

CoDe

Number 22

Summer 1986

The Magazine of the
British Canoe Union
Coaching Scheme



CoDe is the official organ of the BCU Coaching Scheme. Members are free to express their views within its pages. Articles and comments therefore reflect the authors' thoughts and do not necessarily state the policy of the National Coaching Committee.

CoDe is programmed for publication on 15 April, 15 July and 25 November annually. The next edition will be published on 25 November. Final copy date 1 November.

Contributions, including pictures, are welcome. Send to: The Editor, CoDe, BCU, 45 High Street, Addlestone, Surrey, KT15 1JV.

CONTENTS

- | | | | |
|----|--------------------------------------|----|---------------------------------|
| 3 | Dear CoDe | 19 | Video Analysis in Canoe Slalom |
| 10 | SI for Women Only | | Alan Edge |
| | Ann Tweddell, Jane Melvin | 21 | Slalom Coaching and Management |
| | Sue Annett | | Alan Edge |
| 11 | Epic Expedition the Armchair Way | 25 | 1985 Coaching Conference Report |
| | Sarah Rowlands, Dave Bagshaw, | | Barry Howell |
| | Irene Moore, Gerry Richardson | 26 | Obituary to Bill Taylor |
| 15 | Teaching Beginners to Begin | | Oliver Cock |
| | Tony Crocker | 27 | River Noises |
| | | 29 | INSTRUCTORS WANTED |
-

EDITORIAL

Cheer up, things could get worse !

. . . so we cheered up . . . and they were right - things got worse !

Everyone has their problems, and you undoubtedly don't want to be bored by a long diatribe as to why **this** CoDe is late, and in this form.

Suffice it to say, therefore, that the entire content was lost from the word processor due to an electrical fault whilst the programmer was working on it; and our print machine operative left, causing a huge backlog until our new trainees become proficient.

This CoDe has therefore been printed commercially from the art-work available. It is our hope, and Intention, that normal service will be resumed in November.

In the meantime, once again in exasperation and embarrassment . . . sorry !

Cover picture

The delegates at the 1985 National Coaching Conference at Plas Menai.

Dear CoDe

Dear CoDe,

I wish to suggest changes in the 'non-canoeing' pre-requisites needed for the Instructor and Senior Instructor coaching awards. In particular the BCU should -

- 1) Substitute the RLSS Bronze Cross in place of the Bronze Medallion.
- 2) Make the Corps of Canoe Lifeguard test the preferred test with the RLSS Bronze Cross as an alternative.
- 3) Introduce a First Aid requirement (St. Johns/Red Cross run courses and issue certificates if successful).
- 4). Introduce a new BCU award combining the First Aid and Lifesaving aspects.

My reasoning for these suggestions are -

1) The Bronze Cross is an 'open water' test which combines the difficulties that cold water brings to the rescue with the additional skills of deep water unsupported resuscitation. The Bronze Medallion is an 'indoor pool' test taken in warm water without clothing to hamper the rescue. The supported resuscitation is at the bank which conveniently fails to bob about whilst you seal over the casualty's nose. Maximum towing distances of 50m.

2) Preference for Corps of Canoe L/S test is that it has been devised to cover the specific needs of our sport and as an 'in-house' test can be easily modified to suit changing needs. (As a RLSS member I have taught and examined Bronze Medallion candidates, have acted as the RLSS examiner on the BCU L/S test and also acted as a casualty for that test and with that background I prefer the BCU test rather than the RLSS Bronze awards).

3) The number of occasions a leader needs to apply simple First Aid far outweighs the occasions that lifesaving techniques are needed. This in no way diminishes the requirement for effective and speedy lifesaving skills but does imply the need to be able to use the basic First Aid kit we all so readily stuff into our boats.

4) Not wishing to add an unnecessary new award, but it is preferable to control the content of courses to ensure their relevance to canoeing which is not possible with outside organisation's courses. A tailor made course similar in concept to the RYA Emergency First Aid Course would meet that objective. Also it is not always easy to join other organisation's courses or to take their tests. (In 1984 only 1% of the RLSS awards were for open water tests). Initially, staffing for such a course may be difficult, but if organised at L C Panel level I am confident that we have the trained specialists.

I SLEIGH, Gloucester

Dear CoDe,

I have attended two Training/Assessment SI (Sea) Weekends recently, and on both occasions there was a great deal of confusion in the minds of both trainees and candidates, about the standard required.

There was disappointment among the failed candidates who felt themselves to be at the standard of the award as prescribed by the BCU, but more importantly, there was disillusionment among the Trainees who had seen the candidates perform and fail, and now doubted if they would ever reach a standard high enough to present themselves for assessment. And still did not have any realisation of what that standard is.

In both cases the Assessors admitted that they were applying a standard higher than that called for in the syllabus, and higher than that called for in the recent past. It was even said that the assessors themselves would not have passed the current assessment when they passed theirs, and that "everyone presenting themselves today would have passed three years ago".

All this then begs the questions "When did all these changes come about?", "Why?", and "Where are they written in the BCU literature?", and "Where is the New Assessment Standard described?"

I venture to suggest that part of the problem stems from the BCU's own success in hugely increasing the membership. Of course, the corollary of this is a huge increase in the numbers of SI candidates, at which the assessors take fright, and take it upon themselves to restrict the numbers in the time honoured way of raising standards.

Someone was heard to say - "Where will it all end?" Where indeed.

Someone else of mature years was heard to say - "It is now virtually impossible for an ordinary bloke holding down a job and paddling in his spare time to pass the assessment, and it is therefore becoming an elitist, exclusive and professional qualification; not just an award of merit".

Where does this leave the mature person who perhaps has passed his physical prime, but has bags of experience and established links with the sport; who knows his own limitations and does a perfectly able and very valuable job within his own safe limits?

One suggestion from a Trainee was that perhaps if the SI Award is to be moved up, the Instructor Award should be strengthened to take its place as a useful award and not so restricted as to be practically useless as at present.

Whatever is done needs to be done quickly as this problem has been with us already for some time, and will only get worse. There is an urgent need for firm direction and a clear statement of the Coaching Scheme's position, and a re-definition of SI Award and the standard expected.

For this reason I would like the Director of Coaching to have a copy of my letter before the next edition of CoDe.

RALPH PRICE - Plymouth

Dear CoDe,

Last week, I looked after a course consisting of children aged 10 - 14 in groups of 10, with four groups a day. Sessions were an hour and a half each, each group having five sessions during the week.

The kids were superb, and the equipment and venue were excellent (we'll say no more about the weather). My only problem was the last session on the Friday, which was designated to star testing.

For a while I've been worried regarding the standard that different examiners are setting. I've been getting kids coming along, saying "I've got such and such a star", and quite often when you get down to the nitty gritty, they are nowhere near the standard that the handbook criteria lays down. This group were no exception: one who was coming to work towards 3 Star who had never capsized with a spray deck on; three working towards 2 Star who had never been asked any questions on 1 Star test etc. On talking to my colleagues, I find this is quite a common problem that instructors are finding. Another example was an army apprentice who came for proficiency testing, who had done 1, 2 and 3 Star tests and had never been asked any questions; a very good canoeist, but I don't think that's the point, as the Handbook lays down criteria, we must stick to it.

With last week's course I was on my own and under great pressure as far as time was concerned. I felt that I did not have the time to give each candidate oral questions, so I produced a set of revision notes for the Thursday and gave them a short written test on the Friday. I'm glad I did now, considering the weather on Friday.

LES PORTER - Basingstoke

Dear CoDe,

I cannot but wonder what the price of the 1986 Coaching Conference will be. The 1984 Conference cost £25, the '85 Conference £35, how about £45 for 1986.

I, for one, would have liked to attend the '85 Conference, but cannot justify or afford £35 plus petrol for the pleasure of attending. Sure, Plas Menai is very nice, the bedroom being staggering distance from the bar, but surely a cheaper venue could be found, or the BCU should subsidize these Conferences. Some of the coaching members who work in Centres may be able to get some sort of "relief" to offset the costs of attending from their places work, but for us "amateur" amateurs, it is starting to cost a lot of money.

It must be in the interests of the Coaching Scheme to entice its members to attend both the Coaching Conference and the Whitewater Safety Weekends. The only way to do this is to keep the costs of these down.

NEIL WILSON - L.C.O. Lancashire

Dear CoDe

Thank you for publishing "my" letter. In fact, Jackie wrote it.

As a Senior Instructor (Inland) most of my instructing takes place on placid water, although many would agree that the River Thames at Richmond is far from placid for much of the year.

The question is, where does placid water stop and white water begin?

With the introduction of two inland systems, how is the Inland Proficiency Test - Kayak and Canoe being affected? Will it become a "white water" award, or remain a test of "the correct and safe handling of kayaks/canoes, particularly in a touring situation"?

PETER VENUS - North Stifford, Essex

DIRECTOR OF COACHING COMMENTS : There are obviously overlaps within the tests and awards system, but hopefully, in the main, common sense permits instructors to determine where the lines of demarcation lie.

