



**BCAB Level 1 Stand Up  
Paddleboard Instructor Award  
Tutor Programme and Lesson**

# **BCAB Level 1 Stand Up Paddleboard Instructor Award Tutor Programme and Lesson Plans**

## **Introduction**

This document provides guidance regarding the BCAB Level 1 Stand Up Paddleboard Instructor Award course programme and the delivery of the associated lessons. Permission from the relevant Delivery Centre must be granted to operate outside these guidelines. In order to ensure that the content is pitched at the right level, tutors must also be familiar with the BCAB Level 1 Stand Up Paddleboard Instructor Award Tutor Notes, Assessment Guidance and BCAB Instructor eLearning.

## **Programme Delivery**

Tutors are required to follow these lesson plans and to cover the specific content in each lesson.

Tutors are expected to tailor the delivery of these lessons to the specific learning needs of the candidates on the course. For example, candidates might require more (or less) tutor support to help them understand the content. The activities/timings provided can be used directly, or used to guide the development of activities to deliver the content in alternative ways. It is also reasonable for tutors to extend the BCAB Level 1 Stand Up Paddleboard Instructor Award course length to allow more time for each session.

Tutors must do their utmost to ensure that the instructors' experience on the course is safe, engaging and enjoyable; with the instructor actively involved in their own learning and development. Tutors should deliver the programme using a supportive and empowering approach to instil an active passion for both paddleboarding and instructing, whilst meeting individual needs, fostering a sense of a paddling community, and developing understanding and respect for the environment in which Stand Up Paddleboarding takes place.

The activities on the BCAB Level 1 Stand Up Paddleboard Instructor Award course must be framed to support the potential instructor in their delivery of SUP taster/starter sessions, i.e.:

**Venue:** sessions being delivered in **Very Sheltered Water** conditions within the safety management systems of clubs, centres or other organisations.

**Participants:** sessions for groups of participants who have not paddled before (group size typically between 6 and 14). Course activities should be framed by the needs of groups of:

- Children and young people as part of a wider educational experience;
- People as part of a leisure activity, social or holiday experience;
- People wanting to 'have a go' at the sport.

**Content:** the content of the taster/starter session will be focused more on '**going paddling**' rather than '**learning to paddle**'. The focus will be on the instructor helping participants to learn relevant/basic techniques through games and authentic activity. This should include going forwards, turning and stopping; and be underpinned by the Fundamental SUP Skills (Posture, Connectivity, Power Transfer, Feel).

**Board:** typical taster/introduction SUP boards are to be used on the course.

## BCAB Level 1 Stand Up Paddleboard Instructor Award Programme

### Day 1

Session	Time	Session Outline
<a href="#">Session 1</a> Classroom	0900 – 0945 (45-minutes)	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Introductions to each other</li> <li>• Introduction to the BCAB Level 1 Stand Up Paddleboard Instructor Award (the role, skills required, qualification)</li> </ul>
<a href="#">Session 2</a> Bank-side	1000 – 1100 (1 hour)	<b>Getting Ready</b> <ul style="list-style-type: none"> <li>• Session preparation (before the group arrives)</li> <li>• Meeting the group</li> <li>• Kitting up (clothing and buoyancy aids)</li> <li>• Boards, paddles and leashes</li> <li>• Moving boards and equipment</li> </ul>
<a href="#">Session 3</a> Bank-side and On the Water	1100 – 1215 (1¼ hours)	<b>Getting the group on the water</b> <ul style="list-style-type: none"> <li>• The bank-side briefing and warm-up</li> <li>• Helping people launch</li> <li>• Initial familiarisation activities</li> <li>• Helping people with the very first basics (using the board, hands, paddle, feeling stable, posture, basic paddling)</li> </ul>
<b>Lunch</b>		
<a href="#">Session 4</a> On the Water	1245 – 1415 (1½ hours)	<b>Introducing Some Basics</b> <ul style="list-style-type: none"> <li>• Introduce beginners to some basic skills to control their board</li> <li>• Identifying common/typical errors beginners make</li> <li>• Strategies to help participants fix common/typical errors</li> </ul>

<a href="#">Session 5</a> On the Water	1415 – 1545 (1½ hours)	<b>Games (and Rescues)</b> <ul style="list-style-type: none"> <li>• ‘Games with aims’: <ul style="list-style-type: none"> <li>- agility, balance, coordination games</li> <li>- wet games</li> <li>- teamwork games</li> </ul> </li> <li>• Rescue Assessment</li> </ul>
<a href="#">Session 6</a> Bank-side	1545 – 1615 (30-minutes)	<b>Clearing up and Concluding</b> <ul style="list-style-type: none"> <li>• The end of session wrap up</li> <li>• Clearing up once the group have left</li> <li>• Personal reflection</li> <li>• Discussing session with deployer</li> </ul>
<a href="#">Session 7</a> Classroom	1645 – 1745 (1-hour)	<b>End of Day Review</b> <ul style="list-style-type: none"> <li>• Review/reinforce learning from the day</li> <li>• Reflect and identify areas for personal development</li> </ul>

## Day 2

Session	Time	Session Outline
<a href="#">Session 8</a> Classroom	0900 – 0915 (15-minutes)	<b>Introduction to Day 2</b> <ul style="list-style-type: none"> <li>• Pick up questions from Day 1</li> <li>• Introduce the programme for Day 2</li> </ul>
<a href="#">Session 9</a> On the water	0915 – 1230 (3¼ hours)	<b>Supporting Learning</b> <ul style="list-style-type: none"> <li>• Tools to facilitate learning within introductory sessions</li> <li>• Understanding factors that influence/promote learning</li> </ul>
<b>Lunch</b>		
<a href="#">Session 10</a>	1300 – 1430 (1½ hours)	<b>Journeying</b> <ul style="list-style-type: none"> <li>• Explore use of journeys for different purposes</li> </ul>

On the water		<ul style="list-style-type: none"> <li>• Develop repertoire of activities that can be used to journey, exploring:             <ul style="list-style-type: none"> <li>- activities for different purposes</li> <li>- group management</li> <li>- group safety</li> <li>- leadership style (controlling/non-controlling)</li> <li>- selecting level of challenge for the group</li> <li>- use of the environment</li> </ul> </li> </ul>
<a href="#">Session 11</a> On the water	1430 – 1530 (1-hour)	<b>Rescues</b> <ul style="list-style-type: none"> <li>• Conclude the rescue skills assessment</li> </ul>
<a href="#">Session 12</a> Classroom	1600 – 1730 (1½ hours)	<b>Course Close</b> <ul style="list-style-type: none"> <li>• Review the day</li> <li>• Deployment matters</li> <li>• Action planning</li> <li>• Furthering qualifications/awards/remit</li> <li>• Course close</li> </ul>
<a href="#">Session 13</a> Classroom	As required	<b>Individual Debriefs and Action Planning</b>

