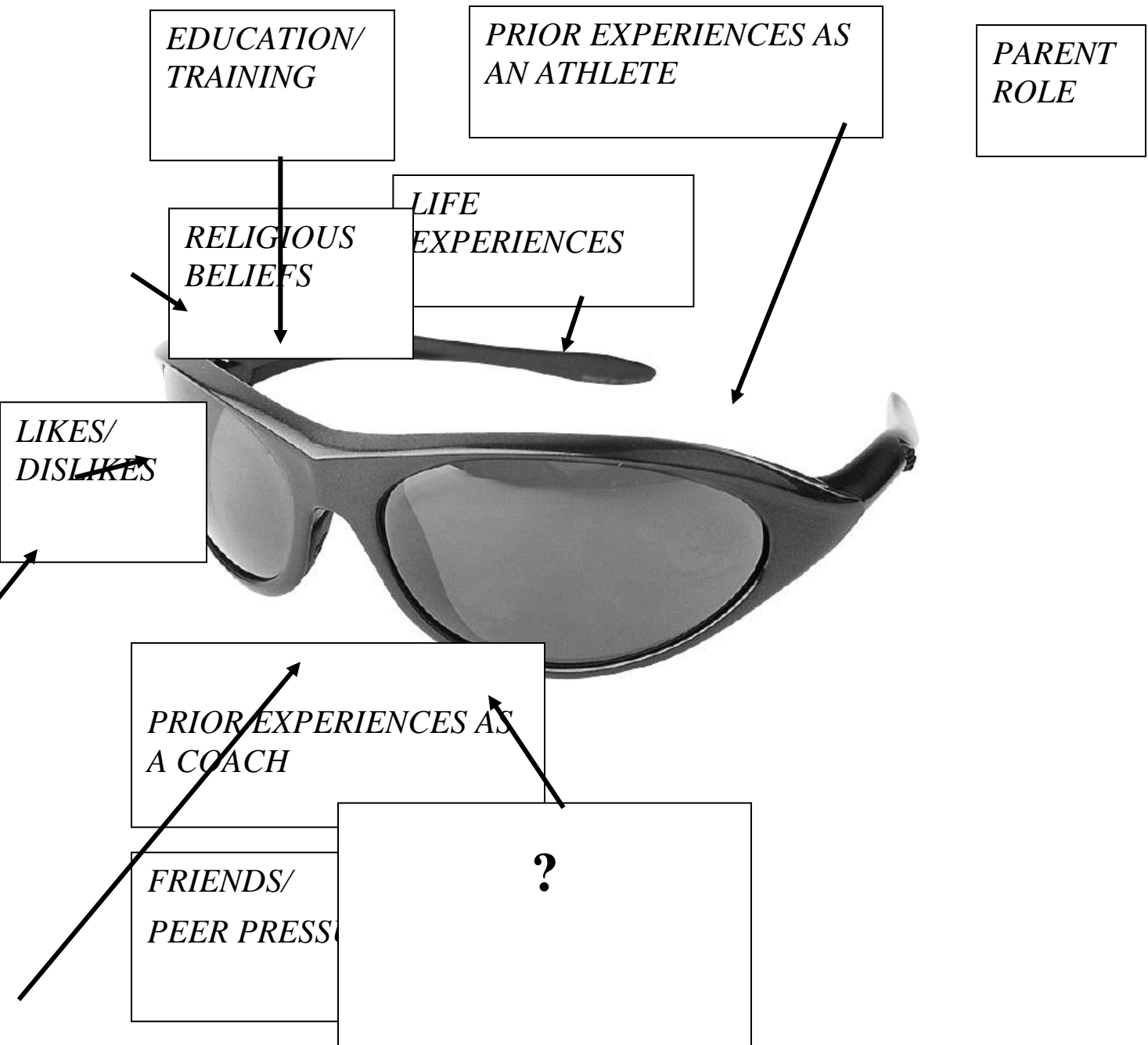


DIAGRAM 1

WHAT INFLUENCES HOW YOU SEE?