In particular, it must always be remembered that it is the type of kayak involved which is the main determinant.

A Placid Water Teacher should have been trained to differentiate between normal and cold spate conditions on a given stretch of river.

A Senior Instructor visiting a simple Grade II, which is now blocked by a fallen tree, with flood level water pouring over and under it, will hopefully decide to portage, even though his certificate covers Grade II water!

The Proficiency Test is still dedicated as stated by Peter. There are problems in trying to maintain it in this guise in the face of ever rising standards and increasing specialisation. However, there are no concrete proposals yet to hand to alter it.

Dear CoDe

As an active leisure paddler, canoeing teacher and member of the BCU, I am becoming increasingly concerned about the "image" of my branch of the sport.

It is with a stab of pain that I now hear the oft quoted comment "What else do you expect from the BCU?"

Since the majority of the complaints which I hear are minor (yet still quite legitimate) niggles, is it possible to give this problem an airing - or even discuss the question of whether there is a problem? Perhaps I am being neurotic?

My particular areas of concern are:

1. Losing or not getting members
2. Losing or not getting access to water

I personally believe that the subject warrants a weekend seminar so that as many aspects as possible can be brought into the open and discussed.

CALVIN J. MANNING - George Amey Centre, Milton Keynes.

Dear CoDe

I have decided to step down from the Scheme, and want to say thank you to all the friends I have made in the time I have been involved.

I joined at a time when those involved in voluntary youth work were being encouraged to become SIs. As a Boys' Brigade officer I felt I ought to do so for the sake of the boys. I didn't know what I was letting myself in for or how I should progress as a paddler. I still have a clear memory of winning my first Class 4 race in a L-D when past my 40th birthday - my partner was only a little more than half my age. Of course, I had started much too late in life and am in danger of repeating the error by taking up dinghy sailing, now that the dreaded 'tennis elbow' is restricting my paddling.

I am keeping my open Canadian however, for the occasional trip.

Thank you once again to the Coaching Scheme which has given me so many unexpected pleasures and very few anxieties.

BRIAN SACREE - Reading

Dear CoDe

Recently I was reading an old book that had belonged to my father, entitled "It is Never Too Late to Mend" by Charles Reade. This is an alias for Charles Dickens. He was hot on social reform, and a lengthy part of this book is about prisons in England circa 1850 and the convicts who went to Australia. Chapter 38 deals with Aborigines:

"George stood and admired the water and the native blacks paddling along in boats of bark no bigger than a cocked hat. These strips of bark are good for carriage and bad for carriage; they are easily carried on a man's back ashore, but they won't carry a man on the water so well, and sitting in them is like balancing on a straw. They commonly paddled in companies of three; so whenever one is purred the other two come on each side of him, each takes a hand and with amazing skill and delicacy they reseal him in his cocked hat, which never sinks, only purls. Several of these triads passed in the middle of the lake, looking to George like inverted capital 'T's. They went a tremendous pace - with occasional stoppages when a purl occurred."

So our seagoing adage "Less than three there should never be on the sea" has a good Aboriginal origin. It may be the oldest piece of coaching knowledge we possess.

I am very fortunate to have a copy of the book "Aboriginal Bark Canoes of the Murray Valley" by Robert Edwards, pub 1972, Rigby Ltd. The way in which the canoes were made and used is described in it. They didn't use paddles, they used a long stick with no blades as a paddle and went at a great rate as Dickens describes it. One of these days I shall try and paddle a kayak with a pole with no blades attached, and see what happens. I'll bet rolling is difficult.

ALAN BYDE - Middleton in Teesdale

Dear CoDe

I should like to take this opportunity of conveying my thoughts on canoeing for young persons, with regard to a similar award as the one star award for kayaks. I refer to young persons of 9 - 11 years old, who may take instruction over a period of time such as a weekend, the instruction being geared to their level and ability. Over a period of time, they learn to control their canoes, the kayaks often being full size models, using the basic strokes such as forward and reverse paddling, stopping, sweep strokes and the draw stroke. This I have found to be sufficient in putting these strokes over to the child and improving on them stage by stage. It is often the case where they put the strokes into practice and go on perhaps a journey of two or three miles, unaided, and in general putting a great deal of effort into this, the new venture they have embarked upon.

Then the time arrives when it is suggested about capsizing, a time probably most novices dread, a time when bargains are made, that if you roll or capsize first they will attempt it, then after wading out with them they change their minds, but in most cases a capsize or turning them over and bringing them upright again is achieved.

It can often be the case that a child will have great difficulty in putting a kayak off balance, let alone capsizing it when required to do so. A young person who may swim X metres in the swimming pool may not go an abundance on swimming in water that is perhaps not clear, and in their minds might well have things lurking in its darkness, let alone having to pull their canoe as well, but to swim in the same water where they can stop and feel the security of the bottom is quite a different case.

I find some theory can be put over such as regards to their kayaks and what they ware as this they can relate to and answers can be extracted at a later date.

Obviously in the right and controlled situation a young person can be accommodated in canoeing at their level of ability.

If it were feasible, what I would like to suggest is that it would be rather pleasant for a child to have an award in canoeing at this level.

I appreciate that the present star award in operation covers the personal skills of canoeing, but perhaps another award could be accommodated, an award specifically for a young child in a certain age range. I am not suggesting an award for a person who cannot meet the requirements of the one star in such a way, who cannot complete a capsize for example, but for a child who is not physically or mentally ready for such an award as the one star, but who may have put so much effort into mastering the skill of controlling their canoe, I think an award would be rather apt. The one star award requirements may not be achieved for a year or so, normally depending on their swimming ability and the occasions they get for opportunities of canoeing.

I have certainly had enjoyable times of taking young children canoeing, whether it is over a weekend or just a lazy summer Sunday, by keeping the situation controlled and the ratio low.

Apart from the swimming ability there is no great difference to this than taking a child a couple of years older through the one star syllabus. Here there could be room for expansion to accommodate young children in the form of an additional award aimed, designed and written at their level.

DAVID BIBBY - Aylesbury

DRYING ROOM FACILITIES

At Carnoch Outdoor Centre, 36 guests can be accommodated with instruction and facilities for courses in canoeing, sailing, cruising, wind-surfing, hill walking and other outdoor pursuits in summer, with ski-ing during the winter season. Our drying room is approx three metres by four metres, well provided with racks and hangers.

Initially, drying was achieved with a catalytic calor gas heater and a nine inch extractor fan. This was only partially effective in extreme conditions and apart from expensive running costs, suffered from the deficiency on the night when the gas bottle ran out.

Two years ago, we installed an industrial dehumidifier as supplied to the building trade. We conducted tests on the Westair GD12, the Prestair DF03, and the Thermecon 1502. We chose the Thermecon which cost us £620 plus delivery and VAT. Smaller models at approximately £300 are available, but in our experience, they would be inadequate for dealing with wet clothing from 36 people.

The unit has a Humidistat, which can be adjusted to suit the amount of wet clothing being dried, but in practice, we tend to leave it at its maximum setting. Despite being very effective, guests have to be instructed as follows:-

1. Soaking wet oilskins are hung up to dry elsewhere.
2. Clothing which is wet with sea water must be rinsed in fresh water and put through a mangle or into a spin dryer to remove excess moisture.
3. Wet items should be placed on hangers and a gap left between adjacent items.
4. Wet footwear must be placed on the sparred shelves provided.
5. On no account should clothing be placed over the dehumidifier.
6. The door must be closed completely.

Where someone ignores the above and water drips all over the floor to form a pool, it is worthwhile mopping this up before leaving the machine to run overnight.

It is also important to close all windows, and cut down air leakage by fitting draught excluder around the door.

Further information will gladly be provided to anyone who enquires.

SI FOR WOMEN ONLY

The idea of holding a Women's Senior Instructor Assessment was in response to a request from the BCU that strategies should be developed to involve more women in the coaching scheme. The Assessment was held at the Adur Centre, whose club rooms accommodated the group adequately and gave immediate access to a fast flowing tidal section of the River Adur, Shoreham Harbour and the South Coast.

The course itself was run along standard lines as recommended by the BCU, but from the outset it was obvious that there would be differences in the way certain issues were tackled. Over the weekend, we did not emerge with a clear cut solution to include more women in the coaching scheme, nor do we suggest that Women only SI courses are the answer. The purpose of this report is, however, to throw out ideas and questions and offer them to members of the coaching scheme as ideas to be considered on the subject of women's involvement in canoeing, their approach, aspirations and how they see their role within the coaching scheme.

One of the first issues to arise was the 'leadership role'. This is an issue that gets plenty of airing elsewhere as women find themselves in increasingly more responsible jobs, and it was evident that women need to develop strategies for dealing with this issue in canoeing. Problems resolve around lack of role models, lack of self confidence and an unwillingness to shoulder ultimate responsibility.

Secondly, it was noted that, despite having two slalom paddlers, one in Division one, there was no element of competition about either the candidates or the assessors. Absent also were 'bragging' sessions in the pub.

