

# CoDe

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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.

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

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## EDITORIAL

Olympics Year is with us. We offer to all those paddlers preparing, and all those coaches helping to prepare them, our very best wishes for success at Seoul in September.

Britain hosts the first ever official ICF World Marathon Championships at Nottingham on 24 July. Congratulations to those who have worked so hard behind the scenes over the years to obtain recognition for marathon racing, and to those who are working hard even now to prepare for this significant event.

Not to be outdone, the Slalom Committee and the Wild Water Racing Committee are responsible for hosting the Europa Cup events also in Britain this year - Wild Water Racing on the Awe in Scotland on 6-7 August, and Slalom at Holme Pierrepont on 12-14 August.

Again, our best wishes go to all who are paddling and all those who are training them.

Another significant International event in Britain is the first official ICF approved White Water Safety Conference. This is being organised by Ray Rowe, and is to be held at Holme Pierrepont from 7-8 September.

## Privatisation - a disaster in the offing ?

Considerable alarm should be felt by all involved in the provision of sporting opportunity in the community, by the government's decision to insist that publicly owned sports facilities should be subject to competitive tendering.

Whilst the Act still enables local authorities to support the provision of swimming pools, sports halls and other facilities, the most likely outcome is an escalation of admission charges, restricting, even more, the use of the facilities to the better off.

It seems unlikely that local authorities, who currently make extensive provision for leisure and recreation, will continue to give priority to this, particularly when they are under increasing pressure to cut costs, and are hard pressed even to support essential services adequately.

Local authority owned activity centres will presumably be increasingly targeted. Already some long established bases have closed or are under threat, and the untold good which is achieved by centres providing an adventure based educational experience will diminish - to the considerable detriment of the community at large.

British sport survives and thrives only because of the input of the countless thousands of volunteers who coach, or organise, or judge, or help. The value of this effort, invariably carried out at personal financial loss, has never been properly and fully costed, although the CCPR did make an effort to do so several years ago, and came up with some staggering sums.

Quite apart from the cash value, the social worth of this effort in terms of opportunity offered for participation, and all that that means with regard to enhancing the quality of life for all, deserves full support. It does not deserve the legs being kicked from under it by removal of the access to subsidised facilities which forms its base.

## Good News on the CoDe Front

Peter Pendlebury, RCO for Wessex, has kindly agreed to take over responsibility for producing the art-work for CoDe on his personal desk top publishing system. This should improve the presentation of the magazine, and also enhance our chances of producing it to the schedule promulgated.

A further issue will be produced very shortly, providing you with a completely updated Directory, and we will then hopefully be back on schedule for July and November. I can only apologise for the failure of CoDe to appear regularly during the past two years - wanted: a superman with a magic wand !

Cover picture features the Advanced Sea Touring Committee postcard by courtesy of John Ramwell

# COACHING YOUNG PLAYERS

DAVID WHITAKER is Director of Coaching for The Hockey Association. He is Coach to the recently successful England team and received the 1986 BANC/Dextrosol Coach of the Year Award. In this article written for the December 1987 edition of "The Scottish Sports Coach" published by the Scottish Sports Council, David reminds us that children are not mini-adults, and that coaching programmes should mirror this fact.

## *What are we aiming to achieve?*

We wish to give children the opportunity to develop:

- confidence in ball control skills in a whole range of games situations
- good body co-ordination
- an understanding of the components of team play
- an appreciation of good sportsmanship
- knowledge of the rules and strategies of hockey
- the desire to follow good codes of conduct.

Remember that children respond to good leadership and that a well-organised and presented hockey education/coaching programme may develop a lifelong interest in the game.

## Attitudes of children to sport

Research has shown that children have very clear attitudes concerning the way in which they like to be coached. In answer to the question "What advice would you give the adults who are involved in children's sport?" children have responded with the following comments:

- don't yell so much
- teach us more
- give us more involvement
- let us express ourselves more
- don't have favourites
- encourage more.

In answer to the question "The most important thing in sport is . . . ." children placed the following statements in the rank order:

- to play as well as you are able
- to have fun
- to be fair
- to beat your opponent.

Children felt very strongly that:

- all members in a team should have an equal opportunity to play in matches
- it is more important for all members of a team to play than for a team to win
- learning to play the game is more important than winning.

## Characteristics of children that influence the coaching situation

### *Physical characteristics*

- they work in short bursts of energy and enthusiasm
- whole body involvement
- lack fine control
- enjoy skill learning/challenges
- gradual improvement of bodily movement.

### *Personality characteristics*

- they need protection from failure
- they have a wide range of interest
- they are unable to concentrate on a single activity for a long period of time
- they are aggressive
- they like to explore.

### *Social characteristics*

- individually orientated
- developing co-ordination with others.

### *Processing information*

- no clear picture of an ideal performance
- all information is given the same importance
- unable to cope with complex information
- actions are not automatic.

## Guidelines to the parties involved in a coaching scheme

Coaching/teaching a sport to children is a partnership involving players, coaches, parents, teachers, leaders, officials, administrators, spectators and the news media. If we are to promote a healthy attitude towards sport then all these sections of the partnership have clear responsibilities, and they are put with clarity in a handbook entitled *Play the Game*. I recommend that you read it and make certain that others read it. (Copies are available from the Hockey Association Coaching Office, 6 St John's, Worcester WR2 5AH at £1.50 each.)

## Coaching the different age groups

It is important to realise that young people of different ages have differing needs in the coaching environment and should be grouped accordingly. However, having said this it is perfectly acceptable to move a player who is very physically mature into a higher age group provided that the player is able to cope with the move; ie, the player must want to proceed and be socially, psychologically and emotionally mature enough to proceed.

The second important concept that we, as coaches and educators, must grasp is that our work must be orientated to the characteristics and needs of the child rather than purely what we want to coach them. Thirdly, it is well known that children develop through stages and our coaching should reflect this.

The following sections suggest the type of work relevant for each age band and outline the basic principles underpinning the programme.

## Under 10's and 12's.

### *What they are like:*

- children are rapidly learning motor co-ordination skills
- physiologically, girls may be up to a year ahead of boys but, because the differences in strength are small, boys and girls should play together
- their ability to concentrate is expanding but complicated rules cannot be understood easily
- they enjoy the physical activity
- group acceptance is important and they are easily hurt by criticism; early success is important to them.

### *What they need:*

- emphasis must be on enjoyment, participation and the opportunity to discover skills
- wide variety of movement activities to teach and develop balance, agility, etc
- emphasis upon the acquisition of the basic skills
- small team games which are simple, enjoyable and challenging
- healthy low key competition but with the emphasis on the development of skill rather than winning
- simple skill awards programme
- simple games with the early introduction of obstruction and feet rules along with a great deal of "safety" with regard to "sticks" and "lifted ball"
- do not allow the best to congregate in one team; rotate players so that they experience all field positions
- friendly, informative and positive coaching.