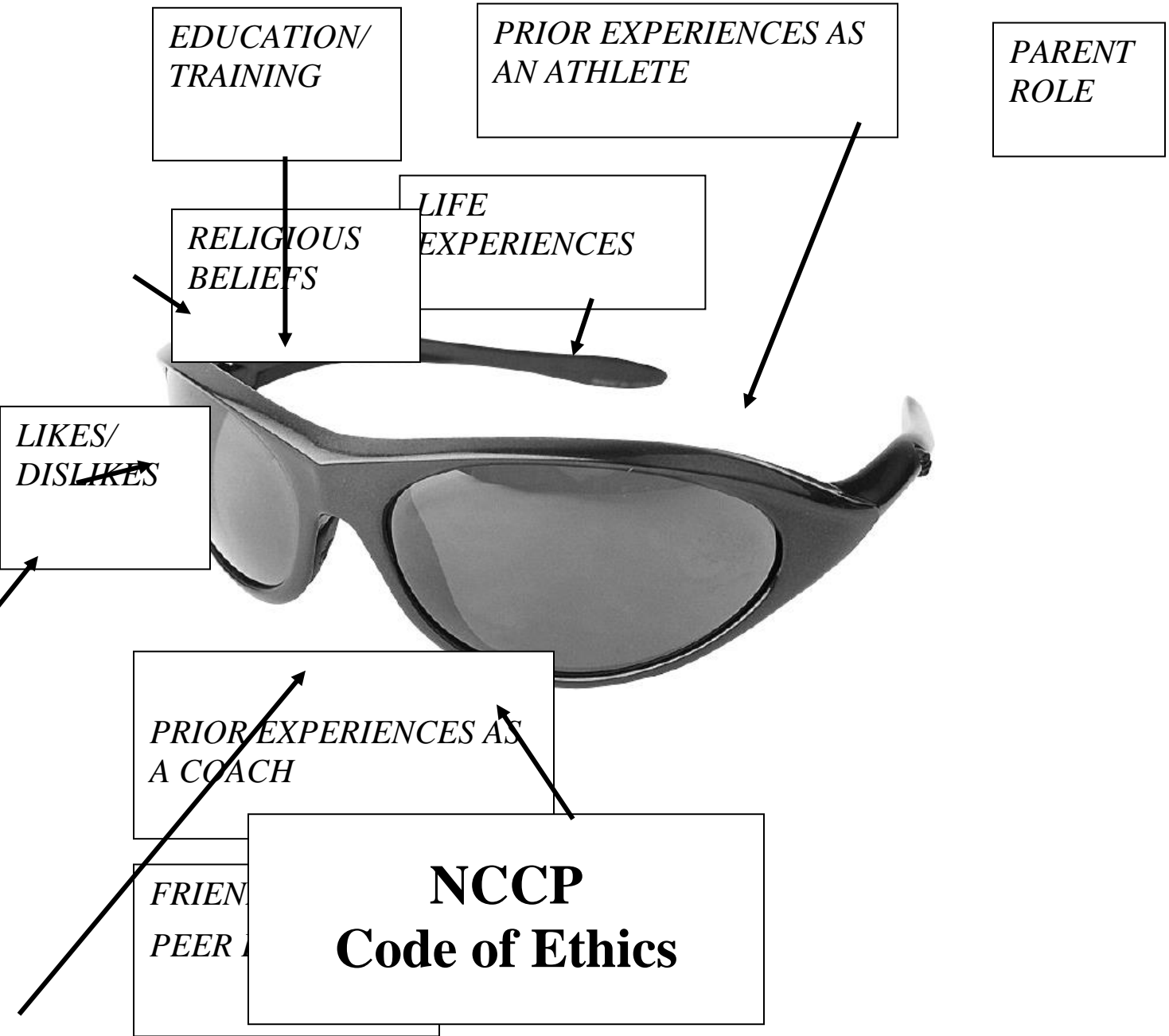


DIAGRAM 2

STEP 4 CANOE KIDS TECHNIQUE

What Paddling looks like for Children

At this point, the following will be presented to you:

- A demonstration of how to select equipment for children
- A video depicting how to teach children Canoe Kids technique
- Some key points on introducing paddling technique to children – what we are hoping that the children develop at this stage in the sport.

Ask the facilitator any questions you may have about how paddling technique may be different with children and why this is done.

Use this page to record any key points you wish to remember.

STEP 4 CANOE KIDS TECHNIQUE (1 hr)

Refer the participants to page 14 of the Participant Workshop Diary.

Selecting Equipment

Take 20 minutes to review and demonstrate the correct methods for selecting paddles and fitting equipment before running the video segment.

Use the Canoe Kids Activity materials to review appropriate equipment selection for children.

Make sure to include the reasons why children are using smaller, lighter paddles and more stable boats. The participants need to understand how safety and the development of solid technique are influenced by equipment.

Watching the Technical Video

Sample Method

The video model of the Canoe Kids paddling technique has a lot of valuable information. To increase the coaches' capacity to take in and retain all of the information, you may find that it is better to show the video more than once. You may wish to try the following approach:

1. *Before showing the video, review the headings of what content is going to be covered.*
2. *Tell the participants to take notes as individuals will be called upon to analyze how to teach one of the key technical areas.*
3. *Show the video once in its entirety (approx 15 minutes long).*
4. *Show the video again component by component, stroke by stroke with the volume muted. At the beginning of each section, select a participant to analyze the key teaching points while the video runs on mute.*
5. *When they are finished, the facilitator can then add to their analysis to ensure that the key points were emphasized before moving on to the next section.*

The following notes paraphrase what is shown in the video. Use these notes to emphasize key technical points when adding to the participants' analyses of the video.

INTRO to Teaching Points

Equipment: Stable boats, slightly shorter paddles, PFDs

Canoe Kids Technique: BALANCE, PROPULSION and STEERING.

- Kids having fun playing paddling games – not just practicing technique
- Kids not technically perfect
- Lots of opportunities to practice balance
- Very dynamic
- Activities modified for different ability levels

BALANCE – Foundation of Technique (The purpose of this skill is to stay upright in the boat)

Teaching Feathering: Using terms such as “spreading peanut butter” or “icing a cake” to describe the planing motion of the paddle will make the explanation more understandable to the kids.

Teaching Balance:

1. width of your base of support – the wider the base, the more stable the object (think of standing on one foot versus standing with feet spread apart)
2. center of gravity – the lower the center of gravity the more stable the object (think of walking on stilts versus walking on the ground)
3. dynamic stability – objects in motion can have greater sense of stability than when they are stationary (think of riding a bike)..

A coach probably isn't going to explain all this to the kids, but their understanding of these three concepts will help them position and correct their kids on the water.

Teaching session – Loading a Recreational Canoe

1. two paddlers,
2. stern paddler gets in first while bow paddler steadies boat
3. paddle rests on both sides of gunnel
4. using paddle to steady balance, slowly step in center of boat, keeping weight low
5. Once stern paddler in position and holding dock for stability, the bow paddler can get it.

Teaching session – Loading a Kayak

1. Paddler crouches beside boat in same direction as boat.
2. Closest hand grabs front of cockpit, other hand on dock
3. Leg closest to boat placed in center of boat, approximately 30 cm in front of seat
4. Shift weight to foot in boat
5. Carefully place dock foot in front of the boat foot.
6. With weight distributed over both feet and with a hand on the cockpit and a hand still on the dock, paddler gently sits down.