## Session 1: Course Introduction

<b>Time:</b>	45-minutes
<b>Venue:</b>	Classroom
<p><b>Session Outcomes</b></p> <p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Feel welcome and at ease;</li> <li>• Understand the structure of the course (learning and assessment);</li> <li>• Understand the qualification and the role of the BCAB Level 1 Stand Up Paddleboard Instructor Award.</li> </ul>	
<p><b>Content</b></p> <p><b>One large group led by the Course Director.</b></p> <p><b>Introduction (10-minutes)</b></p> <ul style="list-style-type: none"> <li>• Paperwork - schedule, personal information, consent forms, etc.;</li> <li>• Domestics – toilets, changing rooms, timekeeping, food/drink, etc.;</li> <li>• Medical – importance of sharing relevant information (in private if required);</li> <li>• Outline of the BCAB Level 1 Stand Up Paddleboard Instructor Award course programme;</li> <li>• Explain the nature of participation by choice;</li> <li>• Identify resources (eLearning, books, etc.) available for them to look at/use;</li> <li>• Introduce the assessment process (what, when, how, criteria).</li> </ul> <p><b>Getting to know each other (10-minutes)</b></p> <p>Tutor to facilitate an opportunity for candidates/tutors introductions.</p> <p>For example, in pairs:</p> <ul style="list-style-type: none"> <li>• Introduce yourself;</li> <li>• Share an example from your paddling experience where the instructor or coach did or said something that encouraged or inspired you to do more paddling;</li> </ul>	

- Talk to each other about where and with whom you will be using the Award, including a description of the water venue.

Pairs introduce each other to the group using the above information.

### **Introduce what a BCAB Level 1 Stand Up Paddleboard Instructor does (10-minutes)**

Tutor to introduce the role of the BCAB Level 1 Stand Up Paddleboard Instructor (linked to what the qualification is preparing them to do), i.e. run SUP taster/starter sessions for people of all ages wanting to 'have a go' at paddling as part of a school group, family holiday, activity experience or a club introduction session on **very sheltered water**.

Introduce the 'remit' of the qualification (defined in the Course Guide).

Reinforce the importance of the taster/starter session as an enjoyable and rewarding experience. Bring to life the need to match sessions to the group's motivations, for example, to try something new, to connect with the outdoors, to spend quality time with others, to feel a sense of achievement; hopefully resulting in an enjoyable experience that creates positive and lasting memories.

Ensure candidates have the opportunity to raise any questions.

### **Introduce the qualities/skills the BCAB Level 1 Stand Up Paddleboard Instructor needs (15-minutes)**

Quick question to the group "What sort of experience do you think participants will be hoping to have?" (Pick up - safe, enjoyable, learning).

To lead into "So, what does a BCAB Level 1 Stand Up Paddleboard Instructor look like, what skills do they need?" or "what do we need to do to ensure participants have an enjoyable and rewarding experience"? Link discussion to the syllabus components and course programme – practical instructing skills, engagement and relationship building skills, professional standards, personal performance, safety and rescue skills. These are summarised in the Learner Development Pack.

Capture key points from discussion (flip chart); this could be revisited in Sessions 7 and 12.

<b>Support Materials</b>	BCAB 'What makes a great SUP Instructor'. A copy of the course programme on display. BCAB Level 1 Stand Up Paddleboard Instructor Award course materials.
<b>Further Learning</b>	BCAB Instructor eLearning. BCAB 'Environmental Definitions and Deployment Guidance for Instructors, Coaches and Leaders'.

## Session 2: Getting Ready

<b>Time:</b>	60-minutes
<b>Venue:</b>	Bank-side
<p><b>Session Outcomes</b></p> <p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Start to understand how to prepare for a session;</li> <li>• Develop tools they can use to meet and greet their group/s;</li> <li>• Start to understand how to help participants get ready for a session.</li> </ul>	
<p><b>Content</b></p> <p>Either as one large group, or on courses with two tutors you could split into two groups. This session is designed to take the natural flow of how a taster/starter session might unfold; you may wish to adapt the sequence (through Sessions 2 and 3) if it is logically different at the venue you are using.</p> <p><b>Before the group arrives (10-minutes)</b></p> <p>Through discussion and questioning, highlight the important factors to consider before the group arrive, for example, check paperwork and start to build a plan for the session – what do you want/need to know? (Group size, ages, experience, any known aims or outcomes, medical or behavioural things to be aware of, preference of board, who you are working with). Check conditions/hazards (weather, water level, wind, other group plans, etc.). What to expect from your deployer (for example, staff briefing/morning meeting). Take time to talk to anyone you are working with, what is the plan and what are you each going to do?</p> <p>What can you do to help the session get going quickly? For example, get kit/boards out, get yourself ready.</p> <p><b>The meet and greet (10-minutes)</b></p> <p>Use a practical activity to bring to life the meet and greet. Examples:</p> <ol style="list-style-type: none"> <li>1. Tutor to demonstrate a quality meet and greet. In pairs, candidates have a go.</li> </ol>	

2. In pairs/threes, candidates create a checklist for what goes in the meet and greet, and have a go at delivering it. One or two deliver to the whole group to facilitate tutor summary.
3. Tutor provides (or group creates) a checklist for what might be included. In pairs/threes, candidates craft a tight sentence for one component – share with the group.

Key points to bring out through the activity and summary:

- How the meet/greet starts to set the tone for the session (how you start to build your relationships with the group and how you inspire and motivate them for the session ahead).
- Think about how you come across (for example, cheerful, caring, enthusiastic and glad to be there with the group), this is influenced by what you say, how you say it and by your body language.
- What might be included in the meet/greet. For example:
  - welcome to the venue;
  - introduction to you (and other staff);
  - explain/agree the plan, what are you going to do/when;
  - start to get to know the group (learn/use names, aspirations, any questions);
  - a request for medical information - give opportunity for information to be passed on in private.
- Highlight the communication skills required, for example, plan (and practice) what you are going to say before starting to speak; clear, short verbal instructions; appropriate volume, tone, enthusiasm, energy, language, positioning, how do you use your hands.
- Share top tips the instructor might use to ensure they remember to cover everything.