## Under 14's

### *What are they like:*

- acquiring independence, values, attitudes etc
- beginning to want to make decisions
- rapid physiological changes and although girls tend to advance faster, boys become bigger and stronger
- they can cope with 100% effort
- peer group influence is great
- relationships with the opposite sex develop
- sense of failure is quite prominent
- they can learn from visual aids.

### *What they need:*

- boys and girls should play separately
- continued emphasis upon skill acquisition and perfection
- positive, constructive and understanding attitude from coach
- opportunities to lead, make decisions and set group and individual goals
- physical training can be introduced in a sensible manner
- emphasis upon sportsmanship, respecting opponents and officials and coping with winning and losing.

# THE FIRST INTERNATIONAL SLALOM COACHING SYMPOSIUM

RAY ROWE reports on the first International Slalom Coaching Symposium, organised by Alan Edge, and run at Llangollen due to the generosity and support of Llangollen Town Council and the Welsh Tourist Board.

On the 26th and 27th October the men who represent the cream of world slalom coaching, the champions behind the champions, gathered in the Folk Centre building beside the Town Falls at Llangollen. Virtually every major slalom canoeing country was represented at this first ever International Slalom Coaching Symposium and it's probably true to say that it was a who's who of the top thinking men in modern canoe slalom who squeezed into that little red brick building.

As you can imagine, the atmosphere at such a gathering is rich, especially since not many weeks beforehand these same doyens of sport had been nervously pacing the banks of the River Isere at the most important event in the year for both coach and elite paddler, the World Championships. At the symposium, with the tension of competition removed, and warmed by the hospitality of Llangollen, they were ready for a few days of total self indulgence that would bore the pants off an outsider, but leave the enthusiast delirious.

Our own RICHARD FOX, who is probably the most respected kayaking athlete in the world today, led the first session on the proposed World Cup Series. He had clearly put a lot of research into the idea of a Slalom World Cup and indeed when you think about it you wonder why it hasn't been happening already. The enthusiasm for the idea was clearly visible and the debate focused on the logistics of building the World Series circuit and its integration with other competitions such as the Europa Cup. Richard seemed to see no insurmountable problems with getting sponsorship to support the programme and it would undoubtedly make brilliant television.

Eight slalom races would make up the series and, as in ski racing, an accumulative points system would be operated with the climax being a Finals event. The races which were proposed would be in USA, Canada, Great Britain, Ireland and Germany. I was delighted to hear that all the delegates felt that every encouragement possible should be given to the lesser ranking nations in slalom to enter competitors in the World Cup Series.

If you haven't heard of BILL ENDICOTT you don't read canoeing books. Endicott is prolific, both in his coaching and in his writing. He is a successful flat water coach and in slalom has inspired thinking and innovation in both kayak and canoe performance. In his paper to the conference he spoke about the Coaching of Coaches and it is on this subject which he seems to be most outstanding. When he spoke I noticed some murmurings from a few of the academics in the audience, but for me, and I must say that I am even less of an academic than a slalom paddler, he spoke with the knowledge, conviction and down-to-earthedness of a man who actually gets hold of paddlers and does things. Bill Endicott talked and people listened.

The paper reflected the man's continual search for knowledge of canoe and kayak paddling and covered some physiology research as well as comments on psychology and motivation. There is no institutionalised structure for slalom coaching in the US. "When people want to learn to Coach they come to me," said Bill. They work alongside him observing and helping with split times and gradually easing their way into coaching by an apprenticeship. It's an old fashioned system, not so structured, but it doesn't half produce the goods. The words which I shall remember best of all are about the comparison of the coach to the paddler. "The successful paddler is selfish and intolerant. The Coach must be selfless and patient."

HUGH MANTLE, who has been working with the GB men's slalom team for 7 years presented a paper entitled 'Creating an atmosphere where excellence comes as standard.' His opening shot was the definition of a fanatic. 'A fanatic is somebody who doubles their efforts and loses sight of their aims.' Hugh had observed that the raw recruit to a national squad often behaved in exactly this way, by doubling the training load. The coach's response to this is one of three: (1) Leave the paddler alone; (2) Change the paddler's plans so that they fit normal routines; (3) Identify the gaps in the paddler's performance and address himself to these gaps. It was suggested that the third was the approach most likely to produce good results. Questionnaires were shown which the paddler completes. These draw attention to his past training and break it down into fundamental elements such as anaerobic work, flat water gates, endurance work, etc. A further questionnaire forces the paddler to set goals and build a plan for training and competition. Hugh places emphasis on the objective analysis of all aspects of the paddler's preparation, from setting the right goals, to feelings on the start line, and on the clear presentation of these analyses to help the Coach spot problems and learn from experience. The memorable quote from Hugh's talk is "Everyone is a winner with goal setting," meaning that setting exactly the right goals is the key to success.

ALAN EDGE is the National Competition Coach for slalom and is one of the very few people I have met who has been superbly gifted as a performer and has shown the same extraordinary ability as a Coach. Ken Langford is the only other one who comes to mind. Alan spoke to the symposium on the effective use of video in coaching canoe slalom. Video analysis of skills is probably the most

frequently abused coaching process because the camera and recorder are so easy to use and modern man's inbuilt affinity for any television screen make it more of an entertainment medium than a learning tool. In Alan's own words, "... I defy anyone to be able to compete with it." Video can be used in four separate areas. Namely Training, Competition, Post-race and Promotion. The operator should be clear at the outset which of these is the objective for filming, as the quantity, views and angles of material shot will be determined by it. In the area of analysis of performance the actual reviewing of film with the paddler is where a lot of the expertise comes in. The variables are mainly: how much to review and when to do it. The principles of feedback (information for the performer about success) is to avoid delay and to focus on positive rather than negative points. Alan's own work in video has led him to develop a video filming system which allows a paddler to practise a few gates in front of the camera, and then, forty seconds later, go to the bank and see the replay. The camera sits on a tripod and the whole system operates itself. Self-coaching out of work slalom Coach seeks employment ! !

The National Coaching Centre at Bangor University kindly loaned us STEVE BAKER to talk on the technical subject of anaerobic muscle activity in Slalom competition. Steve put forward the theory that energy in a slalom run was produced, for a larger part, anaerobically. That is to say, without the direct use of oxygen. Steve showed the gory details of chopping out pieces of muscle (muscle biopsy) belonging to untrained paddlers and staining them under a microscope to show up the two different types of fibres. Steve's unfortunate subjects then enjoyed a 9 week period of anaerobic training on paddling machines and were rewarded - guess how ? Yep, he bored another hole in each of them and lifted out another piece of meat. The type 2) fibres showed significant development.