Thirdly, there was a feeling of professionalism and integrity; no allowances were made for candidates because they were female; in the group, one's standing was determined by the individual's merits and abilities or weakness, and this issue was not confused by sexual stereotyping.

Fourthly, the assessment was not seen as an end in itself, and we hoped, regardless of the success or failure of the candidates at assessment, to give very real advice which we hoped would help the candidates to 'grow' and expand their expertise.

As a final comment, it seems that women often present themselves for assessment at someone else's suggestion, not of their own volition. Why? Is it because there seem to be so few women's SIs that any woman looking remotely promising is hustled forward? If so, they are doing themselves a great disservice by going for assessment without being adequately prepared to take on the leadership role. If anything emerged from this weekend it is that when it comes to training, women are being sold short by the coaching scheme. They need courses to improve their personal skills, to equip them with the knowledge and ability to lead a group confidently on the water, to explore ways in which to lead a group, to ensure that they have expert knowledge of how to deal with emergencies and white water rescues. These are the courses which should be 'women only', where women can have the

opportunity to observe how their female peers deal with these issues, and make contact with other women in order to go off and paddle themselves. How often have you seen two or three women paddling a river together? Your answer to that question probably illustrates why there are so few women in the coaching scheme.

ANN TWEDDELL, JANE MELVIN, SUE ANNETT

Ratios of female to male holders of BCU coaching qualifications:

	Female	Male	%
SI (1985)	25	240	10.4
Instructor (1985)	39	180	21.7
PW Teacher	38	183	20.8
SI FAILURES (1985)	4	70	5.7
Overall failure rate for SI - 1985	16.4%	22.6%	22.6

Have an epic expedition . . .

THE ARMCHAIR WAY

or **THE USE OF SIMULATION EXERCISES IN SENIOR INSTRUCTOR TRAINING**

Introduction

Anyone who has sat through lectures, especially after a day's canoeing will well appreciate that it is difficult to concentrate for any length of time, and that only a very small proportion of information put across in this format is retained. The most efficient learning is from experience. Teachers usually forget this - so too do many involved in the training of Senior Instructors (who may also have to contend with running an evening theory session when participants are already mentally and physically exhausted after a day on the water). In an attempt to get participants actively involved in their learning we have devised and operated a simulation as part of training for Expedition Leadership, and feel that others might find this approach a useful one. Each time we have used this exercise it has been different, as it is possible to adapt it depending on the experience of participants and the apparent deficiencies of their expedition planning. We have also found it useful to impose time limits on certain decisions in order to highlight the pressures that operate when you have a group on the river and must react quickly to tricky situations.

The Expedition

The participants in training need to be in groups of about four. It is useful to have more than one group. They need paper and a pen each, and someone to write down group decisions.

Instructions to participants - one version

1. Each group acts together as one instructor and must reach a group decision on action unless specified otherwise.

2. You have been asked to take a group of six paddlers on an expedition, training them for Proficiency. One of them, you are told, is particularly strong and will be useful as an assistant.
3. You have checked with the River Adviser and cleared the trip. You have been told you may put on at the pub car park, and take off at the boat club. The River Adviser has sent you a map showing the main features of the stretch of river you plan to paddle.

Preparation

Questions to the Group

"WE'LL THINK ABOUT EQUIPMENT IN A MINUTE; ARE THERE ANY QUESTIONS BEFORE YOU START YOUR TRIP?"

Ideally here, questions will arise about the experience of the paddlers; if they can swim, weather and water conditions, access to road etc... Where there are obvious omissions, situations can be introduced at a later point to exploit these. We have found it wasn't necessary to introduce complicating factors in the group of paddlers, and answer questions to produce a typical expedition, eg all swim, half have 1 Star and half 2 Star Awards and all have been on moving water. Early October expedition etc...

"WHAT EQUIPMENT ARE YOU GOING TO TAKE ON THIS EXPEDITION?"

Give the groups say, five minutes to produce and hand in an itemised equipment list.

"RIGHT - THAT IS ALL THE EQUIPMENT YOU HAVE - YOU ARE NOW ON EXPEDITION".

At this point, it is useful to have a time filling activity for five minutes or so. During that time the organisers need to check through the equipment lists and consider the questions asked about the group, and decide how and where to exploit any omissions eg, if no knife is carried there may be a problem with someone getting caught in their boat by an anorak cord during capsize; if insufficient spare clothing - have an exposure case; if no spare spraydeck - lose one on capsize etc.

The Simulation

We have found it useful to include some of the hazards/interesting sections which the trainees will come across on the "real" expedition the following day.

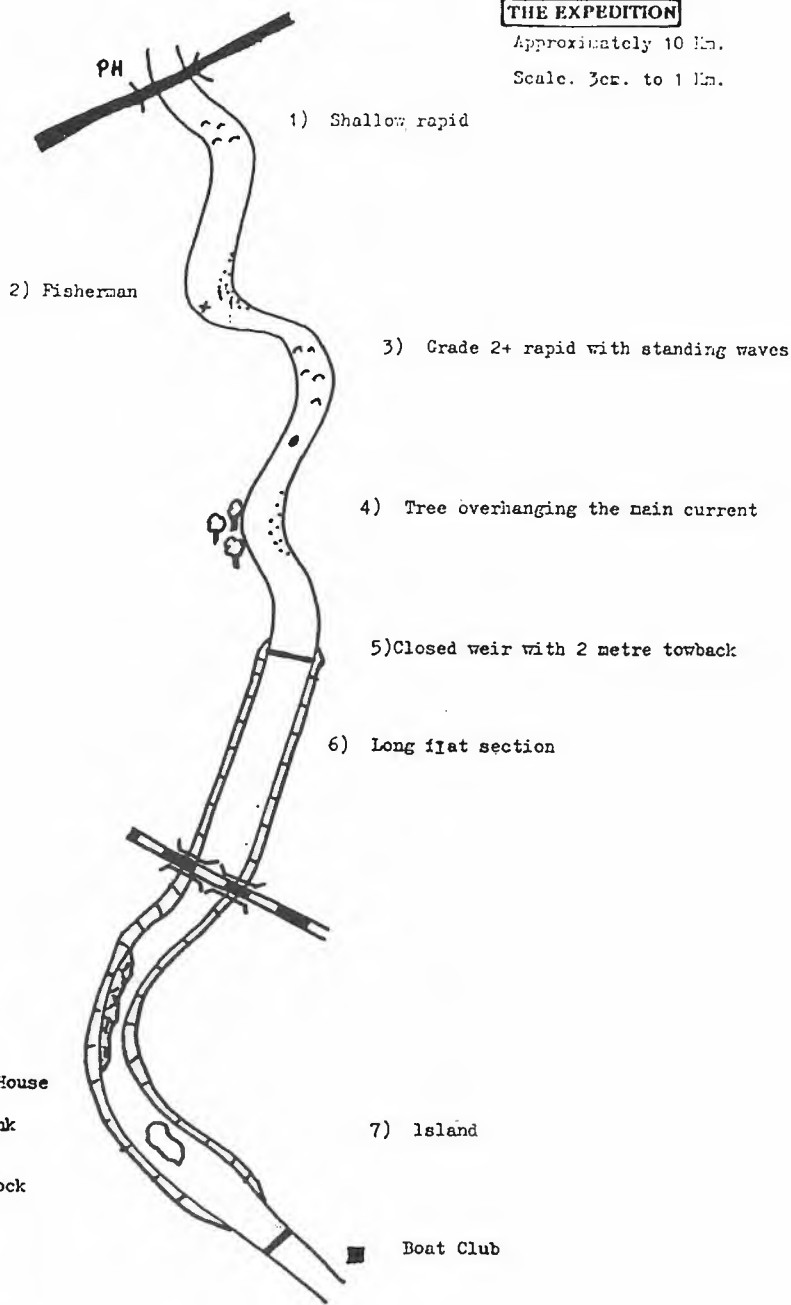
Where possible we use slides during the expedition in two ways:

- a) Before - to show what one would expect in a certain situation, eg what a grade 2 rapid with large standing waves might look like, and to set the problem likely to be encountered in it - eg a capsizing canoeist who is about to lose their boat!
- b) After - to illustrate the dangers of particular hazards or the consequences of wrong decisions, eg boat caught across a rock or bridge stanchion, trees on the outside of a bend, the possible disastrous consequences of failing to inspect a rapid etc...

THE EXPEDITION

Approximately 10 Km.

Scale. 3cm. to 1 Km.



Key

PH Public House

••• Sand Bank

• Large Rock

Tree

Rocks

~~Bankment~~ - no possible
landing on bank.

Boat Club

The fact that we have slides of relevant real life examples of these different situations may be supportive argument for the use of simulation exercises in training!

It is possible to handle the outcome of group decisions in a variety of ways. There may be no consensus within the group and this needs to be aired. It may be worth noting that groups may have reached different decisions, and it is important to discuss the advantages and disadvantages of the different methods. It can be useful for organisers to throw in anecdotes from personal experience. What's an epic for, if not to dine out on!