### **Kitting Up (15-minutes)**

Tutor to start with a quick introduction that draws out what kit people might need in a taster/starter session for safety and comfort. For example, leashes, clothing/footwear, waterproofs, wetsuits, buoyancy aids, helmets, etc. Highlight that

deployers should give the instructor an introduction to the kit available in their induction, along with the relevant policies and what is required.

Use a practical activity to help candidates fitting/checking buoyancy aids. Examples:

1. Tutor to demonstrate how they would kit a group up with buoyancy aids.  
Candidates to have a go in pairs/threes with different types of buoyancy aid.
2. Two groups work out how they would introduce a leash to their participants and then show the other group.

Points to draw out:

- What to tell people about the leash;
- How to tell/show people how to attach a leash properly;
- The importance of verbal **and visual** communication skills;
- Issues of touching and how to manage it (for example, avoiding if possible, never alone in 1:1 scenario, always asking permission, buddy checking alternative);
- What to do if you notice the leash/buoyancy aid is faulty/broken.

Helmets: could be briefly integrated into this session, or left until later sessions when they may be worn. See games session (Session 5) for what to cover.

### **Boards, Paddles, Leashes and Fins (15-minutes)**

Use a practical activity as a short knowledge push to help learners understand boards and paddles and to introduce key features that will help them match them to participant needs.

1. Tutor to introduce setting up a paddleboard, leashes, fins and paddles – focusing on how you match to participants' needs/size; and the very basics of how you hold it/use it.
2. To summarise, raise awareness of how poorly matched boards/paddles can have a very detrimental effect on participants' enjoyment. Instructors should therefore try their best to get a good match within the options they have available (for example, a board that is too small is normally unstable; a board that is too big is harder to control; a paddle that is too long or has a shaft too big for hands is harder to control).

### **Moving boards (10-minutes)**

It should be reasonable to assume that candidates know how to safely lift and carry a stand up paddleboard. This is an opportunity to assess good practice, and to develop an understanding of how they can ensure their participants use safe lifting and carrying techniques in their sessions.

(Ensure that the candidates are appropriately warmed up prior to this activity; you may wish to reorder the session. It is important they take this forwards into their own sessions).

Example Practical Activity: ask the candidates, as a team, to get all of the boards from their current location to the water's edge, showing good practice that would be suitable for typical beginners. Pertinent points to draw out:

- Multiple hands on;
- Importance of minimising erosion (due to lots of footfall, dragging, high use areas getting/in and out);
- Technique - stress knees not back, what to hold on to;
- Tactics – clear route, see where you are going, communication, teamwork;
- Can you get the kit out ready for the session or will the group be involved?  
Pros/cons;
- Occasionally a warm-up might be required prior to lifting boards.

<b>Further Learning</b>	BCAB Instructor eLearning (Activities Boats and Paddles, and Health and Safety).
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### **MYABCDE Briefing:**

<b>M</b>	Me	Introduce yourself – your expectations
<b>Y</b>	You	Names matter – share strategies for remembering them.  What does the group want from the session? What's their paddling background?  Check personal clothing is suitable.
<b>A</b>	Activity	Introduce what the session is about and agree outcomes.

<b>B</b>	Boundaries	Physical area on water. Behaviour boundaries - respect for each other.
<b>C</b>	Communication	Signals, other boards/hazards within hearing/sight of me.
<b>D</b>	Doctor	Any medical matters I need to know about? Give opportunity for information to be passed on in private. Wash hands after the session.
<b>E</b>	Equipment/ Emergency	Check everyone has kit and it fits. What should happen if they fall in or if there is an incident?

## Session 3: Getting the Group on the Water

<b>Time:</b>	75-minutes
<b>Venue:</b>	Bank-side and on the water
<b>Session Outcomes</b>	
<p>This session aims to help learners develop tools they can use to get a group onto the water and support the initial on the water activities.</p>	
<b>Content</b>	
<p>This session continues on from the last and is designed to take the natural flow of how a SUP taster/starter session might unfold, for example, bank-side briefing – helping people get on/in – initial familiarisation activities. You may wish to adapt the sequence (through Sessions 2 and 3) if it is logically different at the venue you are using.</p> <p><b>Warm up activities (10-minutes)</b></p> <p>Tutor to introduce with a quick introduction: Why warm up? Increase blood flow, mobilise joints and muscles <b>and</b> to get the group tuned in to you and the session, energised and thinking about the session ahead. It could also be an ‘ice breaker’ for a mixed group.</p> <p>Practical warm-up activity, for example:</p> <ul style="list-style-type: none"> <li>• Tutor (or candidate) leads warm-up that would be appropriate for a taster/starter session (and has a clear, linked aim, for example, paddle familiarisation or learning names).</li> </ul> <p>Note – this session is deliberately short. Supplement by using warm-ups over the course of the 2-day programme and provide opportunities for candidates to deliver the warm-ups.</p> <p>Note that an aim of a physical warm-up is to ensure the participants are ready for the activity to come; to do this you need to take into account how physically demanding the activity is going to be, how warm the participants need to be and how warm they are already.</p>	

It is also important to note that we may need to do activities to physically warm participants up in the midst (or at the end) of sessions if they have cooled off. We may do this by increasing the tempo of the games/activities we are doing on the water, take the group into a warm/sheltered environment, or do some whole body activity on the bank.

### **Brief – Launch – Give it a Go! (10-minutes)**

Tutor to provide instructions prior to launch (maximum 5-minutes). Aim to provide enough information so people are happy to get on and give it a go (and will be safe). Use generic **instructions, demonstrations and hands-on activities**. Demonstrate a short **and active** briefing (time your brief as a benchmark to use later). Consider including:

- Issue a correctly sized paddle (introduce how to use it if necessary);
- Introduce the SUP and key features including fins and setting up their leash;
- Any safety matters/rules they need to know;
- Anything needed to avoid negative impact on the environment or raise awareness of environmental matters (for example, litter/erosion/wildlife);
- How to avoid falling off, stay on knees (and what to do if they fall off their board);
- How to carry the board to the water and how to get afloat; (shallow water - remain knelt down);
- What to do when they get on the water (introduce the first activity and boundaries).

Take this through to the point where everyone is on the water, helping them get in (maximum 5-minutes) doing your initial familiarisation activity (maximum 5-minutes).