Steve had previously run another delightful little project which involved removing blood from slalom paddlers before and after their runs in a real event (the pre-worlds). By tracing blood lactate levels he was able to show that slalom racing was indeed largely supported by anaerobic processes.

Three conclusions can be drawn from the work:-

- 1) Steer clear of Steve Baker on dark nights.
- 2) Slalom training should match the anaerobic nature of the activity.
- 3) It is quite possible to select and train a specific type of muscle tissue.

Two less technical but nevertheless interesting talks were given by Rob Crick and Pultera and Hilgert on the structure and development of slalom in Australia and Czechoslovakia.

The final paper, presented by JOHN FAZEY of Bangor University was entitled "Performing and Learning or Do not adjust your mind...reality is at fault !" John has long been associated with slalom coaching and his no-nonsense approach to sports psychology has won him wide acclaim amongst sports scientists in the UK. He refers to the paddler undergoing coaching, as "the learner" and makes no bones about the fact that he sees the Coach's well intentioned efforts to teach and impart information as often standing in the way of the learner, and we would do better to concentrate on setting and defining the right goals for our paddlers.

On the subject of helping paddlers to cope with stress John showed the six aspects of preparation, which are:

- 1) Goal setting.
- 2) Confidence building.
- 3) Physical relocation.
- 4) Mental relocation.
- 5) Controlled activation.
- 6) Mental rehearsal and concentration training.

This makes for a fascinating breakdown for preparing the performer and there is clearly a lot of reading and understanding on the part of the Coach to stay in touch with modern thinking.

One of the encouraging things for those of us who are less academic is John's admission that the science of Coaching is always a few years behind what good Coaches are already doing.

It was a pity that such a gathering had to end, but the prospect of a trip to Holme Pierrepont, for the Coaches from abroad to view the slalom course, seemed a fitting conclusion.

All credit must go to Alan Edge and his band of workers for pulling off this brilliant symposium. Once again canoeing must pay tribute to the Llangollen Town Council and the Welsh Tourist Board without whose generous support this occasion would have remained nothing more than a brilliant idea.

# AMENDMENTS TO THE AWARDS STRUCTURE

The National Coaching Committee considered in November 1986 the recommendation that Instructor training should be separated from Senior Instructor training, following resolutions at the SCA and BCU Coaching Conferences. NCC decided that a closer look should be taken at the structure. It was anxious that the awards should be revised, if necessary, in one go, and not that a change should be made patching-up the structure, only to find that further "patching up" was required later.

The following has been agreed following the March 1988 meeting of NCC.

1. The canoe tests have been rationalised. The requirements of placid water tests and the star tests have been incorporated in a single series of canoe tests. The detailed syllabus will be circulated to all coaching scheme members in April 1988.
2. Instructor Training will be separated from Senior Instructor training with effect from 1st January 1989. Entry level: 3 Star or Proficiency.
3. A "starter" level of award to be known as "Canoeing Supervisor" will be introduced from 1st September 1988. The award is aimed at teachers and youth leaders for whom canoeing is just one of a number of activities which are offered at "taster" level only. Entry level: 2-Star.

## INSTRUCTOR TRAINING AND ASSESSMENT

The two main problems highlighted have been: 1) that many candidates on SI training courses have not been familiar with the whole repertoire of 1-3 Star skills as well as the Proficiency skills; 2) candidates who only require the Instructor award are having to perform on white water, and because courses are having to deal with two levels of candidate they cannot do the best possible job for either.

A required syllabus has been agreed. Ray Rowe has been deputed to provide revised notes for guidance, and to prepare comprehensive resource material for the running of Instructor training courses.

The new courses will be launched officially in September 1988, but throughout 1988 it will be open to the individual proficiency test holder to choose whether to undertake an Instructor Training course, or to opt for a Senior Instructor Training course direct.

From January 1989 it will normally be necessary for a candidate to undertake a two-day Instructor Training course, and obtain the Instructor Award, before proceeding to Senior Instructor training. Instructor assessment will continue to be available as it is now - either on a course or by local arrangement. The assessment will continue as a {-day test.

An exemption from the Instructor Award can be granted to candidates with suitable coaching and white water (or sea canoeing) experience upon the recommendation of 2 grade II examiners, or a grade II examiner plus a grade I examiner with experience of working on SI training and assessment courses.

There will be no change in the status of existing members. All current Trainees, who will have attended a Senior Instructor training course, will be designated Trainee Senior Instructor. In total, all that is envisaged is a shift in emphasis. Instructor training will concentrate on the analysis and teaching of basic skills, the use of games and exercises to reinforce skills, and include guidance concerning the potential of the open canoe and the placid water progression.

Senior Instructor Training courses should, therefore, have more time available to concentrate on the skills related to Grade II white water (or sea) performance, teaching, leadership and rescue techniques.

The proposed syllabus and arrangements are as follows: (see App II)

## THE SUPERVISOR AWARD

Many local education authorities, national organisations, and other agencies, provide a "starter" level of local qualification.

By attending a one day course, based on an entry of "2-Star ability", it is possible for teachers and leaders in very many instances to obtain authorisation to supervise canoeing activities on simple water.

Often, it is BCU qualified personnel who are providing the training and testing for these "in-house" courses.

Where this is the case, clearly a good job is being done. However, there are many other situations where little or no reference is made to the full potential of the pastime, because those concerned are not involved in the main stream of the activity.

It can only be to the advantage of the students concerned, the teachers and leaders themselves and to the BCU and National Associations, for the governing body to influence the situation by making provision for the training of teachers and leaders operating at this level.

The SCA Conference was not entirely convinced, but voted 21-19 on the proposition to introduce a "Supervisor" level of award, while the BCU Conference, after a longer debate, voted strongly in favour.

The Coaching Committee has considered the detail of the Award, and agreed the outline syllabus (App I). The resource material will be produced ready for the official launch in September 1988.

One outstanding problem is to determine the relationship of the Placid Water Scheme to this award.

The Placid Water scheme is founded on the principle that compulsory capsizing is "off-putting" to a wide cross-section of people - particularly older persons - who would otherwise be potential canoeists.

It particularly serves the needs of many journeying and racing-based clubs, which feature among them the oldest established clubs in the country.

There is tremendous potential for the establishment of many more, on the several thousand miles of quiet waterways available, with full navigation rights.

The formula must clearly be found which promotes the Placid Water concept, but which avoids confusion or mis-appropriation of awards.

#### NCC 53 APPENDIX I

#### THE "SUPERVISOR" AWARD

Agreed pre-requisites and outline syllabus for the "Supervisor" Award.