PROPULSION (The purpose of this skill is to move the boat forward)

Teach your kids to sit up tall and at this stage of the game, let their natural body dynamics make the stroke happen. Don't worry about shoulder rotation, or hip movement.

Teaching Kayak Forward Stroke:

1. Grip: Introduce the paddlers to the concept of the twist through experimentation.
2. Sit up tall.
3. Use paddle to reach out and grab some water.
4. Draw the paddle back to you so that you can see the paddle's “face” coming straight back through the water.
5. Reach out and grab some water on the other side of the boat with the other paddle blade.

Teaching Canoe Forward Stroke:

1. Position is the one knee kneeling position
2. Correct grip.
3. Reach out and grab water -- top arm at approximately head level with a slight bend in the elbow
4. Bury the paddle blade in the water and pull it towards you – or if in the water, pull the boat to the paddle.
5. Take the paddle out of the water and reach forward again.

STEERING (The purpose of these skills is to control the direction of the boat.)***Using the kayak rudder:***

1. The rudder is directed by moving the footboard stick with the feet.
2. The kayak will move in the same direction the stick is moved as long as the boat has some forward momentum..

Teaching the Draw Stroke:

1. Draw stroke is used to move boats sideways -- for docking, rafting up, or for changing boat position in the water without forward motion.
2. Paddler reaches out beside their boat with the paddle's face looking at the side of the boat.
3. Paddler draws the paddle back to the side of the boat – or paddler pulls the boat to the paddle

Teaching the Backwater and Check Stroke:

1. Backwater and check strokes used to slow the boat down or move the boat backwards.
2. To go backwards, the paddler reaches to grab water behind them and pulls the boat back to meet the paddle. Face of paddle is looking forward
3. To stop or slow the boat the paddler buries the paddle face in the water just past their kneeling knee and presses against the water.

Teaching the J Stroke:

1. Paddlers are going to use the blade of the paddle to draw a J in the water.
2. The bottom of the J always goes away from the boat – so on the left side a backwards J is drawn.
3. Reach out and grab water just like a forward stroke
4. When paddler reaches the end of the stroke they draw the J before the paddle face comes out of the water.
5. To draw the J, the top thumb points down and the paddle blade pries away from the boat.
6. Remember to keep the submerged blade in the pry position long enough to turn the boat.

STEP 5 PRACTICE COACHING #1

A. Leading young children

- The facilitator will distribute one Canoe Kids Activity to each participant. Review the purpose of this activity, its key characteristics, and how you would teach it to a group of children. At this point, you will be focussing on **HOW** you would deliver this activity: group organization, use of equipment and space, time management, type of instructions to give, use of voice and positioning when giving the instructions, and active involvement of the children.

B. Model coaching by the facilitator

- The learning facilitator will demonstrate how to explain an activity to a group of children. Watch carefully to aspects such as group organization, use of equipment and space, duration of explanations, tone of voice, positioning when giving the instructions, and the type of instructions given to children.

C. Practice coaching #1

- You will be now assigned to a group of coaches, and you will practice delivering your selected activity to the other coaches. You will be asked to assess yourself and to assess one other coach using the basic assessment tools provided. The facilitator will explain the assessment tools to you at this point.

D. Debriefing your practice coaching #1

- Discuss the assessments with the other coaches in your group. Practice using positive and constructive feedback when it is your turn to comment on the performance of the others in your group. Practice being an effective listener when others are commenting on your performance.
- Considering the feedback of others and your self-assessment, and comment on things you did well, and areas for improvement in your own coaching in the space provided below.

Things I did well:

Things I need to improve:

Ideas from watching others coach:

Step 5 PRACTICE COACHING #1 (2 hours)

The goal of this step is give the coaches “hands on” practice in planning and delivering a pre-designed game to a group. The emphasis for this practice session is placed on aspects such as group organization, use of equipment and space, duration of explanations, tone of voice, positioning when giving the instructions, and the type of instructions given to participants. Following the delivery of the selected game, the coach will have the opportunity to assess themselves and discuss their assessments with another coach in the workshop. You can manage this as you see fit, however the following conditions must be met:

- Coaches must be given a pre-designed game that is relevant to the age group and level they will be coaching.
- Coaches must see a demonstration focusing on the specific aspects noted in the key message prior to delivering their selected game.
- Coaches must deliver their selected game to the group on the ice.
- Coaches must understand the assessment tools prior to delivering the activity.
- Coaches must complete a self-assessment using the tools provided and discuss their assessments with another coach in the workshop to receive feedback.

KEY MESSAGES

- **As a coach, there are many things you need to be aware of when you are delivering an activity to a group. In the workshop, you will be given an opportunity to practice the various aspects that will help you be more effective in your delivery. In this first practice session, the focus is placed on the following:**
 - **Group organization**
 - **Use of equipment and space**
 - **Duration of explanations**
 - **Tone of voice**
 - **Positioning when giving the instructions**
 - **Type of instructions given to the participants**
- **As a coach it is important assess yourself and discuss your assessments following the delivery of your activity to gain valuable feedback that can help you improve.**

Sample Method: Setting Up

Refer the participants to page 15 of their Participant Workshop Diary.

Focus on four strokes: J-Stroke, feather, draw and back stroke. Use the appropriate Dock Paddling Activities from the CK Activities and Technique book.

Divide your participants into groups of four. Distribute one set of stroke activities to each group. Within a group, each participant should take responsibility for a different stroke. (With groups of three, one of the participants may end up with two strokes).