### **Brief – Launch – Give it a Go! (10-minutes)**

Off the water and in pairs, candidates to have a go at repeating what you have just done:

- Give the instructions required prior to launch (maximum 5-minutes);
- Help their partner get afloat;
- Give them an activity to help them familiarise themselves with the board;

- **And** watch their basic paddling technique, look for any glaring errors or if something does not look right – this links to the last part of this session.

### **Review/Summary (10-minutes)**

Factors to bring out in the review/summary:

- Review of their brief, launch, etc.;
- Review of likely challenges/problems and how we solve them;
- Length of the pre-launch brief, when to be quick, when to take more time, considering the amount of information participants want/need;
- Differences with the session start for different types of group (for example, school, family, or adult group);
- Group control (amount of control needed, the amount of freedom desired);
- When the Instructor gets on the water, the pros and cons of being first or last on;
- The importance of using this opportunity to continue to build quality relationships (gain trust, respect, approachability);
- Using this time to check for hazards and to reflect on the suitability of your plan for the group's skill level/aims.

### **Simple tactics for helping people paddle (35-minutes)**

With candidates, explore the very basic things that people need to be able to do to manoeuvre their board. Bring in anything the candidates might have noticed that did not look right in the pair work activity.

1. As one large group - tutor to role play some common errors beginners make, candidates to see if they can spot them and give simple **instructions, demonstrations or activities** to fix  
**or**  
half the candidates given an error to role play, the other half of the group rotate around each station to see if they can spot the error and give simple instructions to fix. Then swap.

Examples:

- a nervous/timid participant;
- a wobbly/unstable participant;
- a participant with poor posture;
- a participant using the wrong face of the paddle;
- a participant not holding the handle on the top of the paddle.

Highlight the role the Fundamentals play in helping people get going.

2. Follow on with a practical activity to bring to life how we can set up some simple activities that encourage participants to experiment and find simple solutions to manoeuvring their board through a range of (achievable) challenges. Tutor to lead a couple of example activities/games that could be used during the early stage of a session. Remember to keep it simple, we are not aspiring for efficiency yet!

**Further Learning**

BCAB Instructor eLearning (Group Session Management, Fundamentals).

## Session 4: Introducing Some Basics

<b>Time:</b>	90-minutes
<b>Venue:</b>	On the water
<b>Session Outcomes</b>	
<p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Introduce beginners to some basic skills to control their board;</li> <li>• Identify some common/typical errors and have some strategies to fix them.</li> </ul>	
<b>Content</b>	
<p><b>Introduction (5-minutes)</b></p> <p>Tutor to introduce session continuing from Session 3. What are the basic skills participants need for their session? What are they going to need help with? What will they need to know how to do first? We are going to spend this session exploring some of these basics and how you might help people develop these skills.</p> <p><b>Activity (75-minutes)</b></p> <p>Tutor to choose two topics to explore as relevant to the group, with 25-minutes' turn around per mini-session. For example:</p> <ol style="list-style-type: none"> <li>1. Helping paddlers go in a straight line;</li> <li>2. Helping participants learn to turn.</li> </ol> <p>Explore the most important technical points, common errors (and how to spot/fix them), and activities we can use to help learners develop.</p> <p>Tutor to ensure they are showcasing short, clear instructions/explanations, quality demonstrations and powerful learning activities as takeaways for the candidate.</p> <p><b>Helping paddlers go in a straight line</b></p> <p>Tutor to start with the very simple things that participants can do to help them go in a straight line.</p> <p>Then to explore specific strokes/tactics. For example:</p>	

- Tutor to run through teaching progression to help paddlers go in a straight line. Ensure the Fundamental SUP Skills Posture, Connectivity and Feel are thoroughly integrated;
- Introduce a way to correct a board that is going off course. Paddle forwards, once moving, lift paddle out of the water, hold horizontal to water:
  - What happens? – Board turns;
  - Which end moves fastest? – The tail or nose? Check with eyes closed;
  - How far will the board travel before it turns and is there a predominant side it turns towards?

### **1. Learning to turn**

Introduce how many first time participants will be able to work out for themselves how to turn. This early exploration is really important. Candidates to come up with exploratory activities or games (quick discussion) that could be used to present this challenge to a group.

Help candidates with clear, short instructions/explanations and how to demonstrate these key points.

Candidates explore activities and games that could be used to help the participants develop their sweep stroke. Tutor to top up with other examples if required.

Tutor to role play some common errors beginners make, candidates to see if they can spot them and then help the participant fix the problem (with a **simple** instruction, a question, or a task).

This session is an opportunity to explore what role the Fundamentals play in turning, considering the use of being on knees to develop knowledge and understanding in the early stages.

### **Review/Summary (10-minutes)**

Use the review/summary as an opportunity to:

1. Reinforce the importance of learners learning through exploration, free play, games, etc.

2. Discuss when it might be important for the instructor to help participants develop 'good' technique (i.e. establish techniques for future performance) and when it might be more appropriate to be satisfied with 'good enough for today'. How might this affect what/how you approach your delivery?
3. Raise awareness of how we can help people develop their skills through the setting of problem solving tasks (or questions), with simple instructions, by giving feedback (for example, praise, reinforcement, correction). How the instructor can facilitate the learner working things out for themselves (for example, exploration, free-play, guided discovery, self-checks).

<b>Further Learning</b>	BCAB Instructor eLearning (Meeting Learner Needs, Coaching to Support Learners).
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## Session 5: Games and Rescues

<b>Time:</b>	90-minutes
<b>Venue:</b>	Practical on the water
<p><b>Session Outcomes</b></p> <p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Build their portfolio of games and activities to use in taster/starter sessions;</li> <li>• Start to understand how to use games to promote learning ‘games with aims’;</li> <li>• Practice their delivery of games;</li> <li>• Raise awareness of game-related safety considerations.</li> </ul> <p>This session also provides the opportunity for the assessment of some of the required rescue skills.</p>	
<p><b>Content</b></p>	
<p><b>Helmets (5-minutes)</b></p> <p>Pick up why/when you might use helmets in taster/starter sessions and introduce the important safety factors to consider. Given the nature of this session, it is a good opportunity to wear helmets, showcasing realistic risk assessment.</p>	
<p><b>Introduction (10-minutes)</b></p> <p>Explore why/when you might play games:</p> <ul style="list-style-type: none"> <li>• To promote learning ‘games with aims’, e.g. to develop agility, balance, coordination, to develop skills associated with falling off their board and being in the water, to develop teamwork, communication skills, cooperation, etc., to develop manoeuvring skills);</li> <li>• As a social activity;</li> <li>• To raise the tempo (inject some fun/pace into the session, or for warmth);</li> <li>• To cover ground (for example, to move location/travel);</li> <li>• To connect to the environment;</li> <li>• Because they provide challenge that requires learners to apply skills, developing performance-related decision making and confidence.</li> </ul>	

The focus in this session is on some games that might end up with us in the water (these might be used to develop balance, water confidence, or for the excitement/challenge factor), and link this to the rescue assessment (include a reminder of the assessment requirements). Note that Session 9 includes skill related games/activities, and Session 10 includes journeying related games/activities). A short discussion about the importance of agility and developing physical literacy and how we use games to assist this development.