##### Purpose

The Supervisor Award is aimed at teachers and youth leaders who wish to introduce others to canoeing at a 'taster' level only, using small, sheltered, simple-water sites, only. It is not a suitable level of qualification for staff employed by Centres, nor for canoeing leaders of clubs or groups for whom the pastime is a main activity.

##### Pre-requisites

Be at least 18 years of age. (Exceptions may be made to suit the requirements of recognised authorities).

Be a BCU member or pay the appropriate registration fee.

##### One-day course

Hold the 2 Star (Kayak) or Placid Water Teacher Award and the Canoe Safety Test.

##### Two-day course

Have relevant canoeing experience

##### Duration of Award

The Supervisor Award is valid for a period of three years.

##### Training/Assessment Syllabus

1. Introduction to course organisers.
2. Safety: Boats  
Location buoyancy, end grabs, decklines, construction (as related to various types of kayak or canoe).  
Clothing identification of safe and unsafe sites and conditions.  
Equipment personal and group clothing, the need to be properly clad.  
buoyancy aids, life jackets, paddles.
3. Dealing with emergencies typical basic emergencies likely to arise in the conditions detailed.
4. Rescue (Canoe Safety Test) simple rescue techniques applicable to the conditions, including the recovery of personnel and equipment.
5. Supervisor's equipment consideration and application of relevant equipment
6. Group control factors of group control related to water conditions and activities.
7. Introducing novices the basics
8. Access to water identifying suitable local sites, code of conduct, the Access situation.
9. The BCU Awards structure

##### Note for course organisers:

Ideally the minimum range of boats available should be: gp, open cockpit kayaks, open canoes, with a range of others as appropriate. This will be a mandatory requirement for the staging of Supervisor courses with effect from 1 January 1990.

**Staffing** SI E2 with LCO prior approval on a ratio of one assessor to six candidates.

**NOTE:** Where courses are to take place on a modular basis the syllabus must be approved by the RCO, and a system initiated which ensures that each candidate covers the entire syllabus.

## INSTRUCTOR TRAINING

Successful completion of the 2-day training course gives a candidate the status of Trainee Instructor. Trainee Instructor status permits the candidate who holds the Canoe Safety Test or similar life saving award to teach small groups (up to 8) using closed cockpit kayaks on very sheltered water.

Very sheltered water should be determined by the BCU Coaching Organiser or relevant authority adviser. The rating normally applies from 1 May to 31 October. It implies normal water and weather conditions. The area involved will usually be a stretch of canal, or similar, small gravel pit or lake, or similar, which is not large enough, or does not have difficult landing areas, to allow for problems to occur should there be a sudden change in conditions.

Trainee Instructor status may be withheld where a candidate is not up to the required personal ability level, or is unreliable, incompetent, or physically inept.

Trainee Instructor status is valid for the year in which the award is taken, and two whole years following.

### Instructor (Kayak) - Purpose of the Award

Minimum age 18. For those introducing others to canoeing, based on closed cockpit kayaks, but operating on Grade I (simple inland or equivalent) water only. Applicable anywhere throughout the year. Instructors may test for 1 and 2-Star Kayak and 1 Star Canoe.

Grade I water is a canal, small lake, sheltered area of larger lake, holiday beach close inshore on a calm day, or quiet rivers, not involving the shooting of weirs or grade II rapids.

The Instructor award is assessed over half a day. Candidates must have successfully completed a 2-day training course, and have logged twenty hours suitable instructional time.

## SYLLABUS OF TRAINING COURSE

### Personal Skills

Morning session devoted to a run through of the 1-3 star tests and proficiency skills, in the form of a demonstration lesson, to include tutor's personal approach and use of games/exercises to reinforce learning.

Ideally groups should travel a short distance throughout the session.

### Teaching Skills

Group exercise practising teaching of selected one/two-star skills covered in the morning, highlighting the core elements of each skill.

Ensuing "classical" errors identified and correction methods learned.

For test purposes the candidate must be able to identify and correct candidates to 2-Star performance standard.

### Open Canoe and PW Skills

A selection of boats must be available. They should be sufficient in numbers to cover the 1-Star Canoe and PW Skills and 1 and 2-Star Kayak. The full syllabus of these tests and performance levels must be covered. Candidates must be at the required standard for both these tests.

### Which Boat

Ideally, additional boats should include examples of each of the following craft: ie Fast Tourer, K1, Low Volume Slalom, Bat and Wild Water Racer.

### Safety

Vital importance of buoyancy aids

Danger of entrapment through full-length buoyancy and or spraydeck

Importance of correct clothing (identify types of gear suitable for instructor level group activity)

Importance of first aid kit, exposure bag, towline (types and fittings)

Suitable fixtures and fittings for boats - a minimum of toggles and 12.5kg buoyancy at each end

Dangers of river and sea:

Keep away from weirs/rapids

Recognise dangers from cold weather/water (even in mid-summer)

Recognise dangers from spate conditions

Recognise dangers from other river craft/anglers

Recognise danger from off-shore winds at the seaside (safe holiday beaches only)

Keep away from surf beaches

### The Placid Water Scheme

Video presentation outlining advantages of placid water approach, if canoeing is to be confined to canals and slow moving rivers.

### Rescues and Towing Techniques

Demonstration and practice of the main deep water rescue and re-entry methods applicable to flat water.

Demonstration and practice of main towing techniques applicable:

- Use of towline
- Rafted tows

### Fun and Games

Demonstration, practice and outline of purpose of a variety of games:

- Chariot Races and Rafting games
- Tag games
- Over-deck paddling games
- Seal launches

Importance of identifying purpose of games, care of equipment, and prevention of sessions deteriorating into horseplay.

### Resources and Progressions

Outline of books and other resource material available:

- ie: Code
- BCU Leaflets
  - Club Lists
  - Coaching Organisers
  - Films/Books/Videos

Outline importance of reading and consulting other canoeists in order to keep up to date, develop new deas, and obtain help for specific purposes.

eg. contact with local SI in order to take group on proficiency expedition, or specialised training sessions in slalom or racing boats, etc, or open canoe, etc.

How to apply for assessment: Advertised course or through LOO.

### Personal Interviews

Each candidate must be given an indication of his or her strengths or weaknesses.