Give the participants a minute or two to review their stroke and reflect on how they might teach it to a group of beginners.

Pass out two or three copies of the Practice Coaching #1 assessment tools to each participant. Review the content and explain that everyone will be asked to review the facilitator, themselves and one of their peers. To save trees, you may wish to have the participants draw columns on the sheets so they can be used multiple times.

Sample Method: Modeling

The facilitator takes everyone to the boat house where they select an appropriate canoe paddle, kayak paddle and PFD.

The J and feather are modeled with a canoe paddle and the draw and back with a kayak paddle. Facilitator models the explanation and demonstration components of each stroke incorporating the “KEY MESSAGES”.

After each 90 s demonstration, facilitator has participants spread out and do the stroke on their own. After everyone has practiced and you have provided feedback to the paddlers who are not of the discipline being practiced (this takes about 60 seconds total), have everyone turn around and try the same stroke on their non-preferred side. Point out that the awkwardness everyone is feeling is similar to how a beginner feels (this also takes about 60 seconds). Repeating this process for the four strokes should take less than 15 minutes.

Pause in the middle or at the end of your demonstration and give the participants an opportunity to complete their assessment of your modeling performance. Briefly discuss – what would they copy, what wouldn't they repeat?

Sample Method: Practice Coaching

Participants go off in their pre-assigned groups. Each participant explains and demonstrates their stroke while one of their peers (pre-assigned by the facilitator) does an assessment using the tools. Immediately after the demo, the participant leaves the group and completes a self-assessment while the person who just did the peer assessment begins their demo and explanation for the remaining members. The person next in line to do the demo does the peer assessment. The person doing the self-assessment rejoins the group as soon as they are done. It should take approximately 10-15 minutes to get through all four participants in each group.

NOTE: The idea here is to look at the accuracy of the demo (is the skill being modeled correctly and appropriately for kids) and the delivery of the activity (language, tone, projection, clarity, kid appropriateness etc).

Sample Method: Debriefing

Following the on-water practice coaching sessions, bring the coaches back together for a debriefing. Have each coach present their own self-assessment. Offer their peer assessor an opportunity to add to the assessment and you may wish to add your own two cents as well. Be sure to maintain a constructive and supportive environment that makes the participants feel like they are learning and not being picked on.

STEP 6 TASKS OF THE COMMUNITY COACH (30 min)

The goal of this step is to identify the tasks that a community coach must ensure are done for their team. The tasks should be categorized by position/role on the team, for example, head coach, assistant coach, manager, etc. You can manage this as you see fit, however the following conditions must be met:

- Coaches must fill in the chart identifying the various tasks that they feel must be done for their program.
- The tasks that the coach notes must be consistent with the information outlined in the Reference Material.
- The coach must be given a chance to add to his/her initial list of points.
- Coach must be introduced to the concept of legal liability and role of the Small Vessels Regulations.

KEY MESSAGES

- **There are many tasks that must be done for a community sport team; however, this is not to say that you need to do all of the tasks by yourself. This can be a perfect way to involve parents who wish to help out by giving them a responsibility that will help you to lighten your load. For example, a parent can be responsible for taking care of the jerseys, organizing team socials, etc.**
- **It is very important to work collaboratively with your team staff in an attempt to develop the best possible program. Working together will help to create buy-in and ownership of all aspects of the program by all stakeholders.**

Sample method for Tasks and Legal Liabilities:

Refer coaches to page 16 in the Participant Workshop Diary. Give the coaches 5 minutes to briefly reflect on the tasks they feel must be done by a Canoe Kids coach and to identify the person to whom they would assign each task (question 1). Group coaches and have them compare tasks and task assignments with each other, and to consult page 26 of the reference material together. Have them make changes/additions to their chart if necessary (question 2).

(Alternatively, this activity also works well as a large group brainstorm. Collect the answers on a flip chart, whiteboard or black board. Encourage the participants to record the final list after you have referred to the Reference Materials.)

Refer coaches to page 17 in the Participant Workshop Diary. Give the coaches five minutes to reflect on their legal liabilities as a coach and to review page 49 of the reference materials. Lead a discussion regarding legal liabilities, highlighting the reference materials and examples specific to paddling. Discuss the Small Vessels Carriage Requirements and how canoe clubs and coaches are impacted.

COACHING TIP #2:

Communicating with parents is critical to your success as a community coach. It is suggested that you organize a parent meeting at the beginning of each season, wherein you would outline your coaching philosophy, establish codes of behaviour, give scheduling information and assign tasks. This will go a long way toward establishing a positive, two-way relationship with the parents of your team. Parents can be great allies and make great assistants when their contributions are encouraged and directed toward specific tasks.

Take time after practice to communicate positively with parents. In general, the more you communicate ahead of time, the less time you will spend managing the parents and the more time you will spend coaching the children. A guide to setting an agenda for and running such a meeting is provided in the Reference Material.

B. Your legal liabilities as a coach

1. Consult the relevant sections of the Reference Material on page 49 concerning the legal responsibilities of a coach. Are you currently meeting all the legal requirements of you? What evidence can you show, or what specific measures will you take to be sure that you are meeting your legal requirements?

COACHING TIP #3:

It is a good idea to establish a code of behaviour with your kids that will help decide ahead of time how you will act or how the participants will act in a given situation. When a challenging situation does occur and the heat of the moment might impair someone's judgement, the code is there to guide behaviours. Also, a code can include actions that will be taken by the coach in specific situations. Participants and their parents are therefore informed prior to an incident of the potential repercussions of their actions. When working with children, establishing a parent code of behaviour is a good idea as well. Guidelines for establishing a team code and a parent code, as well as sample codes of behaviour are provided in the Reference Material.