### **Activity (30-minutes)**

Explore a range of games that can be used for different purposes. Include use of props (balls, boundaries, balloons, etc.). Include team games, small group games, and pairs. At least half the group to be given the opportunity to have a go at being the instructor leading a game (there are other opportunities for candidates to have a go at leading activities in Sessions 9 and 10).

For example: Two rounds of 15-minutes' each. Each round, exploring a different theme from the bullet points above. Playing/delivering games, sharing ideas from within the group (topped up by tutor if required).

Reviewing (after each game, or after each round of games):

- The purpose of the game (was it effective, what else could it be used for?);
- Any safety or enjoyment considerations;
- How the instructor delivering the game got on (clear, short instructions, managing safety, etc.);
- The 'rules' of the game – were they simple, quick to explain, safe, etc.

### **Activity (35-minutes)**

The final activities to include are tutor-led games that inevitably lead to falling off their paddleboard. With a focus on games that end up with learners in the water (these might be used to develop balance, water confidence, or for the excitement/challenge factor). Link this to the rescue assessment (include a reminder of the assessment requirements).

### **Review (10-minutes)**

An opportunity to highlight key underpinning messages. Discuss “What makes an excellent game?”

- It has a clear purpose, it achieves the purpose;
- It is safe, recap key safety messages and group management considerations;
- All participants enjoy it!

Explore what makes it enjoyable. The level of challenge is just difficult enough, everyone is involved (as much as they want to be), participants feel a sense of success, participants get on with each other, the rules work, no-one gets hurt, etc.

What makes it unenjoyable? For example, getting wet, being singled out, losing a race, failing, being excluded, aggressive games, etc.

Recap on the rescues completed and what still needs to be done tomorrow. Pick up development points with individuals as required.

### **Rescue Assessment**

Ideally, by the end of the session, candidates will have demonstrated the following required rescues. Tutor to maintain a record of what has been completed successfully.

- Deep water rescues;
- Getting back on the board effectively;
- Recovery of a swimmer to shore using a prone board-based rescue.

<b>Further Learning</b>	BCAB Instructor eLearning
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## Session 6: Clearing up and Conclusion

<b>Time:</b>	30-minutes
<b>Venue:</b>	Bank-side
<b>Session Outcomes</b>	
This session aims to help learners understand how to conclude a session.	
<b>Content</b>	
<p>Tutor-led discussion on the important elements to build into the end of session conclusion, for example:</p> <ul style="list-style-type: none"> <li>• Thank everyone for their hard work and enthusiasm;</li> <li>• Praise things done well;</li> <li>• Engage participants in sharing their highlights from the session;</li> <li>• Inspire further participation (signpost further opportunities);</li> <li>• Provide an opportunity for any final questions;</li> <li>• Remember to help people land, shallow water kneeling as approaching the bank, get off their board, and how to lift it from the water;</li> <li>• Instructions for clearing up, putting kit away, getting changed, etc. (Weils Disease – wash hands?);</li> <li>• Inspiring future participation; the paddling opportunities you can tell people about;</li> <li>• Saying goodbye.</li> </ul> <p>Lead into discussion on what they need to do once the group has left:</p> <ul style="list-style-type: none"> <li>• Kit check quarantine/remove/notify damaged broken kit;</li> <li>• Return all kit to start position ready for further session;</li> <li>• Let managers know you are safely off the water;</li> <li>• Discuss the session with your deployer, other instructors;</li> <li>• Personal reflection (more on this in Session 7).</li> </ul> <p>Then clear up from the day and relocate to the classroom.</p>	
<b>Support Materials</b>	<p>Information about BCAB Personal Performance Awards</p> <p>BCAB “What makes a GREAT SUP Instructor”</p>

**Further  
Learning**

<https://gopaddling.info/>

## Session 7: End of Day Review

<b>Time:</b>	60-minutes
<b>Venue:</b>	Classroom
<b>Session Outcomes</b>	
<p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Confirm/reinforce learning from the day;</li> <li>• Reflect and identify areas for personal development.</li> </ul>	
<b>Content</b>	
<p><b>Review/reinforce learning from the day (45-minutes)</b></p> <p>Using flipchart, post-it notes or other group feedback methods, facilitate the group to practically/interactively identify the key points from the main areas of learning.</p> <p>Follow this up with a focus on the importance of the relationship and engagement building skills, for example:</p> <ul style="list-style-type: none"> <li>• Learning and using an individual's name to help make them feel welcome and valued – explore a tool for helping people remember names;</li> <li>• Being polite, helpful, supportive, attentive, encouraging, kind, caring, respectful, grateful, friendly, approachable, equitable, cheerful (how might this differ when working with children/adults?);</li> <li>• Helping the group members get on well together (not tolerating bullying), promoting a sense of team;</li> <li>• Motivating and inspiring the group: <ul style="list-style-type: none"> <li>- being enthusiastic about stand up paddleboarding, the activity, being with the group, for what you are going to do in the session, and what they are going to achieve;</li> <li>- connecting to what the participants want to do, for example, try something new, being in the outdoors, social, achieve something, etc.</li> </ul> </li> </ul> <p>During the discussions, ensure any questions from the day are picked up.</p>	

### **An example review activity**

In pairs/small groups, identify the recipe of an SUP session. Look at what ingredients are needed for the different stages. For example, what is required:

- Before the group arrive, during the meet and greet, kitting up;
- Safe lifting and carrying, warm up;
- Instructions prior to launch, getting the group on the water;
- Initial familiarisation activities, introducing some basics;
- Playing games;
- Bringing the session to a close.

Share ingredients with the whole group. Draw out the relationship and engagement building skills if not apparent.