### INSTRUCTOR TRAINING - PROGRAMME

Entry requirements:     3-Star or better  
                              BCU Full Membership  
                              Minimum Age 16

#### PROGRAMME:

##### Friday

- Introduction - Administration
- BCU Tests and Awards System
- Purpose of Instructor Award
- Canoeing - A sport for all

##### Saturday

- am - Personal Skills - 1-3 Star Tests Syllabus
- pm - Teaching Skills and 1-2 Star testing requirement
- Which Boat - including basic open canoe star test
- Rescue & Towing Techniques

##### Evening

- Safety
- The Placid Water Scheme

##### Sunday

- am - Resources and Progressions (hand-out package)
- pm - Personal interviews
- Departure

# INTRODUCING KAYAKING MOVING WATER

MARCUS BAILIE is a BCU Coach and is currently employed at Plas y Brenin

## A TRUE BUT TRAGIC STORY

Two B.C.U. Coaches were recently discussing and demonstrating the techniques which each used when teaching the first steps in kayaking. The approach of each was quite radically different from the other. In the course of the discussion one coach demonstrated a "basic" turn which was so complicated that no-one else present could do it. The second coach, while demonstrating some exercises which he used to help the novice to gain confidence in the paddle, got it wrong and fell in! The story is quite true. It is tragic because I was one of the two coaches.

Those involved in teaching kayaking seem to be moving in one of two directions. The Traditionalists are becoming pedantic to the point that coaching manuals are starting to resemble geometry text books. Those in the Progressive School seem to spend so much time doing stretching exercises, confidence exercises, and mental preparation, that there is no time left to go paddling.

When we look at the problems of teaching kayaking on moving water we find that neither the Traditional nor the Progressive approach is very effective. Instead we will look at an approach which puts less emphasis on what we are teaching and why, and more on who we are teaching and how. The basic concept of looking more closely at the people we are teaching than at the exactness of the skills we are teaching is something which is intuitively present in many instructors teaching techniques. However when we come to analyse these teaching techniques, and in particular when coaching manuals are being prepared, this concept is often, somehow, forgotten or lost.

Enough pre-ambling. To business.

To highlight some of the problems inherent in teaching moving water skills, and to look at some possible techniques for overcoming these we will look specifically at one manoeuvre — breaking in to the current from slack water.

Any action is more complex than any description of it. Thus giving even detailed directions of how to achieve the manoeuvre will always fall short of success. Directions alone will never prepare the student for what is about to happen. We as instructors may well have some useful tips or advice to help the student but we must be careful not to let these replace the student's first hand experience. Instead these tips should help to guide the student into effective and appropriate learning situations. How? Well, read on.

## On the Water

For the speed of the article (and to save paper) let us make some big assumptions. Let us assume that you are taking your group onto a river with rapids for their first time, and that you have managed to shepherd them safely downstream without too many traumas to a good "teaching" site where, we assume, you have decided it is an opportune moment to do some formal teaching.

## Fear

For the students sitting in the calm water of the eddy the moving water "out there in the middle" is likely to be a daunting proposition. They may have already discovered that once in the current things aren't too bad. It's GETTING there, or out of it, which is fearsomely unstable. There are forces at work which they do not understand and not surprisingly they are a bit afraid of them.

Fear is the biggest single obstacle to learning on moving water. It distorts our awareness of what is happening to the kayak by focusing our attention on multiple imaginary disasters; it interferes with our performance as we become literally "scared stiff"; and it retards our interest in learning because we are not interested in ANYTHING except survival.

## Familiarity and real understanding

In an earlier article we discussed how unfamiliar and basically un-natural it was to "slide over water" and in particular here over moving water. Movements happen which the person does not seem to have initiated etc. It is even more important then, on moving water, that students should be given time and assistance to become familiar with the unfamiliar phenomena. With a MINIMUM of directions get students to paddle out into a VERY GENTLE part of the current and FEEL what happens to the kayak. You may want to suggest "lean to the right and be ready to do a support stroke on the right" etc., just to help keep people dry. Let everyone be as timid as they want to be. Remember once again that at this stage it is more important to know what IS happening to the kayak than it is to know what SHOULD be happening.

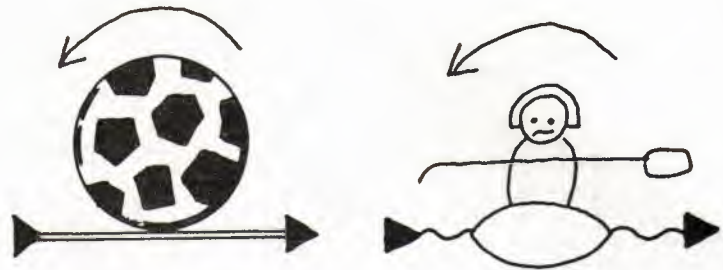
You're hoping that each student will become aware of two separate phenomena: the "tipping over" tendency and the "spinning" tendency. The first is counteracted by leaning; the second IS the basic manoeuvre called "breaking in". (Incidentally, the action of pointing the nose of the kayak back at the bank and paddling back into the eddy, in these gentle conditions, IS the manoeuvre called "breaking out of the current". From here on it is a matter of degree.

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**The "tipping over" tendency.**

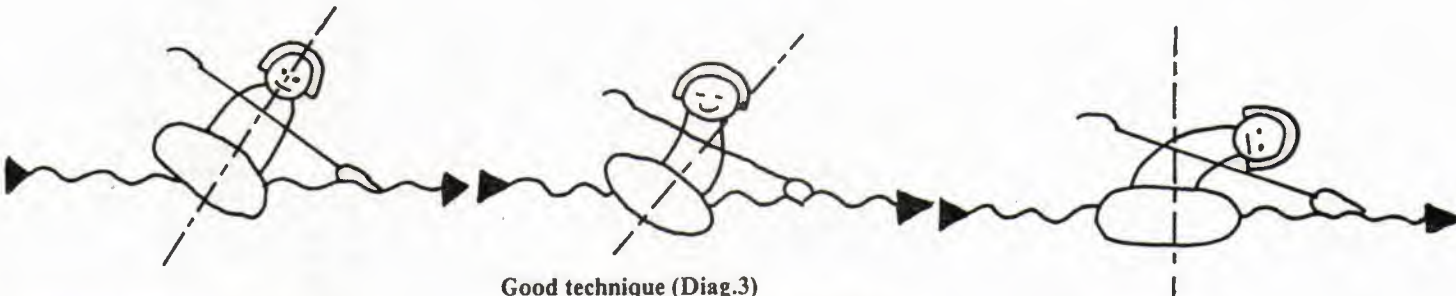
Water flowing under the kayak will tend to rotate it in much the same way as a football on a conveyor-belt will be rotated. (Diag. 1)



Moreover, if water is allowed to build up on the upstream deck then this tipping tendency is almost irreversible and the poor unfortunate will capsize upstream. (Diag. 2)



**There's leaning and leaning.**



**Acceptable technique (Diag. 4)**

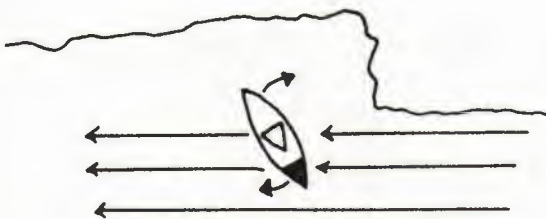
This is O.K. if you get it right but it's not very stable: the instability of diag. 4 can easily develop. It is a bit like balancing on a tight rope. Better to use the paddle more and balance less.