STEP 7 PUTTING TOGETHER A PRACTICE (60 min)

The goal of this step is for the coaches to create a practice plan using pre-designed activities that follows the structure of an effective practice and is suitable for the age group and level of the team they will be coaching. Coaches must use pre-designed activities to design a practice plan appropriate for the age group and level that they will be coaching.

- The practice plan must follow the structure of an effective practice plan; therefore, it must include an introduction, warm-up, main part, cool-down and conclusion.

KEY MESSAGES

- **Planning may seem to be a very simple process. While it is not complicated, it does require that a coach take the time to consider several components in order to do a good job. Good planning leaves more time for on-water coaching.**
- **The key questions you should be able to answer are:**
 - **Why am I choosing to do this activity?**
 - **Who is it intended for?**
 - **What is the activity?**
 - **How does the activity “go”?**
 - **When will I do this activity?**
 - **For how long?**

Sample method:

Divide coaches into 5 groups and assign each group one of the following topics: 1) Introduction, 2) Warm-up, 3) Main Part, 4) Cool-Down, and 5) Conclusion. Give each group 5 minutes to brainstorm the various components that they feel should be included in their assigned portion of a practice plan.

Give each group 1 minute to explain their findings to the group as a whole.

Refer coaches to page 18 in their Participant Workshop Diary. Give the coaches 15 – 20 minutes to individually design a practice plan that focuses on the developing skill they practice taught in the morning. (There is space on page 19 of the PWD for their plan.)

Have the participants refer back to Step 2 where they identified the characteristics of their participants and the appropriate growth and development characteristics. Use this information when designing the practice. Incorporate the CK Activities and Technique book into the discussion and review the information contained in the activities. The descriptions should be clear enough (use diagrams if necessary), so that an assistant would know what to do if the coach could not attend the practice.

Give the coaches 10 minutes to review pages 14-16 in the Reference Material and make any necessary changes to their practice session. You may wish to make overheads of the Reference Materials and go over them as a group.

Ask each participant to explain why their plan is appropriate for the selected participants. Double check that the modified plans actually do contain all the structural components of sound plan.

The goal of the second part of step 6 is that coaches will be able to identify potential safety risk factors, what constitutes an emergency situation, and what they would do if an emergency occurred. You can manage this as you see fit, however the following conditions must be met:

- Coaches must identify potential risk factors and what safety precautions they would take on the practice plan.
- Coaches must determine what constitutes an emergency situation (when they should call for emergency medical services) as well as what to do if an emergency occurs.

KEY MESSAGES

- **The key questions you should be able to answer are:**
 - **Am I confident that the games/activities I have chosen are safe for the participants that I will be coaching? (their ability meets what is required to safely perform what I have asked them to do)**
 - **What specific safety aspects do I have to bear in mind?**
 - **What do I need to explain to the participants with respect to safety?**
- **As a coach, you have certain obligations regarding safety that you should be aware of, such as:**
 - **Effectively supervising the activity, giving relevant instructions and ensuring the facility is safe.**
 - **Taking reasonable action to prevent any accident from happening in your presence (relative, as opposed to absolute)**
- **Planning ahead of time what you would do if an emergency were to occur. A completed EAP enables coaches to communicate rapidly and effectively with appropriate authorities and medical personnel and provides crucial information about the situation.**

Sample method:

Refer coaches to page 20-22 in their Participant Workshop Diary. There are several different activities you can do on Safety and identifying hazards. Or, have them take a few minutes to note and explain to another coach the potential risk factors in their practice (question 1 on pg 22). Have the listener coach help the other coach by identifying factors that may have been missed. Have the paired coaches complete questions 2 and 3, and present their key steps for their Emergency Action Plan to one another.

Refer coaches to the reference materials on pages 18-24 on safety and liability, and see if they wish to make any changes.

Debrief as a large group (10 min max), to make sure that key points are accurately retained:

- *Major safety concerns around the water and surrounding facilities and on the water*
- *What constitutes a reason to call an EMS for you? (note: Some coaches may be physicians or have expertise in the area of treatment of athletic injuries, and so may be qualified to do primary assessment, so the answers to this question may vary)*



Caution: This topic is often one of great discussion and has the potential to enter into a level of detail that is not necessary for the purposes of this workshop. Be vigilant about time management.

STEP 7 PUTTING TOGETHER A PRACTICE (1.0 hours)**A. Planning your practice using pre-designed activities**

- Using the activity provided to you, design a practice in the space provided on the next page. Make sure that your descriptions are clear enough (use diagrams if necessary), so that an assistant would know what to do if you could not attend the practice.
- If you haven't already looked at the Canoe Kids Activities and Technique Book, take a few minutes to review the different activities and teaching points.
- After reviewing the Reference Materials on pages 23-25, make any necessary changes to your practice session plan.

COACHING TIP #4:

How you organize activities and how you arrange for the transition from one activity to the next will be important to maintaining the attention and the interest of the children you coach. Children are happiest when they are busy, when they have lots of chances to try an activity, and when they succeed more than they fail at the activity. Choose challenging activities that the children can achieve at least 7 out of every 10 tries. Maximize the time that they are active, aiming for very little time spent waiting in line or in transition between activities. Are there any parents that can help you arrange your activities in stations?

COACHING TIP #5:

Remember that children have difficulty sitting still and listening, especially when they are excited to be at a practice session and with friends. Allow for some meet and greet time when they can talk with friends. It is also a good idea to do your talking while they are doing their stretching, both during warm-up and cool down.