Alternatively, flip-charts populated during Session 1 “Introduce the qualities/skills the BCAB Level 1 Stand Up Paddleboard Instructor needs” could be further developed by adding the key learning from the day.

### **Reflection (15-minutes)**

Introduce the importance of candidates reflecting on their strengths and development areas; considering the important things they need to work on to help them develop as an instructor, and **how** they are going to work on those development points identified (for example, working with others, courses, eLearning, reading etc.).

Introduce the Learner Development Pack and how this is designed to help them with this reflection. Candidates to make a start on filling in the three checklists (either during this session, or as homework); and to note any other areas for development they may consider important.

Tutor to ensure they have captured their own records of candidates’ performance in the personal paddling and rescue assessments and to provide individual/group feedback as required.

## Homework

Candidates are required to do some preparation ahead of Session 9. In Session 9, they will have the opportunity to practice helping people learn/develop an SUP related topic. For example, communication, posture, stopping, or getting afloat/on/off a board. It does not really matter what topic they focus on\*, although something they are reasonably comfortable with would allow them to focus more on what they are doing, rather than the technicality of the topic.

Tutor/candidates to plan logistics for groups of 3-5 and topics.

For homework, the candidate needs to:

1. Establish the key learning points for their topic, for example, the three most important things that they would like to help their participants learn within their chosen topic.
2. Discuss the key learning points with someone else (another candidate, a tutor, a knowledgeable friend) to check their understanding is correct.
3. Choose some (for example, 3-5) games/activities that they could use to help participants develop these key learning points. This should include a couple of games/activities that could be used to help the learner 'try it for the first time', and then 'practice it further'.
4. Plan how you would develop the session/activity if participants were finding it 'too easy or too difficult'.

Encourage candidates to spend no more than 20-minutes on this homework.

<b>Further Learning</b>	BCAB Instructor eLearning
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\* In the choice of topics, consider if candidates want/need to spend more time on:

- Fundamental SUP skills (agility, balance, coordination, posture, connectivity, power transfer, feel);
- Skills (launch/land, going forwards, turning, stopping);
- Co-operation, communication, confidence building.

## Session 8: Introduction to Day 2

<b>Time:</b>	15-minutes
<b>Venue:</b>	Classroom
<p><b>Session Outcomes</b></p> <p>This session aims to:</p> <ul style="list-style-type: none"> <li>• Confirm learning from Day 1, providing an opportunity for questions;</li> <li>• Introduce the programme and plans for Day 2.</li> </ul>	
<p><b>Content</b></p> <p><b>Introduction (15-minutes)</b></p> <p>Tutor-led recap of Day 1 with opportunities for questions from overnight reflections, for example, use the flip charts created in Session 1 (or review materials from Session 7) to identify what was covered on the first day of the programme and to lead into what the focus is for this day.</p> <p>The focus for the second day is how we add value to the participants' experience through:</p> <ul style="list-style-type: none"> <li>• AM session focused on how we support learning;</li> <li>• PM session focused on using journeys.</li> </ul> <p>Tutor to recap the assessment components and how they are to be integrated into the day:</p> <ul style="list-style-type: none"> <li>• Professional Standards (recap expectations, for review at the end of the day);</li> <li>• Personal Paddling Skills (recap requirements, ongoing assessment);</li> <li>• Rescue Skills (last session of the day to conclude anything not yet done).</li> </ul> <p>Opportunity for questions on either the programme or assessment.</p>	

## Session 9: Supporting Learning

<b>Time:</b>	165-minutes (+ 30-minutes to change and relocate to practical venue)
<b>Venue:</b>	Classroom or bankside, and practical on the water
<b>Session Outcomes</b>	
<p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Gain basic tools to facilitate learning within introductory sessions;</li> <li>• Start to understand factors that can influence/promote learning.</li> </ul>	
<b>Content</b>	
<p>This session could start in the classroom or bankside if the weather is conducive. 30-minutes is allocated to change and relocate to the practical venue.</p> <p><b>Introduction (5-minutes)</b></p> <p>Tutor to introduce the session. Highlighting that developing some basic stand up paddleboard skills can be important for people to get enjoyment from their session. The basics of moving boards around is needed for most activities and success in learning something new can feed a sense of achievement and enhanced self-esteem. It should also result in participants reflecting positively on the session, hopefully wanting more. This session will look at how we support that learning and development.</p> <p><b>Discussion (15-minutes maximum)</b></p> <p>As a warm-up to the session, Tutor to facilitate discussion (pairs, small groups or one large group) about what makes learning enjoyable. For example:</p> <ul style="list-style-type: none"> <li>• Thinking back on past experiences as a learner, what does enjoyable learning look/feel like? (This could be focused on the first day of the course, on a specific session from the course, or left more open);</li> <li>• Now thinking about the instructor – what did they do to support that enjoyable learning?</li> </ul>	

Through this discussion, try to draw out the importance of (these are the main messages to reinforce through the rest of this session):

- The learner very much being involved in their learning:
  - making their own decisions;
  - solving problems;
  - understanding the purpose of what they are doing;
  - working hard and feeling a sense of success/achievement.
- Supporting the learner (when they need support), by:
  - giving useful information (for example, short simple instructions/explanations, demonstrations to provide a visual picture and feedback);
  - giving learners enough time and space to practice (learning by doing; and more time doing, than listening or watching);
  - giving the learner challenges for them to work out (through games, activities, questioning, etc.);
  - providing structure to the learning **or** by facilitating free play.
- Tailoring and structuring this support to what the learners need most (this requires an understanding that learners will need different things at different times depending on many factors, for example, past experiences, anxiety/confidence, the complexity of the task, etc.).
- Learning being a social activity (for example, learners working together, working things out together, supporting each other, getting on well together, promoting a sense of 'team').

### **Practical**

Candidates have a go at delivering the games/activities they planned (see homework in Session 7).

How this session is structured will very much depend on the group size (with smaller group sizes having more time to practice delivering). Depending on course numbers, this session could be set up as 1-3 groups; 1 Instructor with 2-4 participants, with tutors on hand to support as required (hands off or hands on).

This session is an opportunity for candidates to be creative. If possible, the tutors being hands-off, letting the candidates work together to come up with ideas, the

more experienced/creative helping the less experienced/creative. The tutor may need to take a more active role if the teams are struggling, helping them through insightful questioning, prompting and support.

The example activities below can be used directly, or used to provide the key messages that need to be embedded in this session.