Although it is difficult to give the feel of the simulation without the slides, we thought it might be useful to give a sample of the leadership problems in relation to the accompanying map.

1. Shallow rapid. What are the three main instructions you will give to your group before you tackle it?
2. Fishermen. Individually - 30 secs. One main instruction to your group.
3. a) Grade 2+ rapid with standing waves. How would you organise the group down?
b) Half way down someone capsizes and loses their boat. What do you do?
4. a) Individually - 30 secs to organise the next section. Tree overhanging the main current.
b) A member of the party stuck in tree. What do you do?
5. Closed weir with two metre towback. How do you cope?
6. Long flat section. Individually - 30 secs. How do you use it - as many ways as possible.
7. Island. Symptoms of exposure at delayed lunch stop. What do you do?

Conclusion

We have used this type of approach on a number of SI Training courses. For some of the course participants, it has been their first appreciation of the responsibilities of leadership, with its accompanying stresses.

It underlines for the participants their lack of experience of decision making on the river, and gives some pointers to improving their skill in this direction.

The simulation approach can be extended for use in the training of self-reliant groups of youngsters, and of course with other outdoor activities, eg "A Day in the Hills".

We have found that this exercise has been one of the high points of a training weekend; it has enabled us to develop the following practical expedition sessions much more effectively. In fact with access problems as they are, we've considered never going to the river!

SARAH ROWLANDS - High Storrs School, Sheffield
DAVE BAGSHAW - Stannington College, Sheffield
IRENE MOORE - Priory School, Barnsley
GERRY RICHARDSON - Brook School, Sheffield

Tony Crocker is a clumsy canoeist. An S1/E2 who came to canoeing late, after a lifetime of competitive international and county levels of skating, athletics and cross country running. In the world of athletics he has been a qualified coach for almost thirty years. Professionally, he is a leading Industrial and Educational Psychologist thus bringing together knowledges of the interaction of man and machines in skilled performance with the interaction of teacher and taught in learning situations. His doctoral research was into factors related to teaching success.

Teaching beginners to begin

by Dr Tony Crocker

LIFE WITHOUT THE HOLY GRAIL OF PERFECT TECHNIQUE

In the January 1986 edition of Canoe Focus, B Greenaway restates the belief held by many canoeing coaches and instructors, namely that "correct" techniques must be taught right from the very start if our paddlers are to achieve their maximum potential as competitors.

Firstly we should remember that the majority of canoeists aren't competitors. Potterers, dabblers, keen white water or surf players and tourers. Summer only, once a week or as often as daylight follows dark; the range is enormous and the point is that most make huge strides in performance in spite of their lack of perfect technique and in spite of their lack of involvement in competition. Fun is their goal - not medals or world championships or a place in 'Paddles Up!'

One of the major problems with demonstrations of 'perfect' technique and demands that the beginner should attempt to reproduce it is that it establishes a gap for many that effectively leads to some of the beginners learning that "they can't do it" and so dropping out of the sport. For the competitive world this is actually bad news. From a wide range of sports (and non-sporting hobbies too) the evidence is overwhelming: standards at the top go up as the number of beginners go up - there's a lag in time of course, but putting it at its simplest, sheer numbers is the best single cause of higher performances in the future. The reason is twofold - firstly, the probability of a superior athlete taking part is in the ratio to the numbers, and secondly, the more good competitors there are, the more pressure they put on each other to become better.

Secondly In pursuing the one idea of what constitutes perfect technique, we forget human variation both between different individuals and within each one of us. For example, some people have wide shoulders for their height, some have short legs and long bodies, some have heavy muscles, others are more lightly built. Most right handers are more powerful on that side, bones, muscles and nerve development tend to be measureably more

advanced than in the left arm and hand. Most of us are not perfectly balanced. We also forget the variations in kayaks and paddler. Add all of that together and we have an almost infinite range of man-machine variations. Recently, at Loughborough University, an investigation was made of a group of top athletes all of whom had been criticised for less than perfect technique. Video film, computer graphics, careful bodily measurement, x-rays, all built up the picture. In every case, the deviation from "perfect" technique was because of the athlete's unconscious skill at adapting the best technique for his less than perfect body. One international long distance runner turned out to have a half inch difference in his leg lengths! He'd never noticed, nor had anyone else, except that it showed in his running style. As with some of us in canoeing, it looked wrong, but actually delivered the goods.

This process of gradually adapting our behaviour from the crudely inefficient to the point where it is achieving what we want is called "shaping" by psychologists.

It enables us to link the second point with The Third Point

The worry that top coaches have is that faults, once learned, are very, very difficult to eradicate. The sportsman in training appears to have replaced the poor, wrong technique with a good one and then, under the stress of competition, the old bad habit reappears. (This is because of two factors -

i) We don't "unlearn" the old habit, we add the new to our total repertoire, so the old one is still there.

ii) Often that first learned "wrong" technique has been practised and used hundreds of times, the new one just a few. It seems to be OK when we can afford to pay attention to it, but goes wrong when competition brings along all those other demands on our attention. However, in worrying about this bogey, instructors have often not been aware of two major factors. Beginner behaviour is usually significantly different from skilled behaviour in every way that we can think of. It gradually modifies towards the ideal (acquires smooth timing, becomes "automatic" and so releases the learner's attention for other things). It is the difficulty of telling the difference between behaviour that will shape towards the individual's ideal and that which will not, which has caused the over-emphasis on this demand for early perfection.

The basic problem lies in the knowledge of beginner behaviour. It is often the difference between good-intentioned teaching and good teaching. The demonstrations that we give to beginners should be those that he or she can copy on the day not one they may have reached by next year or the year after. Let me give you an example.

Suppose we are teaching the beginnings of sculling for support. How many instructors go into a graceful lieback with the shoulder deep in the water and the paddle hardly moving as it lazily cuts through the water? It does wonders for the instructor's image as a world class paddler, but little for the youngster, who will tend to start by thrashing the water madly as he avoids falling in. He doesn't actually copy the instructor. The model is beyond his ability.

In the end, if he perseveres, he will slow down, rotate his wrists gracefully, learn to use his opposing knee., Often not because of his teacher, but in spite of him. The dynamics of the situation are such that the learner's behaviour can only change along a limited pathway if he is to improve. The situation will shape his behaviour towards the desired performance.

Watch your beginners next time out. If your model is a good one then in theory you won't have to correct anybody. If you do have to correct, then one of three possibilities exists:

- a) You gave a bloody awful demonstration, nothing like the thing you thought you were doing.
- b) You demonstrated a too-advanced stage of the skill and need to break it down further to their level.
- c) It doesn't matter, they'll get there via self instruction and by asking the other, more successful, beginners.

Fourth: Overload

There are many psychological terms to describe this problem for learners, but 'overload' meets our needs quite well. Simply, as we all know, it is difficult to pay attention to more than one thing at a time. As instructors we can make learning difficult for the beginner by covering almost everything in the first lesson. Asking the beginner to take in capsize drills, equipment names, correct techniques for getting in and out of kayaks, the correct place to put our hands on the loom, how to use the wrists, the knees, trunk rotation, what to do in a capsize situation, actually getting the kayak to go in a straight line, go round in circles, start, stop, go sideways, how to use the current. Frequently, it is trying to put a quart into a pint pot. Remember that the first time beginner is trying to cope with the intellectual knowledge he's meeting, plus control four pieces of machinery, boat, paddle, water and body. To become skilful, the beginner will need to come back again and again. OK you did it, but what about all those who started with you who didn't? Was it overload; excess demand for perfect technique too soon, capsize drills or dad moving the family to the Sahara Desert that caused them to fall by the wayside?

Next time I'd like to take the idea of overload a stage further. Does the beginner really need all those pieces of machinery?

CANOE GAMES

by Dave Ruse

Published by A & C Black, ISBN 0-7136-5612-3. Available from BCU Supplies £7.25 members (inc p&p).

CANOE GAMES provides dozens of ideas for activities both for serious training and fun canoeing, with emphasis on the latter. Over 300 games offer limitless variations suitable for all levels of ability and every water situation.

WILD WATER CANOEING LOFER/AUSTRIA

Canterbury Travel, specialists in travel to Austria have pleasure in offering low cost travel arrangements to Lofer, venue of many major wild water canoeing championships. Tours are available with or without instruction as detailed below.