**Good technique (Diag.3)**

Note that the KAYAK is leant over (technically called "edging") and that the BODY remains more upright. This is achieved by gripping the kayak firmly with the knees and these are used to tilt the kayak. After the manoeuvre the kayak is brought upright by again "flicking" with the knees. Lean on the paddle as much as necessary to maintain balance.

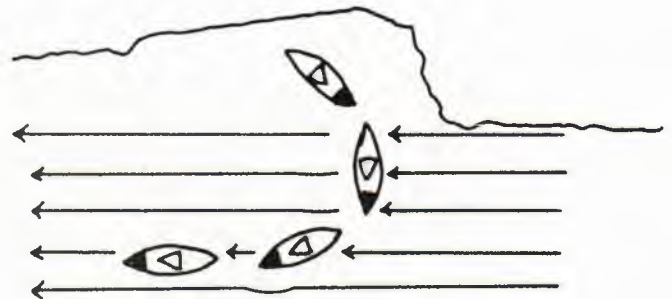
**Poor technique (Diag. 5)**

Note that although the body is leant over, the KAYAK remains essentially upright. Water can still build up on the upstream deck and it can be really difficult to maintain balance.



**The "spinning" tendency (Diag. 6)**

The moving water catches the nose of the kayak and spins it round and downstream. The paddle is used only to assist, modify or stabilise this basic tendency.



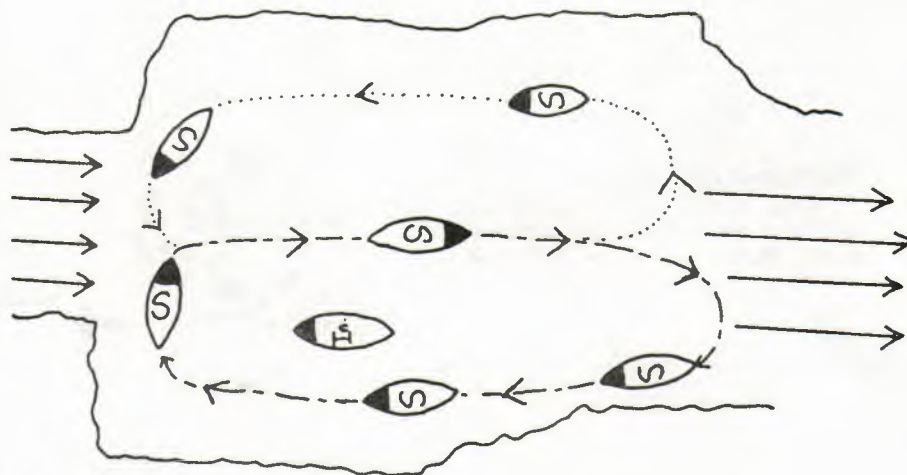
**With forward speed (Diag. 7)**

Once the spinning tendency is initiated it will continue as the manoeuvre continues until the kayak ends up pointing directly downstream.

## Degrees of Development

Each student will develop at a different rate; each will have "breakthrough" moments when suddenly things start to make sense; each will reach plateaus in their progress; each will show some tendency to stick with preconceived ideas; each will show degrees of trepidation, either of the physical aspects of falling in or the social aspects of being seen to fail. Some will be overly timid; some overly rash. All will have some of the faults and problems; none will have all. The role of the instructor then is to suggest specific exercises appropriate to their individual needs. Fortunately this is not as difficult to organise as it might appear.

Part of the secret is to position yourself so that you can speak (briefly) to each student without interfering with the flow of the rest of the group.



Diag. 8

Every time each student comes past you (going down stream) you should have a comment or a suggestion for them.

I — The Instructor  
S — The Students

The Instructor takes up a position roughly on the "eddy line" allowing the group to rotate in a circuit.

Make the circuits large otherwise:-

- the students will bump into each other
- they will bunch up, usually at the top of the eddy.
- they will come past you at a faster rate than you can cope with.

Other possible positions for the instructor include:-

- on the bank
- at the top of the breakout
- in the eddy at the other side of the current

Most students will be found to follow the same general progression although, as we said, at their own pace. From the outset it is important to remember the "breaking in" manoeuvre is a MOVEMENT of the kayak and not a particular paddle stroke which can be practised before hand with much realism.

## The Basic Turn

As the students get the feel of what is happening to their kayaks get them to build up to what I now call the "Basic Turn". It calls for:-

- sufficient speed into the current
- a low brace support (of some sort or another. Effective stability is more important than a precise technique at this stage.)
- sufficient lean (As with a bicycle or motor bike you lean in to the turn)
- a straight arm when doing the support stroke. (More on this later.)

Watch each student carefully and spot faults and problems. It is always difficult to know how much advice to give. Too little and faults can become ingrained; too much and the student will become overly dependent on the instructor's judgement, incapable of making accurate observations about his or her own performance. I personally

feel that it is important that each student is aware of you watching them so your comments might be simply:-

- "Good"
- "That looked better than the last time Barry."
- "Don't give up the rock climbing!"

or more specific:-

- "Don't lean until you feel the front of the kayak being pulled round by the current."
- "That wobble was caused by you tilting the kayak upright again too early". (A common fault.)
- "Don't lean back at ANY stage during the whole manoeuvre". (Not overly serious at this stage but it leads to problems later.)
- etc.

Be as accurate and as individual as you can.

Once an individual has got the basic turn off fairly well, or once they have become ingrained in a particular fault, you may wish to go on to some further exercises.

— *Barry refuses to really believe that the water is doing the turning, and in fact is interfering with the process with inappropriate paddle strokes.*

"Next time Barry, only use your paddle to get speed up. Then lift your paddle out of the water and break in to the current without any further paddle strokes".

This exercise will greatly increase Barry's awareness of what is happening to his kayak. As if by magic the kayak spins "all by itself".

— *Mo is uncertain exactly WHEN she should lean.*

"Next time Mo, try it with your eyes shut!"

This is another excellent exercise for improving "awareness" skills. Mo will have to FEEL what is happening to her kayak — it's the only sense she has got left. Try it! It's not nearly as difficult as it sounds.

— *Jackie is finding it all quite easy — she's been on a few rivers before.*

"Try it backwards Jackie"

This is quite difficult because Jackie's mental picture (preconception) is now totally distorted. In practice she will end up breaking in to the current largely by feel which is what you hoped to encourage.