### **Warm-up (15-minutes)**

Candidates in pairs on the water to check the key learning points for their topic, for example, the three most important things that they would like to help their participants learn within their chosen topic. Check by practicing, demonstrating and discussing with their partner to check understanding is correct. Tutors to support as necessary.

### **Activity 1**

In small groups of 3-5:

1. A candidate to deliver their planned activity (maximum 5-minutes).
2. As a small group, discuss how it went (maximum 5-minutes), the candidate then has another go at delivering the same activity, changing something (maximum 5-minutes). The change might be something they want to do better or differently.

For example:

- Did they need more/less verbal instructions? Were they useful, short, clear, and understood?
  - Did they need more/less demonstrations? Were they effective (seen, correct, silent, useful)?
  - What learning opportunities did the activity/task create? Were they what was expected? Could the task/activity be modified to enhance or change the learning opportunity?
3. Group review how it went again (maximum 5-minutes).
  4. Repeat with a different candidate.
  5. Bring the whole group back together for whole group review. Tutor to facilitate a short discussion to share key learning between the groups.

## **Activity 2**

The focus of this mini-session is to help candidates with strategies for involving the learner in their own learning. For example:

1. How to involve the learner in the big picture decision making regarding session aims, what they are going to do, where they are going to go, etc..
2. How to involve the learner more in their learning through the tasks/activities. For example, by using:
  - paired/group activities;
  - self-checks;
  - guided discovery (simple compare/contrast);
  - choice on how/where they do the task;
  - designing problems for the learner to solve.

This could be a more tutor-led session. For example, a short introduction from the tutor to set the scene. Followed by tutor-led description of a strategy (for example, paired/group work). Then learners, in pairs, to each come up with a (paired/group work) task for the topic they had chosen. Repeating the other strategies (for example, self-check, etc.) **or** it could be more open. For example, an introduction from the tutor to set the scene and front load strategies they could use. Followed by candidates exploring how they could modify their tasks/activities to involve the participants more.

## **End of session review (10-minutes)**

An opportunity to highlight key underpinning messages through group review.

Some examples:

1. A review focused on the core values that they will take forwards into their instructing, for example:
  - what sort of learning experience are you trying to facilitate for your group?
  - what core values are going to underpin how you facilitate that learning?
2. A review using some scenarios to explore how their approach might differ with different groups (for example, a primary school group whose focus is on

experiencing something new/different, a holiday experience, or a session run as an introduction to paddlesport).

3. A review reflecting on how the instructor would be able to tell if the participants were enjoying the session or not. What behaviours might they see? What could they change? (For example, change to/from instruction – demonstration – activity; change the nature of the instruction – demonstration – activity (make it easier/harder or just different, give the learner more or less help, and facilitate the learning in a more/less structured way).
4. A review that brings in some of the wider instructing skills covered throughout the course. For example, how do we use instructions, demonstrations, explanations, games/activities, review activities, feedback, questioning and discussion to facilitate learning?

<b>Further Learning</b>	BCAB Instructor eLearning (Coaching Philosophy, Meeting Learner Needs, Providing Feedback, Coaching to Support Learners, Performance Models).
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## Session 10: Journeying

<b>Time:</b>	90-minutes
<b>Venue:</b>	On the water
<p><b>Session Outcomes</b></p> <p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Build a portfolio of journeying games;</li> <li>• Understand how to maximise the potential of their environment/venue;</li> <li>• Use journeys to promote learning;</li> <li>• Develop strategies for keeping the group together;</li> <li>• Understand how/when to use different (controlling/non-controlling) leadership styles;</li> <li>• Run sessions effectively in different wind/weather conditions;</li> <li>• Understand the importance of setting the right amount of challenge;</li> <li>• Understand safety factors (risk/hazard assessment and control measures);</li> <li>• Know how they might abort a session if they needed to evacuate;</li> <li>• Understand the boundaries of the very sheltered water definition.</li> </ul>	
<p><b>Content</b></p> <p><b>Introduction (5-minutes)</b></p> <p>Introduce the session. Tutor to lead discussion highlighting how journeying can be incredibly rewarding and enjoyable for participants and exploring why and when might you go on a journey, for example:</p> <ul style="list-style-type: none"> <li>• For a challenge that requires learners to apply skills, developing learner decision making;</li> <li>• As an opportunity for informal social time for people to chat, as down-time;</li> <li>• To cover ground, for example, to move location/travel;</li> <li>• To raise the tempo (as a change of activity, or for warmth);</li> <li>• To give participants a sense of success/achievement;</li> <li>• To give participants the opportunity to explore;</li> </ul>	

- To connect with/learn about the environment (nature, natural history, geography, etc.).

This could be a pair discussion done on the move and used as an example of something to do to cover ground/relocate.

### **Journeying activities (75-minutes)**

Go on a journey with lots of short legs to explore activities that could be used to make the most of mini journeys (set different aims for each leg/activity as per bullet points above). The tutor could share ideas by leading legs/activities and/or the candidates challenged to design the legs/activities.

Key points to showcase and bring out in the reviews:

#### 1. Group management, for example:

- how to keep the group together and in sight (how to avoid leaving stragglers behind or letting others race off); what to do if the group become spread out;
- using different strategies to avoid and deal with injury or tiredness during the journey;
- different instructor positioning - who needs to be at the front? When can that change? What are the benefits/drawbacks of what position the lead is from?
- communication challenges and solutions.

#### 2. Safety matters, for example:

- looking out for hazards (for example, weirs, moving/moored canal boats, etc.) and how to minimise risks (for example, positioning and briefing of group);
- how to avoid things going wrong (for example, participants get cold, injured, tired, hungry, fed-up), and what to do if these things do happen; how quickly/easily could you get the group into a warm comfortable environment? Do you need any extra/different group kit?

### **Summary (10-minutes)**

Allow time at the end of the session for group discussion, recap of key learning points or extension of learning/understanding. This might include:

1. Considerations for different participant age groups or motivations.
2. Summary of the importance of choosing an appropriate:

- **Leadership style** (giving group ownership of experience when appropriate, discuss the continuum between controlling, instructor making all the decisions (follow me) and non-controlling (meet at that tree 100m down the canal);
  - **Level of challenge** that is right for the group (factoring in wind/weather considerations, distance, time, skill level, group aims. Plan for shorter journeys so that it does not end under pressure of over-running time allowance; how can we add activities to mini-journeys to enhance/maximise the experience;
  - **Venue** - check understanding of the 'Very Sheltered Water' environment (staying within 50m of the shore, being able to get to shore and get-off easily). Discuss suitability of venues - ethos of not over committing and being able to get help quickly, avoiding disturbance to wildlife, mindful of other users.
3. Reflect on how the instructor would be able to tell if the participants were enjoying the journey or not (you might have done this in Session 9 review). What behaviours might they see? What could they change? (for example, change leadership style, change level of challenge, change focus of activity, make it easier/harder or just different, give the learner more or less help; increase energy/enthusiasm/fun).
  4. Reinforce the role of the deployer in supporting the instructor (and in endorsing their planned session/journey).
  5. Considerations relating to the longer taster/starter session, for example, 2-hours to a full day; the need to support the group to take adequate rest, food and hydration, and strategies to keep the session interesting, but not too intensive.