Basic Tour Cost

Departure every Sunday

	Private Home Accommodation Hot/Cold running water				Private Home Accommodation Private Shower/WC				Hotel Pensions Private Shower/WC			
	Twin		Single		Twin		Single		Twin		Single	
	7	14	7	14	7	14	7	14	7	14	7	14
May (from 18 May)	£149	£183	£177	£224	£164	£212	£192	£253	£198	£281	£226	£322
June	£149	£183	£177	£224	£164	£212	£192	£253	£198	£281	£226	£322
July	£182	£219	£210	£260	£198	£252	£226	£293	£232	£319	£260	£360
August	£182	£219	£210	£260	£198	£252	£226	£293	£232	£319	£260	£360
07 Sept	£149	£183	£177	£224	£164	£212	£192	£253	£198	£281	£226	£322

ALL PRICES GUARANTEED

Included are:

- (1) Return jet flight Gatwick 1015 Salzburg 1305 Every Sunday
Salzburg 1350 Gatwick 1440 Every Sunday
- (2) Transfer from Salzburg Airport to Lofer on arrival and vice versa on departure.
- (3) 7 or 14 nights accommodation on room and breakfast basis in private home, and a room and half board basis in hotels/pensions.

Equipment hire

Cost of hire per week is £27 to include canoe, paddle, dash cover, helmet, swimming life jacket and jacket.

Courses if needed

5 Day course £67

Either

Beginners – basic knowledge and technology. AIM = Certain passage of wild water degree 2 to 3.

Advanced – correction of faults, improvement of technology and style. AIM = Correct driving style without faults – passage of wild water degree 3 to 4.

TO MAKE A RESERVATION

Contact the Austrian Specialists

Canterbury Travel

248 Stratfield Road, Kenton, Harrow, Middx HA3 9BY.

Telephone: 01-206 0411

Video analysis and fault finding in canoe slalom

by Alan Edge

Video analysis can be one of the best ways of spotting and correcting faults in slalom technique. It allows the coach to examine stroke sequences over and over again and make specific points or criticisms to the paddler. There are not many paddlers who will argue when faced with the visual evidence! There can be pitfalls however and the following points may help to make your use of video more effective.

- a) Try to enlist a 'cameraperson' to do the actual videoing. It is almost impossible to coach effectively and video at the same time. Take time to explain the camera and exactly what you want in the way of length of shot, zoom and focus. To make this easier go through positions and camera angles BEFORE the session starts.
- b) The use of a tight or wide shot depends on what aspect of the technique you wish to concentrate on. If strokework is the problem then it is far better to be zoomed in fairly close to analyse fine points of blade entry/stroke length etc. If boat positioning and approach/exit lines are what you want to examine then wider shots are far more helpful. Generally speaking the more experienced the paddler the wider the shot they prefer. However even on wide shots beware of losing paddle detail.
- c) The use of the video should be closely allied to the aims of the session. The 2 most common mistakes are to film too many different problems and for too long. This in turn makes the analysis session afterwards ineffective and too long. Decide what the aim of the session is and adjust the video accordingly. Example: You may have a course with 8 breakouts in it and video only 1-2 at a time. If there's a correct model make sure the operator knows to film it.
- d) The use of bibs can be helpful for the operator to identify paddlers. This helps to even out the amount of video per person.
- e) Playback: Within an hour of the session finishing if possible and preferably somewhere dry and warm. My experience is that you get best results from groups of 3/4 paddlers at a time. If there are more then their attention tends to wander. If you can give yourself time for a preview without anyone else there then so much the better. You know what is coming and you can make a point more confidently. It also means you can skip over stuff that is no good. All these last few points are made easier if the quantity is kept low and the quality high.
- f) Practice with the freeze/frame and slow motion controls until you know them backwards. It should be possible to get the machine on your knee or right beside you to avoid any distractions.

SPOTTING FAULTS

The following pointers may help you to identify faults either from the bank or on video:-

- a) Boat slowing down. Did it need to? Was the line taken too tight and the pole too close? Was there a loss of momentum or a lack of acceleration? The head is a clear indicator of this. WATCH THE HELMET!
- b) Boat not flat or too much lean. WATCH FOR SIDEWAYS DRIFT OR END OF BOAT PENALTIES CAUSED BY BOAT ANGLE UNDER A POLE.
- c) Gate exits especially on breakouts. COULD THEY BE TIGHTER? Did overturning occur on staggers? Could the boat be travelling in a straighter line towards the finish?
- d) What was the 'TARGET OR CUE' of the paddler on approaching a gate? These help the paddler concentrate and provide something to aim at.
- e) What was the PATH OF THE BOWS? What height were they? Were they safe?
- f) Stroke choice. WAS IT THE RIGHT TYPE OF STROKE?
- g) Stroke length. TOO LONG OR TOO SHORT- WHERE DID THE PADDLE ENTER THE WATER? Tape on the back and front deck is a useful marker to help spot this.
- h) Was a stroke positive or negative? STEERING, BRAKING OR PULLING??
- i) Did the paddling show a LACK OF RHYTHM? What problems can this cause?
- j) Lack of confidence. WAS A STROKE LEANT ON INSTEAD OF PULLED ON?
- k) Was a paddler's SAFETY MARGIN acceptable? Remember 'Just touched' is as costly as 'Just got my head in'! Especially under the new rules.
- l) It is important to focus on things done well. If there was no definite plan then they may not be repeatable. A major part of being skilful is the understanding of why something works. Only with this understanding can skilful techniques become consistently repeatable.

Most of these points refer to aspects of the paddlers' "PLAN" This should be prepared before the practice run and ought to take in every decision that needs to be made. This is then rehearsed mentally 'in the minds eye' as if it was a 'dry' practice run. The 'make it up as you go along' syndrome should be avoided at all costs!

Always ask yourself what caused the mistake. WRONG CHOICE OF MOVE OR STROKE, OR WAS IT THE RIGHT CHOICE DONE INCORRECTLY?

Slalom Coaching and Management Conference

by Alan Edge

This was a first attempt at getting all the managers and coaches together who were currently working with National Teams and Squads. Its aim was to examine and evaluate current coaching and managerial issues so as to present a more unified pattern for teams and squads to follow through the winter and competitive season. In actual fact it was probably one of the few times that such a group had met without having the added problems of paddlers and training to organise!

Input was on an informal discussion basis rather than as a formal lecture and everyone seemed to enjoy the relaxed atmosphere and a chance to listen, learn and exchange points of view. Management personnel also appreciated the chance to co-ordinate the running of different teams and squads and to improve the liaison between coaches and managers. Several of the sessions were joint ones to discuss related problems of finance, team administration and transport.

The main coaching discussion centred on the following topics:-

- The New Slalom Rules
- Planning Training Programmes
- The Use of Video
- Training Session Organisation

The coaches present were, Alan Edge, Hugh Mantle, John Macleod, Ken Langford, John Fazey, George Radford, Dennis Hennessey, Paul McKonkey, Len Smith, Julia Harling and Gary Carter. Chris Kevane and John Shackleton sent apologies.

The following are some of the main points from our New Rules session.

The New Slalom Rules

The advent of major rule changes within slalom from the start of 1986 has prompted a fair degree of controversy which stretches back of the last 5 years or more. The main problems have been the presentation decisions on reverse gates and the large number of officials required to judge an event. After 5 years of proposals and counter-proposals (some of which verged on being a single-pole giant slalom/downriver race!) Albert Woods, our ICF slalom rep finally managed to get the majority of slalom nations to agree to the following changes:-

- a) All gates to be specified upstreams or downstreams. There will be no specified reverses.
- b) A minimum of 6 upstream gates.
- c) A maximum 25 gates overall.
- d) Only one 5 second penalty at risk per gate, even if both poles are touched.
- e) Poles must be at least 15 cms above the water.
- f) A gate is 'live' until the next in sequence is started.
- g) The body is defined as the head, rather than the shoulders.

What the New Rules mean for Paddlers and Coaches

a) There will be far more choice of route than under the old rules. Paddlers will be getting similar results by paddling different courses, so that coach will have to be well prepared with what to recommend and why. Selecting the required sequence to split and recording it accurately will be crucial. Also, information regarding speed v safety may be needed. Consider the options on the following sequences. (see diagram)

Courses so far seem to indicate that the direct, forwards-down routes are not always fastest and that they are often penalty-prone.

b) The basic slalom manoeuvres, upstreams, staggers and reverses will remain but certain moves may assume more importance:-

- The pirouette turn, initiated either by a bow rudder or by a reverse stroke.

- The spin reverse turn, but not always on a gate line.

- The bow/stern draw under both poles simultaneously.

- Forwards downstream gates in eddies

- Ferry Glides!! and double reverses.

It was felt that there would also be a certain element of de-learning involved especially regarding being reverse between the poles when there was no need to be.

Recovering from mistakes was also seen to be important, in view of the increased options available.

Of the strokes listed above it was thought that the pirouette turn would need the most work over the winter. Under the old rules it has not really been a serious slalom technique except for the C1 class.

c) Fewer gates may well reduce some running times to below 3 minutes and the elimination of the '10' penalty is certain to increase the severity of the '5'. Shorter courses may mean a trend towards a more anaerobic content in training. The basic notion of an endurance build-up in the winter, leading on to a gradual increase in speedwork as the season nears, may come into question. What would be the effect of an anaerobic preparation from December?