Practising extremes is a technique which may help some people to be more aware of a particularly ingrained fault. For example Karen is ready to move on to the Bow Rudder but she has slipped in to the habit of leaning back throughout the turn which will make the transition to Bow Rudder quite difficult. It also dramatically reduces the effectiveness of this stroke.

"No Karen, you are still leaning a long way back. Next time try leaning BACK AS FAR AS YOU CAN and the time after that try leaning as far FORWARD as you can. Then try to see if you can work out where half way is. That's where you should be. Once you've cracked that we can move on to something new".

The body learns quicker than the mind — particularly than a mind which is struggling to get rid of preconceived ideas and misconceptions. Keep varying the exercises; go for variety rather than perfection. Encourage people to be aware of what actually happened rather than condemning the action as wrong.

"Karl, do you know what happened that time?"

By accepting that we will sometimes make errors we will develop the skill to recognise and therefore hopefully eliminate them. Conversely if we pretend to ourselves or to others that it wasn't an error ("I meant to do that!") then errors will multiply and become ingrained. The backwards exercise is good for this, or paddling with crossed paddles! People WILL make mistakes and then need to examine what the mistake was as a step towards correcting it.

Some of the exercises are a lot of fun and this aspect can be encouraged as much as you want. Have you ever tried breaking in while standing up in your kayak. (Warm days only). Chariot races?

### Chaos, competition, and copy-cats.

The picture should now be one of organised chaos. Tom has seen Mo paddling with her eyes shut. It looks fun so he tries it. Fine. Let it happen. So while Barry is busy doing Figure of 8 circuits, backwards, with his paddles in the air, Terry can work away in peace trying to get his Basic Turn look less wobbly. Be careful though. A pecking order will develop and although this may be interesting it is of no use whatsoever in helping many people progress. Also some people thrive in an atmosphere of competition; some don't. Each should be encouraged to work at a pace which suits them, no matter what is going on around them. Success should be measured according to their own criteria, and enjoyment according to their own ideas of fun.

In the process so far the students have done most of the discovery; you have helped by suggesting where to look. Along the way they have continually been picking up bits of information and making adjustments in their actions and reactions. Through this we hope they will have become increasingly more able to cope with different or changing situations. This is crucial. There is no "best" technique, just different situations.

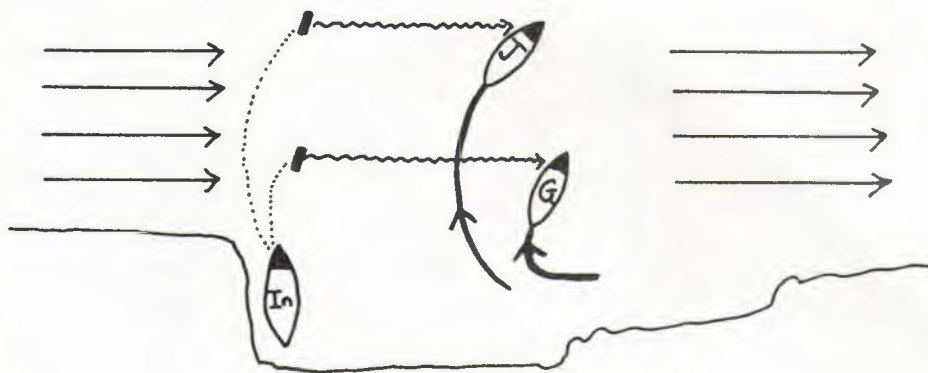
To emphasise this, students can again try practising extremes and this time we will add a verbal emphasis.

"Next time Karen try doing a long slow break-in and as you do it SHOUT 'slow and graceful'". The time after that go for a short and fast one and shout "short and fast". A demonstration may be helpful to show just how much difference there can be between the two. I don't usually give much indication as to how I achieve the difference.

The exercise is excellent for developing adaptability — the paddle becoming an extension of the arm and all that stuff. It helps the student to break away from the confining possibilities of a technique orientated style of paddling and allows him or her to respond more effectively to the water. The shouting really helps. Without it, the student can change his or her mind half way through the manoeuvre and a slow and graceful turn becomes a short fast turn at the whim of the water rather than as the choice of the paddler.

From the technical point of view a fast turn requires a powerful reverse sweep stroke, hence the need for a straight arm in the Basic Turn. A slow turn on the other hand requires less reverse sweep, possibly none, or maybe even a forward sweep to prevent the tail (and hence the whole kayak) from being spun too fast. Since the amount of sweep can be varied as the manoeuvre progresses so the paddler can have considerable control over the kayak's movements. One up, I think you'll agree, on the theory that the perfect Break-in requires the paddle to be placed in the water precisely level with the knees and with the wrist cocked outwards at 45 degrees.

Pooh Sticks takes the idea of adaptability a little further. For this you need to move your own position to the top of the eddy, taking with you a handful of twigs or reeds.



Diag. 9 Pooh Stick Break-Ins!

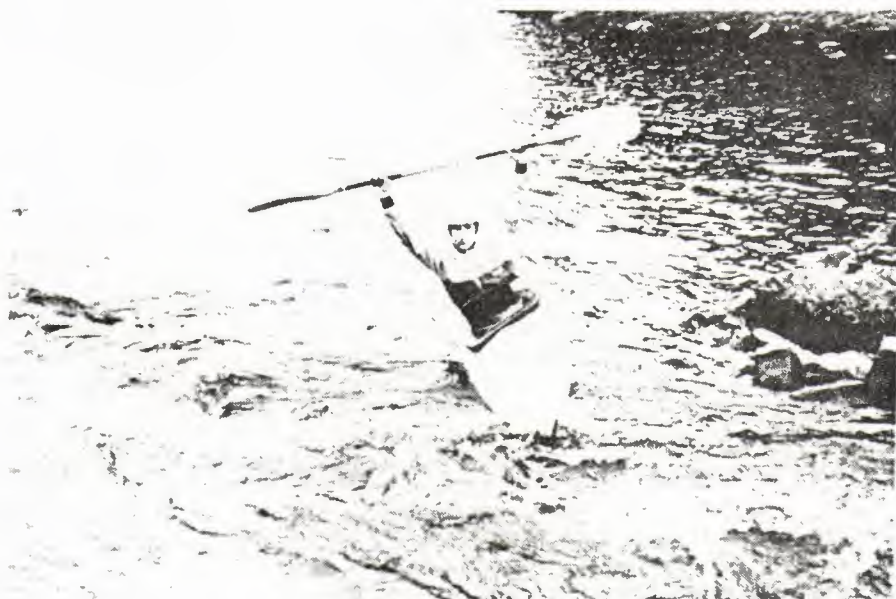
"O.K. Glyn, here comes your one" and you throw a twig out into the current. Glyn has to break into the current and hit his pooh stick with the nose of his kayak.