<b>Further Learning</b>	<a href="#">BCAB Leadership eLearning</a>
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## Session 11: Rescues

<b>Time:</b>	60-minutes
<b>Venue:</b>	On the water
<b>Session Outcomes</b>	
This session provides learners with an opportunity to complete the rescue assessment.	
<b>Content</b>	
A formal session where all the outstanding rescues need to be assessed and signed off. Tutor to maintain a record of what has been completed successfully.	
<b>Delivery</b>	
Clarify the assessment process (what, when, how, criteria).	
Working in pairs, candidates complete the remaining rescues as required (see Learner Development Pack and the Assessment Guidance).	
Assessment feedback provided as appropriate.	
<b>Support Materials</b>	BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack  BCAB Level 1 Stand Up Paddleboard Instructor Award Assessment Guidance
<b>Further Learning</b>	BCAB Stand Up Paddleboard Rescue Videos

## Session 12: Course Close

<b>Time:</b>	90-minutes
<b>Venue:</b>	Classroom
<p><b>Session Outcomes</b></p> <p>This session aims to help learners:</p> <ul style="list-style-type: none"> <li>• Reflect on their learning from the day;</li> <li>• Understand deployment matters;</li> <li>• Consider the next steps in their development.</li> </ul>	
<p><b>Content</b></p> <p><b>Review of the day (20-minutes)</b></p> <p>Tutor to facilitate review of the day ensuring that thoughts are captured. Revisit the key messages from the day to bring the course together. Use this opportunity to help the candidates consider how everything covered fits into the delivery of an actual SUP taster/starter session.</p> <p><b>Deployment matters (20-minutes)</b></p> <p>Tutor to provide a recap on what they can be expected to do as a BCAB Level 1 Stand Up Paddleboard Instructor.</p> <p>Through group discussion, check clarity of group on:</p> <ul style="list-style-type: none"> <li>• What they should expect to be asked to do/not do?</li> <li>• Their working remit – re-visited from Session 1.</li> <li>• Guidance and support they should expect to receive from their deployer, for example; <ul style="list-style-type: none"> <li>- policies, (for example, risk assessments, operating procedures);</li> <li>- induction (for example, venue/equipment/activity specific);</li> <li>- shadowing opportunities, working with someone more experienced;</li> <li>- advice and support for specific sessions (for example, weather, craft, medical, etc.).</li> </ul> </li> <li>• Gaining experience (first with support and then working on their own).</li> </ul>	

- The importance of completing safeguarding and first aid training if not already done.
- Check if there is anything that anyone is worried about.
- What to do if things go wrong or they are finding something too difficult, who to talk to, the chain of responsibility.

### **Looking ahead (20-minutes)**

Tutor to facilitate small group discussions:

- What are the areas you are going to focus on developing following this course?
- What additional, formal training might you need? (First Aid, Safeguarding).
- What opportunities have you got to work with groups?
- What experience do you need?
- How are you going to action this? Who will help/mentor you?

Tutor to facilitate further reflection. Looking back at the review materials from the course, what are your strengths and what are the key areas for improvement?

Candidates to add to their Learner Development Pack. Complete individually then discuss in pairs how you will address development areas identified.

### **Furthering qualifications/awards/remit (10-minutes)**

Tutor to summarise the options available.

The British Canoeing Awarding Body website has full details of all awards on offer and it is important to encourage candidates to talk to more experienced people to explore what might be suitable for them/their aspirations.

They might wish to explore:

- Paddlesport Leader Award to extend remit to include Sheltered Water;
- Coach Award Core Training, either as the start of a journey towards SUP Coach or just for additional learning.

### Course close (20-minutes)

Tutor to draw the course to a close. Encourage candidates to:

- Consolidate learning from course;
- Make sense of everything we have covered – putting it into practice with the support of their deployer/other instructors;
- Keep investing in their learning and development;
- Get their first aid and safeguarding training done;
- Explore the various British Canoeing Awarding Body eLearning resources.

<p><b>Support Materials</b></p>	<p>BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack</p> <p>BCAB Stand Up Paddleboard Instructor Games Cards</p> <p>BCAB Stand Up Paddleboard Instructor Activity Cards</p> <p>BCAB “What makes a GREAT SUP Instructor”</p> <p>BCAB Deploying a BCAB Level 1 Stand Up Paddleboard Instructor</p> <p>Tutors end of course feedback form</p>
<p><b>Further Learning</b></p>	<p><a href="http://www.britishcanoeingawarding.org.uk">www.britishcanoeingawarding.org.uk</a></p>

## Session 13: Individual Debriefs and Action Planning

<b>Time:</b>	As required
<b>Venue:</b>	Classroom
<b>Session Outcomes</b>	
<p>To provide all students with the opportunity to receive individual feedback regarding their performance during the course and further support with their pathway/journey moving forwards.</p> <p>To ensure all students leave with an agreed and appropriate action plan.</p>	
<b>Content</b>	
<p>This can be delivered with tutors working individually, with each seeing half of the students or with tutors working together and both seeing all the students.</p> <p>The BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack can be used as a framework for discussion. It is a requirement that candidates leave the course with a written action plan, the Learner Development Pack can be utilised for this purpose.</p> <p>Candidates to be given the opportunity to ask any questions that they may have.</p> <p>Tutors to request and respond to feedback regarding the course.</p> <p>If any candidate does not achieve the standards required for certification, it is particularly important that the tutor ensures the candidate has a clear understanding of why they were unsuccessful and what they need to do if they wish to complete the qualification. Candidates should also know what to do if they wish to appeal or complain (discuss with course tutors and/or follow up with the Delivery Centre).</p>	
<b>Support Materials</b>	BCAB Level 1 Stand Up Paddleboard Instructor Award Learner Development Pack