There was also some discussion on how to combat the 'tightness' that the local muscles experience during prolonged anaerobic effort. This applies particularly to the small muscle groups of the wrist and forearm. Relaxing the top hand is one proven way but there are places on a slalom course where it is far from easy to loosen the grip on the paddle! One suggestion was that such muscle tension might be relieved through auto-suggestion and other relaxation techniques. Another was that certain parts of the course might allow the paddler to ease off on the top hand. There was general agreement that 'Grooving' gate skills whilst undergoing this lactate build-up in the arms would be an important part of new rules training.

d) There is no doubt that course design will take on a far more critical role. The underlying assumption of the new rules is

○ ○ double green poles.
(downstream)

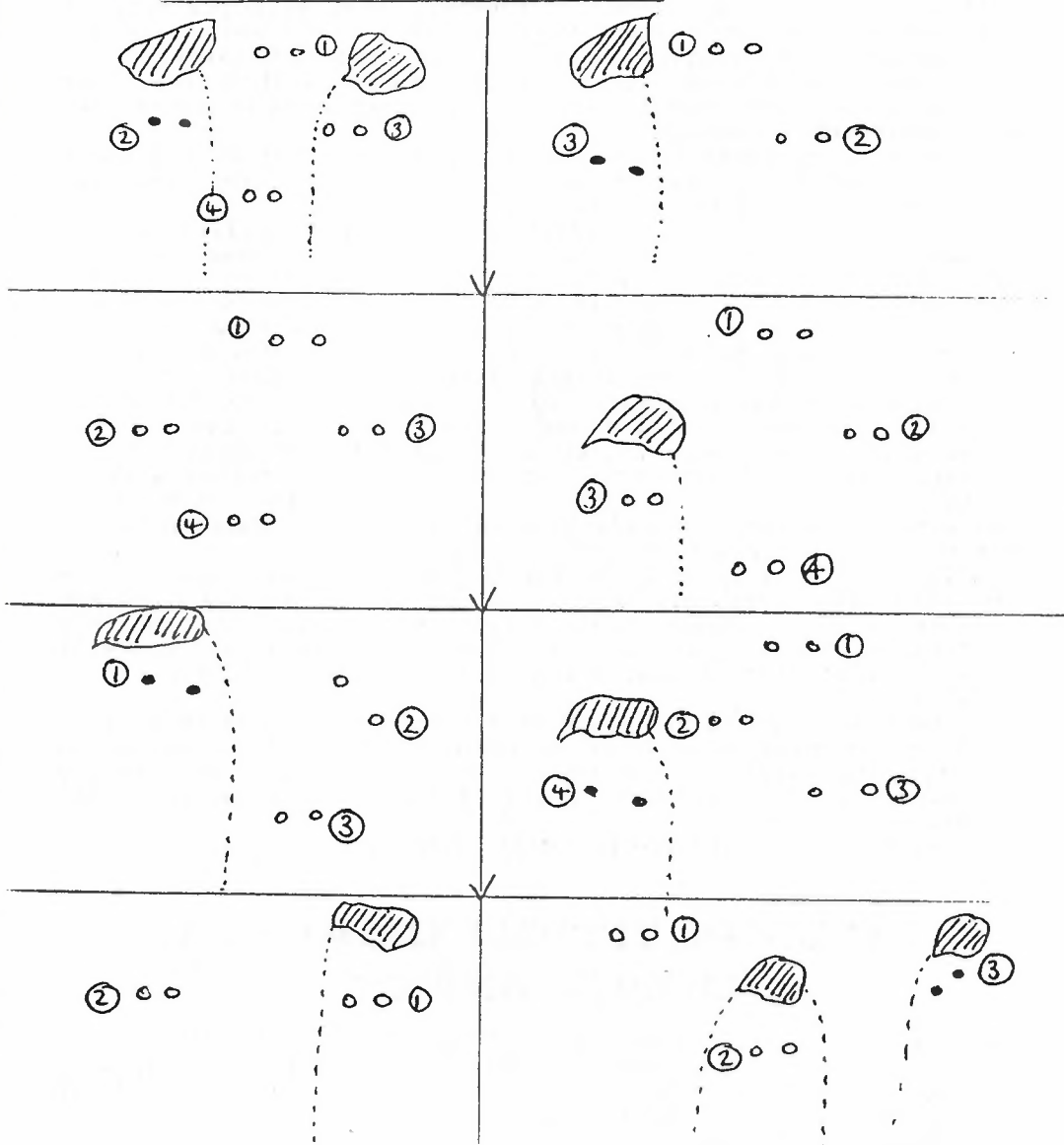
● ● double red poles.
(upstream)

DIRECTION
OF
CURRENT.

↓

..... EDDY LINE.

ROCK.



that course designers will attempt to force some reverse moves. It was felt that the true aim of the designer should be to make the paddler and coach consider a reverse manoeuvre as being faster, safer or both.

Problems with some flatter sites which lack the natural character (ie flow!) to force anything but forwards gates, were anticipated. Several commented however, that with practice it was possible to set courses where reverse moves were fast and without doubt physically easier. It was thought that with the lower skill and fitness levels in the lower divisions that this problem would even itself out. 'Specified' reverse gates were not considered necessary.

e) From an official's point of view, slaloms run so far under the new rules have resulted in far fewer protests over penalties and a significantly reduced judging force.

f) One further point regarding the taking of splits that I mentioned in section (a). Great care must be taken over the start and finish point of a split so as to take in the entry and exit effects of a particular move. These effects may be a 'slowing down' in setting up for a sequence or a slow route out of it. If this is not done then split times can be wrongly interpreted, and the wrong advice given to the paddler

g). There is a strong possibility that a greater class difference will be apparent under the new rules. MK1 are likely to be capable of more direct routes than the other 3 classes. The variables of speed strength, technique and boat design will be highlighted and must therefore be considered by the coach before any advice is given. Obviously these differences existed before but next year they may be more apparent.

This all adds up to a lot for the coach to think about! The new rules will certainly keep us on our toes, both paddlers and coaches alike. Canoe Slalom 1986 style will be no less challenging and probably more entertaining because paddlers will be doing different things, which is always good news for a time trial event.

The other 3 areas discussed at the conference will be covered in a new coaching bulletin to be issue between CoDe dates, watch out for the first at the end of February. If you have any questions on the new rules or any of the other areas mentioned above, write to:-

Alan Edge ADC (c) c/o BCU Headquarters.

COMPETITION COACHES CONFERENCE

National Conference - 8-9 February 1987 Holme Pierrepont.

Please reserve the Date. A full programme is planned, with top coaches in their field being booked to give us definitive information on topics vital to the coach's role.

Details to follow.

1985 Coaching Conference

Another conference, another conference report - as ever 100% factual and completely accurate in every detail. Plas Menai is a lovely place, situated in beautiful surroundings alongside the Menai Straits between Caernarfon and Bangor. Costing millions of pounds of Sports Council money to build, it's a Welsh showpiece National Centre with everything to offer the watersport enthusiast. Only two things puzzle me: how is it when you spend that much money on a place the doors don't have handles on them, and why is there an unintelligible game of scrabble going on above every door?

From 8 pm onwards the barman acts as receptionist, which looks like a pretty good arrangement for all concerned, but posed certain problems for the N Irish contingent on their late arrival. Nevertheless, everyone assembled bright eyed on Saturday morning for Graham's welcome and briefing session. Graham didn't look at all well; I heard psittacosis mentioned, probably something to do with the parrot on his shoulder. Duly prepared, and bulging with information on the role of kites and blow-up birds in the coaching scheme, we split up into groups for the first practical sessions.

Enthusiastic as ever, and longing to get thoroughly wet, I sprinted for the group working on assisted rescue and self rescue techniques. Not being an Advanced Sea Canoeist (after all - I'm still alive), I was agog with anticipation of Nigel Foster's input. I wasn't disappointed. How can anybody stand up in a Vyneke - it's all I can do to sit in one. What was Andy Hall doing on that lilo with a kayak over his knees? What was Paul Airey doing with that inflatable doll? How did I get my hair wet? Incredible!

We were all looking forward to Ron Moore's session on the use of lunch breaks, and were disappointed to discover that Ron couldn't attend because of illness. It goes without saying that Ron has our best wishes for a speedy recovery, and our special greeting from last year's conference - PROOEE?

On to the afternoon and the next practical session: "lifejacket and buoyancy aid trials", some not exactly reassuring findings - buoyancy aids don't float you the right way up when unconscious, uninflated lifejackets don't float you the right way up when unconscious and wetsuits complicate the matter even further. So what's the answer - wear a buoyancy aid, a fully inflated life-jacket, a necklace of floating seaweed, lead boots, and stay on the land.

The moderating forum proved to be interesting. In a fit of pique sparked off by two previous conference reports, Graham asked me to chair one of the more contentious debates - "is the Advanced Sea Test appropriate to the needs of the Sea Tourist?" No problem at all. Everyone knows that you only get the Advanced Proficiency posthumously, so there was no one there to argue. Other debates took us up to dinner, and the after dinner speaker

- Frank Goodman. Frank was his usual entertaining self, with stories and slides from all over the world. Marvellous stuff.