COACHING TIP #6

Have you included frequent water breaks during your practice? Children need to drink about 1 full water bottle (150 mL/15 min) during a 60-minute practice in warm weather or in a dry environment.

Practice Plan #1

Goal of the practice: _____

Equipment needed: _____

Date: _____

Introduction (2-3 minutes)

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Warm-up (5-10 minutes)

<i>Description of Activities</i>	<i>Key Points</i>

Main Part (30-45 minutes)

<i>Description of Activities</i>	<i>Key Points</i>

Cool-Down (5-10 minutes)

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Conclusion (2-3 minutes)

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Step 8 PRACTICE COACHING #2 (1.5 hours)

The goal of this step is to give the coaches an opportunity to practice delivering an activity to a group of participants in the approximate age group and level that they will be coaching. The emphasis for this practice session is placed on aspects such as communication, teaching and learning, and self-esteem. Following the delivery of the activity, the coach will have the opportunity to assess himself/herself and discuss his/her self-assessment with another coach in the workshop. You can manage this as you see fit, however the following conditions must be met:

- Coaches must use an activity from the Canoe Kids Technique and Activities booklet.
- The activity (game) should be technically purposeful –in other words, it would be appropriate to include it in a practice session that focuses on a specific technical skill development goal.
- Coaches must see a demonstration focusing on the specific aspects noted in the “Key Messages” prior to determining how they will teach their assigned skill to a group of participants.
- Coaches must understand the assessment tools prior to delivering the activity.
- Coaches must deliver their activity to a group of participants (similar to the age group and level they will be coaching) on the water.
- Coaches must complete a self-assessment using the tools provided and discuss their assessments with another coach in the workshop to receive feedback.

KEY MESSAGES

- In order for you to communicate effectively as a coach, you must first be aware of your preferred communication style and adapt your style to meet the needs of your audience.
- Remember that when communicating, a message can be misinterpreted; therefore, special attention should be paid to the words you choose, your tone as well as your body language, and to checking the interpretation of your message.
- The following five steps can be used as a guideline to help you coach an activity to a group:
 - Explain (name and describe the activity, tell why it is being done and highlight 2 to 3 key points).
 - Show how it is done (demonstrate the activity and repeat the key points).
 - Give time to practice (immediately and get all participants involved).
 - Watch and then let participants know how they are doing (give individual feedback).
 - Give time to practice again (immediately after feedback).
- When trying a new activity or drill, give participants a chance to learn the new activity before you begin skill correction within the context of the activity.
- Your actions and choice of words directly impact how a child feels about herself/himself and how a child feels about herself/himself directly affects how well that child can perform a skill.

Sample Method for Setting Up the Activity

Ideally, the second practical coaching session is done with children. If this cannot be arranged, then the workshop coaches can coach to one another, as done in the first practical coaching session. You may have to spend some time during the lunch break coordinating equipment and the groups of kids so that as much time as possible is spent on Practice Coaching #2 activity and not on management. You may wish to have another coach from the host club or a co-facilitator warm-up the “demo-kids” while you are setting up the activity with the workshop participants. This will allow them to jump right into your modeling session and safely participant in the first demonstration activity.

Refer the Coaches to page 23 in the Participant Workshop Diary. Outline the conditions of the practice session:

- ❑ Activities should be game oriented and not require elaborate equipment or set up. The activities must be technically purposeful. For example, if a practice goal was to work on balance, then the activity selected should be appropriate for the children to practice balancing.
- ❑ The activities must be appropriate for the children who are acting as “demo-kids”. Ensure that the participants are clear on the age and ability of the “demo-kids”. If necessary, review what makes an activity appropriate.
- ❑ Introduce site limitations, for example, you may want everyone to coach from the dock for ease of assessment. You may also wish to have the kids stay in the same boats (i.e., all in mini’s) for the entire exercise so time is not wasted getting on and off the water.

Once you have outlined the coaching conditions, ask each participant to choose a five minute activity from their practice plan to deliver. If participants’ activities aren’t appropriate for these conditions, give them a few minutes to select a more appropriate activity from the **Canoe Kids Technique and Activities booklet**.

Review pages 26 – 36 in the Reference Materials as a large group. You may wish to make overheads of these pages and highlight some key points for the participants.

Distribute and review the assessment tool for Practice Coaching #2 before assigning the pairs and groups of children. Coaches will be assessing themselves and one of their peers.

Sample Method for Model Coaching

Before you begin, refer the participants to Section B on page 23 of the Participant Workshop Diary. Encourage them to take notes during your demonstration. Model your chosen activity for the participants. Choose an activity that will require you to intervene with the “demo-kids”. When modeling, emphasize the key points for Content of feedback and Timing of feedback (in the left column). Be very strict about staying within the 5 minute time frame.

Sample Method for Practice Coaching

The goal is for the participants to deliver an activity that they planned to actual children. Have coaches aim to complete their individual activity within 5 minutes. There are a couple of ways to do this. If you have lots of children, pair coaches up and give them 10 minutes to spend with the kids. One coach assesses while the other delivers. If you don’t have a lot of children and your workshop numbers allow, you may choose to have the participants go one after the other with the same group of kids. This allows for all participants to learn from each other. This works best when coaching from the dock and keeping the kids on the water. Ensure that everyone has a chance to practice coach and do a peer assessment.

Sample Method for Debriefing

For the debriefing, bring the group back together. Ask the participants to comment from their notes on your demonstration. Next ask each participant to present their self-assessment. Then ask the person who did their peer- assessment to add to the information and finally add your own thoughts. If you were fortunate enough to have more than one facilitator assessing the groups, bring their assessments into play at this point. Once everyone has had an opportunity to debrief, give the participants a few minutes to complete the individual reflection in their diary on pages 23-24 at the end of this exercise.