The usual, sober, thoughtful atmosphere that we've come to expect from late Saturday evenings in the bar prevailed again, and Sunday dawned calm and sunny. Perfect weather for the flare demonstration by a member of HM Coastguard, and lots of useful tips on how to fire them. The highlight was probably George Steed (our American representative) demonstrating the relative merits of an Orange Smoke flare and one of his large Havana cigars. The helicopter rescue demonstration was impressive. George lit up and signalled a helicopter over from RAF Valley to rescue a capsized canoeist from the swirling depths of the Straits. The pinpoint accuracy and smooth efficiency of the rescue mirrored the well-oiled way the whole weekend proceeded. A fitting climax to a good weekend.

Be there next year!

Barry Howell

Bill Young AN OBITUARY

It came as a great shock to all of us who knew Bill Young well, to learn of his sudden death on the 7th December last year. His unfailing enthusiasm and willingness was an inspiration to all who asked for his help or his advice. He never let one down, bringing along a team of helpers if this was necessary, and doing all he could to make the job both light and happy.

He took up canoeing very soon after the war. Working with Sea Scouts, he pitched himself into the racing side of canoeing, entering for the first, unofficial Devizes to Westminster Race. Very soon, he was taking part in Sprint Racing, gaining a silver medal in the K1 10,000 metre event at the National Championships at Chertsey in 1949. He went on to win the gold in the K1 500 metre event at Bisham Abbey in 1951, and he took part in many other events at National level.

At the inauguration of the BCU Coaching Scheme he immediately became involved, becoming a Coach in 1971 and a Senior Coach in 1974. He was the first appointed Coach in Kent, where he used his skill in teaching with the utmost generosity. He must have introduced many hundreds of young people to canoeing at his school, the Frank Hooker School in Canterbury. He started and ran a first class club at the Longbridge Centre in that city, running the annual "Round Canterbury" race. He also ran many slaloms on the River Medway. Touring, his tireless efforts took him and his club on trips on the River Stour, taking painstaking efforts to get agreements for passage from the many dozens of landowners.

His services to the Sport of Canoeing will be a lasting memorial to him.

Oliver Cock

river noises

500 METRE TEST

Please note the testing arrangements for the new 500m Test - a supplement for your Directory is enclosed.

The Test Entry Forms have been revised to accommodate this, so do please send a SAE for a new book of Test Entry Forms if you are going to undertake any in the near future.

COCLG ASSISTANT LIFEGUARD AWARD

Notice was given in the Bulletin sent out with Focus 44 that the BCU Life Saving Test has been discontinued in favour of the COCLG Assistant Lifeguard Award.

All currently recognised Life Saving Examiners have been automatically appointed as COCLG Grade I Examiners.

A revised leaflet (LS1) is available.

COCLG TESTS PROCEDURE

Will examiners please send all COCLG Test Entry Forms to BCU office for onward transmission to appropriate officer.

This procedure will hopefully make life easier for examiners, and also ensure that forms do not end up at obsolete addresses.

Assistant Lifeguard Award

Please note the fee is now £2.75 members (£5.00 non-members).

LOOSE LEAF LOG BOOKS

The Coaching LOG BOOK is now available in loose leaf form - to fit any standard binder (or BCU Directory Binder, price £3.00 from BCU Supplies).

The LOOSE LEAF LOG BOOK is recommended for Coaching Scheme members, to ensure continuity of records.

Continuation sheets are designed to slip into the appropriate place, and they are cheaper than new books.

Saddle stitched log books can be converted, but the older versions will not follow on precisely.

RIVER RUNNING

A Jubilee Appeal Event.

Have your Club planned one of these dual events - for paddlers, accompanied by runners? Send SAE for details to Mike Haslam, c/o BCU.

DRAGON BOAT RACING

Have you organised your Dragon Boat crew for this year's events?

Everyone who has paddled in these traditional craft - 20 paddlers plus steersman and drummer - wants to go again. Send SAE for details to Mike Haslam, c/o BCU.

COACHING FOCUS

The National Coaching Foundation's Bulletin, COACHING FOCUS, is available direct to your home. Send £5.00 with name and address to NCF, 4 College Close, Beckett Park, Leeds LS6 3QH

PLAS Y BRENNIN'S NEW SELF-CATERING ACCOMMODATION

Plas y Brenin is situated in the heart of Snowdonia (GR717578) surrounded by mountains, lakes and forests.

The accommodation holds 14 persons contained in three separate dormitories all with their own wash-hand basin. Appointed with modern fittings, toilets, showers and kitchen/dining room area. Centrally heated throughout and ideal for climbing, canoeing and orienteering groups. The three dormitories accommodate 8, 4 and 2 persons respectively.

Other facilities are available to users - climbing wall, multi gym, drying room and bar, and by arrangement with the Duty Instructor evening lectures can be attended should the subject be of interest.

There are a number of options available to users of the self-catering accommodation, including the taking of main meals in the Centre.

Contact" The Bookings Secretary, Plas y Brenin, Capel Curig, Gwynedd, LL24 0ET, (06904-280).

TOURING AWARD SCHEME

This is now starting to gain momentum and a great deal of interest was shown about the scheme at Crystal Palace.

However, we believe there is a lot more SIs could do in the promoting of this award. Don't forget, you are the main liaison between the beginner and the BCU.

WANTED - VAN WITH HITCH

Engineers sometimes ask for help in locating a mini-bus with towing hitch, for canoe trips.

If you have a source, please let Director of Coaching know about it at BCU.

WATERPROOF PAPER

NOW AVAILABLE FROM COACHING SUPPLIES.

A4 waterproof paper - for writing on, or reference to, in the rain.

Send £1.50 for 11 sheets or £5.00 for 46 sheets (both inc p&p) to Director of Coaching, BCU.

POST CODES ESSENTIAL

Please note that our new membership computer programme needs post codes in order to sort coaching scheme members into local panels.

It will be appreciated if you would always include your post code on membership applications and correspondence.

INSTRUCTORS WANTED

TWO INSTRUCTORS WANTED

Two Instructors are required until 30 September to supervise canoeing at the Stoke on Trent Garden Festival.

Salary £20 per day plus lunch and supper. Non-residential.

Details from Director of Coaching, BCU, 45 High Street, Addlestone, Surrey, KT15 1JV

CARNIVAL CAMPS

Senior Instructors and Trainee Instructors are required to teach at summer holiday schemes at Birmingham University. All courses are of one week duration, starting 10am and finishing at 12.30pm with 'taster' sessions for different groups in the afternoons from 1.30pm to 4pm. Weekdays from 28 July to 15 August, SIs £60 per week, TIs £25.

Please contact Mike Lacey on 021-422-6069 or write to 19 Brandhall Court, Wolverhampton Road, West Midlands, B68 8DE.

CANOE CAVALCADE

Canoe Cavalcade, West Midlands Region, 28 June to 6 July. To promote the use of the canals in the Metropolitan areas. Instructors of Senior Instructors and trainee Instructors required to run a variety of sessions in mornings, afternoons and evenings at the Malthouse Stables, Tipton (Nr Wolverhampton). Flat water slalom course available for use.

Instructors or Placid Water teachers and trainee instructors required for similar sessions at the Ackers Trust, Small Heath, Birmingham Canal basin available for use, with placid water kayaks and open canadians, please contact: Miss D Blisson, Tel 021-520-7861 for the Tipton sessions, or Mr P Rowson, Tel 021-771-4448 for the Ackers Trust sessions.

Further information may be obtained from the West Midlands Regional Development Officer, Ann Gillespie, 13 Spring Hill, Worcester, WR5 1BL, Tel 0905 24590.

SENIOR INSTRUCTOR WANTED

The Sea Cadet Corps need an instructor to help run canoeing in Scotland from 29 June for one week, and from 3 August for one week. All expenses, full board and lodgings, plus coaching fee.

Please contact Lt Comdr E Clymyer, 20 York Brook Drive, Sheldon, Birmingham 26.

DOLPHIN ADVENTURE HOLIDAYS NEEDS YOU

With over 25 American style Day and Residential centres we are looking for energetic, enthusiastic and experienced people to work as Canoeing, Sailing and Windsurfing Instructors.

Applicants must be qualified to BCU or RYA Dinghy Instructor level and should be able to teach children of all ages in an informal, fun and stimulating environment.

So, if you're over 18, looking for vacation work during Easter and Summer and you enjoy a challenge, phone us now on 0444 457911 or write to Sue Morris, Recruitment Department, Dolphin Adventure Holidays, Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX

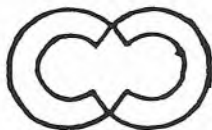
INSTRUCTORS REQUIRED

Canoeists required, TI and above, to work Sundays, some evenings and to accompany activity trips. Also, sailors needed, RYA Intermediate and above. Contact Jane Melvin, Beauchamp Lodge Youth club, 2 Warwick Crescent, London, W2 6NE. Tel 01-289-3389.