STEP 8 PRACTICE COACHING #2

A. Communicating and interacting with young children

- The facilitator will describe the conditions of the next practice session. Choose one activity (game) from your practice plan that can be run in these conditions. If your plan does not include a suitable activity, take a few minutes to go through the Canoe Kids Activities and Technique Book to find a more suitable activity.
- Review how you would teach this activity to a group of children. Pages 32-41 in the Reference Material deal with:
 - Communication
 - Teaching and learning
 - Self-esteem of children

Take a few minutes to look at the material.

B. Model coaching by the facilitator

- The facilitator will now coach an activity to the group. Watch carefully to aspects such as when he/she chooses to intervene, how often this is done, and how he/she chooses words for children.

Notes on Interventions:

When? --

How often? --

Why? --

Words chosen for the participants --

C. Practice coaching #2

- You will be now assigned to a partner coach and to a group of children. You will each practice delivering your activity to the children. You will be asked to assess yourself and to assess the other coach using the basic assessment tools provided. Focus this time on when he/she chooses to intervene, how often this is done, and how he/she chooses words for children.

D. Debriefing your practice coaching #2

- Discuss the assessments with the other coaches in your group. Practice using positive and constructive feedback when it is your turn to comment on the performance of the others in your group. Practice being an effective listener when others are commenting on your performance.
- Considering the feedback of others and your self-assessment, comment on things you did well, and areas for improvement in your own coaching in the space provided below.

Things I did well:

Things I need to improve:

Ideas from watching others coach:

COACHING TIP #7:

The words you choose and your non-verbal communication are key indicators to a child of what you think of him/her. Aim to speak positively and to be gentle on the feelings and self-esteem of children. They care a lot about what you think.

Be sure to take time to point out what they are doing well. This will leave a lasting impression in their minds of what to do, and not what not to do.

STEP 9 Wrap Up and Workshop Evaluation (30 min)

The goal of this step is to provide the coaches with an opportunity reflect on the workshop as a whole.

Sample Method

Refer participants to pages 25 and 26 in their Participant Workshop Diary.

Give the coaches a few minutes to review the list of coach tasks and select what they do well. Have the coaches complete the remainder of the exercise on their own.

Once everyone has written down some actions that they will incorporate into their coaching practices, you may wish to ask each participant to share one key thing that they will start to implement after the workshop. Encourage participants to share an idea or action that hasn't already been voiced.

If you did the Chaos Reporter Icebreaker, you may wish to quickly re-visit the report regarding the coaches' expectations of this workshop. If the workshop did not meet everything listed, explain to the coaches where they might be able to get the additional information/experience.

Have each participant fill out a workshop evaluation.

Thank everyone for their participation.

STEP 9- WRAP-UP AND WORKSHOP EVALUATION

A. Self-assessment and lessons learned in this workshop

1. Have a look at the summary points below, and assess which ones you think you are good at (tick them).

Planning

- The content of the practice is consistent with the goals of my program.*
- I know the content of my practice well.*
- The objectives for my activities are clearly defined.*
- The key measures of success for the activities are identified.*
- The activities are varied and include appropriate progressions.*
- The activities are adapted to the needs of the participants/athletes.*
- I am vigilant about safety, and I have appropriate measures in place in case of an emergency.*

Organisation

- There is enough equipment and it is appropriate for the participants and for what I am trying to do.*
- The groupings are appropriate.*
- The training/practice area is safe throughout the session.*

Explanation and demonstration

- Explanations are short and clear.*
- The explanations are complete (organization of the group(s), the flow of activities, the length of time for the session, etc.).*
- The environment for explanation is appropriate (silence, respect).*
- The language I use is appropriate for the participants/athletes.*
- My voice is controlled; I speak slowly and clearly, and with enthusiasm.*
- The demonstrations give a clear and accurate picture of the activity.*
- I give feedback when it is needed.*
- I ask questions of the participants/athletes to verify their understanding.*
- I check that the participants understand before they return to activity.*

Management of the group

- With the participants'/athletes' input, I establish a code of conduct/fair play.*
- I discuss the code and the consequences of breaking the code with the participants/athletes.*
- I watch closely to identify any signs of a lack of discipline as quickly as possible.*
- I react quickly and appropriately to behaviours that are inconsistent with the agreed upon code in order to maintain control of the group.*
- I am enthusiastic, giving the message that I am interested and that I care.*

Observation

- I stand or move to a place from which I can clearly see and hear all the participants/athletes.*
- I give feedback that is specific, constructive, focused on modifiable behaviour, immediate, clear, and positive, and brief.*
- I keep my head coach informed about my participant's technical learning and ensure that she/he has an opportunity to observe my coaching performance every week*

2. After having participated in this workshop, what do you intend to STOP DOING, CONTINUE DOING, and/or START DOING, in order to become a more effective community coach?

I intend to STOP...

I intend to CONTINUE...

I intend to BEGIN...

B. Workshop Evaluation

Please complete a workshop evaluation (forms are to be provided by the facilitator).



Appendix 1 - Workshop Facilitating in the NCCP

The following is intended as a guide to help you reflect on your facilitation skills and can also be used as a point of comparison when you wish to ask others for feedback on your abilities as a facilitator. It articulates what the National Coaching Certification Program expects of those coaches who are training other coaches, and who are thereby fulfilling an important leadership role in the program.

Competencies, outcomes and criteria for the facilitator		
Competency	Outcome	Criteria
<i>Planning, preparing and following-up</i>	Plans and prepares effectively for the workshop	<ul style="list-style-type: none">• Arrives prepared and with all necessary materials• Ensures that necessary materials are available and that the facility is appropriate• Contacts the workshop participants prior to the workshop if necessary and/or possible
	Fulfills all administrative requirements	<ul style="list-style-type: none">• Completes all necessary administrative requirements, both pre- and post-workshop

Competencies, outcomes and criteria for the facilitator		
Competency	Outcome	Criteria
<i>Leading and communicating</i>	Delivers the workshop respecting the desired outcomes and effectively facilitates problem-solving as the primary learning methodology used in the workshop in order to foster the development of critical thinking in the coaches	<ul style="list-style-type: none"> • Primarily plays the role of a learning guide, yet is able to switch to the role of subject matter expert when required • Draws clear links between each learning activity/problem posed and the desired outcome • By facilitating all aspects of a problem-solving approach, works toward developing the coaches ability to reflect critically and to apply the guidelines in the 3M NCCP reference materials to commonly occurring coaching situations for their context • Presents problems/situations clearly and guides the coaches through the process of resolving it themselves • Refrains from resolving the problems presented for the coaches • Is able to identify key issues in a given problem and helps the coaches learn to resolve them using guided discovery • Allows the coaches to identify their initial reactions to a problem prior to exposing them to the reference material • Presents the reference material precisely and concisely when required to do so • Checks for correct understanding of the reference material by the coaches and intervenes only when the understanding is inaccurate
	Creates and maintains a fun and safe learning environment with the workshop coaches	<ul style="list-style-type: none"> • Greets each coach as he/she arrives at the workshop • Manages a diverse learning group (age, experience, reading/writing abilities, personalities) • Manages conflicts/differences of opinion effectively to enhance learning when possible • Addresses and manages counter-productive behaviour • Shares his/her attention among all coaches in the group, according to individual needs • Assesses individual and group needs and responds accordingly • Adapts his/her interaction style to the learning style of the coach • Creates many opportunities for coaches to interact

Competencies, outcomes and criteria for the facilitator		
Competency	Outcome	Criteria
<i>Leading and communicating (cont'd)</i>	Manages time and keeps the group on task effectively	<ul style="list-style-type: none"> • Arrives ahead of time • Keeps the group on time and the workshop on schedule • Keeps the group on task and checks regularly on the progress of each coach • Gives an appropriate number of breaks and times them according to the needs of the group • Establishes the “rules of the road” with the group, and then allows for control of the environment/learning to be shared among all coaches in the workshop
	Communicates effectively	<ul style="list-style-type: none"> • Learns the names of all coaches and addresses each coach by his/her name throughout the workshop • Communicates empathy for each coach and for the group • Listens effectively and actively • Clearly articulates ideas • Uses, recognizes and responds to non-verbal communication • Refrains from excessive use of personal anecdotes • Draws on the prior experiences of the group
	Uses media/technology to enhance learning	<ul style="list-style-type: none"> • Uses media/technology as an alternative learning strategy to text when it will enhance the learning of participants • Uses media/technology tools appropriately and without disruption to the flow of the workshop

Competencies, outcomes and criteria for the facilitator		
Competency	Outcome	Criteria
<i>Valuing and modelling</i>	Models behaviours consistent with the NCCP Code of Ethics, values and philosophy	<ul style="list-style-type: none"> • Understands clearly, articulates, and models the NCCP Code of Ethics and philosophy • Uses non-discriminatory, non-sexist, and inclusive language • Shares his/her attention among coaches • Develops appropriate working relationships with coaches, demonstrating an awareness of the power inherent in the leadership role of workshop facilitator • Promotes the value and the quality of NCCP certification and personal development for coaches
	Willing to contribute to the development of the program, of other facilitators and of himself/herself	<ul style="list-style-type: none"> • Willing to be evaluated, accept constructive criticism, and improve as a facilitator • Offers suggestions when requested for the further development of the coaching curriculum and support materials • Self-assesses fairly and accurately, and seeks to improve as a learning facilitator • Assesses others fairly and accurately • Participates willingly in the training of other facilitators
	Exemplifies professionalism as a facilitator	<ul style="list-style-type: none"> • Dresses and behaves in a professional manner and pays attention to personal hygiene • Is well rested prior to and is not distracted during the time of the workshop • Models a lifestyle that values sport and physical fitness

Prerequisites for the learning facilitator		
<i>Experience and certification prerequisites for workshop facilitating</i>	Has coaching experience	<ul style="list-style-type: none"> Has coached participants/athletes in the context for which the workshop applies
	Has teaching experience	<ul style="list-style-type: none"> Has taught in an adult learning environment
	Maintains workshop facilitator currency and regularly takes part in professional development	<ul style="list-style-type: none"> Is a certified coach in the context for which he/she is facilitating Attends all professional development required to facilitate learning to coach in this context
<i>Program and subject matter expertise prerequisites for workshop facilitating</i>	Demonstrates a thorough understanding of the new NCCP structure	<ul style="list-style-type: none"> Understands and clearly articulates the shift toward a CBET model for coaching development and certification in the NCCP Understands and clearly articulates the new NCCP structure, the coaching contexts, and the outcomes for which the workshop was designed Answers questions from coaches regarding where they fit within new NCCP structure, and provides the coaches in the workshop with the appropriate contact information for further coaching development
	Demonstrates subject matter expertise	<ul style="list-style-type: none"> Understands and can apply all content in the reference material Able to demonstrate the teaching of a game in a manner that is suitable for entry level participants Able to demonstrate the teaching of a skill in a manner that is suitable for entry level participants

References:

Course Conductor Competency Model-NCCP, LTO Ontario (June 1994)

Course Conductor Development Handbook – NCCP, Coaching Association of Canada (1994)