SEA CANOEING IN SCOTLAND

- Sea Proficiency Test weekend. 6-8 June.

Carnoch



Canoeing

- Sea Proficiency training and testing week. 6-12 July.
- Sea Canoe Camping - July, August and September.
- Day or evening courses available.
- BCU qualified Instructors.
- Canoe hire.
- Equipment - fleet of 10 Freetime general purpose kayaks.
 - 5 day-expedition sea kayaks (Lindesfarnes).
 - 5 full expedition kayaks (Nordkapps & Icefloes).

For further details and prices please write to Carnoch Outdoor Centre (Dept. CD), Glencoe, Argyll, Scotland PA39 4HS or Telephone Ballachulish (085 52) 350.

CENTRE MANAGER

Adur Centre, Brighton Road, Shoreham-by-Sea

Salary: £8979 to £9591 pa 37 hours per week

Required November to be responsible for the day to day running of the Centre and co-ordinating and developing the work of the users. The person appointed will be expected to hold the BCU Senior Instructor Award or be working towards it. The Centre Manager will be employed by West Sussex County Council and seconded to the Managing Trustees of the Adur Centre. The post is superannuable.

Further details from:

Southern Area Education Officer (Youth and Community)
15 Mill Road, Worthing, West Sussex BN11 4NH (Sae please)

THIRD PARTY INSURANCE

Third Party Indemnity for members of the Coaching Scheme, provided through payment of your membership fee, has been negotiated on the understanding that you are a voluntary instructor operating within the voluntary sector. This may include the receiving of out-of-pocket expenses.

If you receive a fee from a commercial or statutory body, such as a centre or school, it is the responsibility of your employer to possess public liability insurance on your behalf. Should you sell your services as a freelance instructor, even if you only undertake a few sessions per week, you should negotiate separate public liability indemnity with the insurers.

This is likely to cost in the region of £20 per annum, and a levy should be included in the charge you make to employers, to cover this commitment.

It is still necessary for your 'employer' to be covered, however. It is possible that an apportionment of blame could be made following a successful action for negligence on your part which resulted in the death or injury of a student. It could, for example, be determined that whilst you had made an error of judgement, your employer had neglected to pass on some vital information, and this fact had contributed to the problem. The business or private school would then have to find the money to meet its share of the cost of the damages awarded, from its own resources. You would be covered for your part of the award, through your policy negotiated as recommended above.

If you sell your services therefore, in any way other than through the receiving of reasonable out of pocket expenses, you should contact our insurers - 0205 65505 (Weller and Co), or another company, in order to ensure that your particular liability is being met.

The BCU/CANI/SCA/WCA membership fee includes third party insurance against claims, under the following terms:

"The limit of cover provided in any one claim is £500,000. The insurance policy indemnifies the British Canoe Union and/or its officials, and/or members and/or affiliated clubs (insofar as concerns canoeing and social activities) against claims for legal liability (personal injury and property damage - but not property held in the custody or control of the insured) to third parties. Indemnity against third party risks required by many local authorities before canoe surfing is permitted, is covered by this policy. All canoeing and related activities are included and there is member to member liability. The policy also covers members of the Coaching Scheme for legal liability arising out of or caused by wrongful advice."

For a claim to be valid, an instructor would have had to be shown to be negligent in some way. Should personal accident insurance be required, which provides a payment to the injured party, where the accident is either his or her own fault, or is a pure accident where no-one else is to blame, then a personal accident insurance policy is required separately. BCU members are covered in this respect, in accordance with the terms set out in the standard leaflet.

Copies of the policy are available, if required, upon receipt of a stamped addressed envelope at the BCU office.

1986 NATIONAL COACHING CONFERENCE

Holme Pierrepont - 8-9 November 1985

White water rescue techniques - white water coaching - basic skills update
RCOs, LCOs, Coaches, SIs and others in order of priority. Send sae to Director of Coaching (Coaching Organisers will be sent booking forms direct).

BCU MEMBERSHIP FEES

ADDRESSES

Basic	£6	(does NOT include competition or coaching)	BCU, Flexel House, 45/47 High Street, Addlestone,
Cadet	£4		Weybridge, Surrey. KR15 1JV
Introductory	£9	(includes competition but NOT coaching)	CANI, House of Sport, 2a Upper Maline Road,
Youth	£9		Belfast, N. Ireland. BT9 5IA
Full	£15.50	CANI/SCA/WCA fees will be notified by your	SCA, 18 Ainslie Place, Edinburgh
Family	£8.50	Association	WCA, 3 Gillian Road, Llandaff, Cardiff, Gwent.

STAR TESTS

Instructor - 1+2 Star; SI - 1,2,3 Star.
PRICE FOR CERTIFICATE AND BADGE £1.50

Certificates and badges can be purchased by Scheme members and by recognised Centres and Authorities at £12.00 per set of ten certificates and badges. Please state whether 1, 2 or 3 Star. Lots may be mixed, £57.50 per lot of 50. Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form on which he or she applies to BCU or National Association Head Office for certificate and badge. There is NO FEE payable for a FAIL.

PLACID WATER TESTS

PRICE FOR CERTIFICATE AND BADGE £1.50 whether BCU member or not.
PW Teacher - Grades 1 and 2; PW SI - Grades 3 and 4.

Certificates and badges can be purchased by Scheme members and recognised Centres and Authorities at £12.00 per lot of ten certificates and badges. Please state carefully grade or distance, and whether kayak or canoe. Lots may be mixed at £57.50 per lot of 50.

Alternatively, books of 16 entry forms are issued free to Scheme members, from which the candidate can be given a form on which he or she applies to BCU (in all cases) for certificate and badge.

There is NO FEE payable for a FAIL.

OTHER TESTS

	Members	Non-Members		
Proficiency	£2.00	£5.00	There is NO	Non-Member fee includes Cadet membership
Life Saving	£2.00	£5.00	FEE for a FAIL	for 17 year olds and under
Advanced Proficiency	£3.00	£5.00		

AWARDS (White Water and Sea)

		AWARDS (Competition - first course only)	
SI Training (first course only)	£3.50	Competition Trainer	£3.50
Instructor	£2.50	Competition Coach	£3.50
Senior Instructor	£3.50		

AWARDS (Placid Water)

Teacher	£2.50 (Half price if candidate is already a member of the Coaching Scheme)
Senior Instructor	£3.50

CANOE SAFETY TEST

Books of 10 test entry forms are issue free to Grade 1 (Proficiency) Examiners (EI on application to BCU HQ or National Associations. Certificate and Badge £1.75 available to successful candidates only, on application to M. Windsor, 65 Harwood Lane, Rossett, Clwyd, LL12 0BU. Cheques payable to COTLG.

BOOKS

	Members	Non-Members	
Log Book (loose leaf version will be issued unless otherwise requested.	£1.20	£1.50	Log Book Continuation sheets - 75p.
Canoeing Handbook	£6.00	£9.95	State whether bound or loose leaf - binder £2.80)
	+£1.00 p&p	+ £1.00 p&p	

BADGES

	Members	Non-Members
+Proficiency Cloth Badge (available at discount to Examiners)	80p	£1.00
BCU Lifesaving Test Cloth Badge	80p	£1.00
Metal Lapel Badge - Proficiency, Bronze, Advanced, Silver	80p	£1.00
Sew-on Badge (Instructor/Senior Instructor/PW Teacher (logo white on blue)	£1.00p	
Competition Coaches (only)	£1.00p	

+The Proficiency Cloth Badge is offered to qualified Examiners at £6.00 per 10.

COACHING SCHEME TIES (Award holders only) - green or maroon £3.00

COACHING SCHEME JUMPERS (Award holders only) - green or maroon with 'BCU Coaching' in gold letters on left breast. (Please state size: Medium, Large, X Large) £9.00

COACHING SCHEME ANORAKS

The all-new Coaching Scheme Anorak is now available to Coaching Scheme members at £17.50.

Made from 4-ounce pu coated nylon in red or blue, with distinctive white/blue or white/red piping.

The anorak incorporates a self-draining breast pocket, and soft (rip-stop) hood. This acts as a soft, leak-detering collar, or provides a face-moulding hood which does not impair all-round vision.

Send £17.50 plus chest measurement, and state colour preference, to Coaching Supplies.

All prices include VAT and postage and packing. (Except where stated). Please address all orders to the Coaching Office and allow 14 days' delivery. Cheques and postal orders should be made payable to the British Canoe Union, and crossed.

RECOMMENDED SCALE OF MINIMUM FEES

Fees should normally be paid in accordance with the established scales of the employing authority concerned. In other cases where fees are appropriate, the following are the recommended minimums:

(a) Coach	£30 per day for the first two days - £20 per day thereafter
(b) Senior Instructor	£10 and £15 as above
(c) Instructor	£15 and £10 as above
(d) <u>ALL</u>	£10 minimum for lectures, with or without slides
	Recommended mileage rate 8.3p per mile.