"Jackie, ready?" Jackie's stick is thrown far out into the current calling for a long sweeping break-in to hit it.

The game calls for the pooling of all the skills learned so far, yet the paddler concentrates on the stick and the water, not the kayak or the paddle. Control of these latter two is starting to become instinctive.

### Progressions on progressions

This article does not really have an ending because the process of modification and progression does not have an ending. Bow Rudder, Cross Bow Rudder, The Initiatory Sweep stroke, Waltzing, the 3-stroke break-in, the 5-stroke break-in, Break-in and roll. The list is endless. However with a good grounding which includes an emphasis on awareness and accurate self-criticism a student should be able to take on an increasing number of these with a decreasing amount of advice from an instructor. More than that I can not say, so I'll shut up now. ■



Whee!



Dear CoDe,

The pupils/students who visit our short-stay residential centre have been "litter picking" under the Peak Park "Adopt-a-Crag" scheme for about ten years. I have gradually become demoralised by the sight of "educational" or "centre" groups dropping litter at venues for climbing and canoeing. I would gladly join in with any conservation programmes which the Environmental Conservation Sub-Committee organised. Perhaps I could start by changing my Otter-tail for a Maori war-paddle when working alongside other SI persons ?

ROD HYDE - Sheffield Outdoor Education Base.

Editorial note: Please see the policy statement on canoeing and the environment elsewhere in this issue. At its March meeting the Coaching Committee agreed that "environmental awareness" factors should form part of the tests and awards system, and proposals regarding this will come forward in November.

Do we not already refer always to the precept that any site we use - either for camping or picnicking - should be left tidier than we found it ? If not, why not ? It certainly used to be an automatic part of a canoeing instructor's brief when teaching the rudiments of these related activities.

Dear Code.

I am sure that the notion of an "Active Coaching Register" for Senior Instructors and Coaches is not a new idea but I would like to underline the necessity for such a document. It is difficult when staffing courses to know the credibility of potential Instructors. The appropriate BCU Award goes some way to suggesting the standard of the paddler at some point in time. It does not always reflect the standard of the paddler at that point in time. I will accept that there are ways and means of assessing credibility, getting to know their capabilities on a prior occasion being probably the most frequently used. The active Coaching Register would not do away with the notion of vetting Instructors but would short cut the process.

An "active coaching register" involving Senior Instructors and Coaches submitting their logs to the RCO every three years would have other benefits. It would allow the BCU to monitor more closely the development of Instructors and the work they were involved in. From this the courses organised by the BCU would reflect the needs of this particular group of members.

Members on the Coaching Register would be encouraged to look more critically at the paddling that they had undertaken over that period of time. Members who found their coaching commitments were inhibiting their own paddling might then be urged to restore the balance.

What I am suggesting is a Coaching Register that would weed out those Instructors who were sitting on their qualifications. Those that were not keeping stock with current trends might be back staged to Instructor (Senior Instructor in the case of Coaches). It would also provide a more appropriate monitoring of standards and implementation of courses.

PETE BUNYAN - West Sussex

(The following letter was addressed to Bill Kersel, Chairman of the SCA Coaching Committee):

Thanks for the Conference weekend at Glenmore, it was educational and good fun.

I was appalled by the complacency shown by both the assembly and Geoff Good with regard to SI's instructing on grade III+ water. It was so illogical to vote against compulsory attainment of the advanced ticket for SI's before they can be considered suitable to take groups on advanced water. Only the day before, we had accepted changes to the advanced certificate which we all felt was necessary for paddlers leading groups on grade III+ water. Why then on the Sunday did the assembly vote against it being compulsory for SI's at that level? Comments such as "it has never been necessary in the past" leave me absolutely gob-smacked! White-water paddling is so obviously moving ahead at a great pace, but the coaching scheme is not following suit. Just because an incident has never shown up due to lack of proper and qualified instruction/leadership does not mean that it will never surface in future. We are poised on the brink of a waterfall called "Progress", if the members of our association and leaders of the BCU do not make some crucial correction strokes before shooting this fall, many will land up in pieces at the bottom !

ALAN KIMBER, Fort William, Inverness-shire.

Dear CoDe,

I am writing in reply to Ms. Connacher's letter (CoDe 23) about women-only courses.

I would have thought that most people connected with the coaching scheme would welcome the appearance of more women, whether at Instructor level, Senior Instructor or above. Ms Connacher might have plenty of female back-up in Scotland, but the situation is certainly very different here in the south.

Lack of suitably qualified female staff is very noticeable, as are female participants on courses of all levels. As far as I'm concerned, part of my role as a member of the coaching scheme is to get as many people participating in canoeing as possible, and if women-only courses are the way to initially get more women involved, then this is the way in which it has to be done.

Many women that I have spoken to have been in situations where they have felt intimidated through being out-numbered - I suggest that it is Ms. Connacher who has the problem if she cannot appreciate that this situation does exist.

I am not suggesting that women-only courses are the only answer, but through them we may attract women who would not otherwise get involved or who have already been put off. Perhaps Ms. Connacher would like to attend the planned women's training seminar where she can express her views in person.

MISS J R MELVIN - Forest Row, Sussex.

Dear CoDe,

I would like to reply to Mary Connacher's letter printed in Spring 87 CoDe concerning Women's SI Assessments. I am very glad that Mary has never come up against any type of sex discrimination amongst canoeists or in the coaching scheme in Scotland but I will not accept that it is OK to think that there are "various reasons" for lower female participation in canoeing or any other watersports or that a 1/3 representation of women at the SCA Coaching Conference indicates that women are equally represented.

The hard facts of the matter are that only 10.4% of SIs are female, 21.7% of Instructors are female and female membership of the BCU is 16.2%. I would not wish to see women treated differently to men in terms of their ability to meet the requirements of the SI award, clearly a female SI should be judged to the same standard, but women obviously do have minority status both within the BCU and on the waterfronts. I am seeking to raise the participation in canoeing by women, to acknowledge issues that affect women in fulfilling the role of Senior Instructor and to encourage more women into the coaching scheme.

I feel up to standing beside the men as an SI, but I'd also like to be standing beside a few more women Mary. Who wouldn't?

ANNE TWEDDELL - London

Dear CoDe,

Recently I have noticed that an alarming number of SI's cannot roll competently. In my opinion and that of most of my canoeing friends how can a person who is not capable of looking after his/her self on moving water be qualified to take a group on white water.

I realise that personal ability is only a small part of the SI Award but I feel very strongly that in the interest of safety that SI candidates should have to prove their ability to roll in moving water and not just a swimming pool, as there is a big difference between the two, and any candidate who capsizes and cannot roll should be failed.

PAUL CONWAY - Stanmore, Middlesex.

DofC states: the current guideline is "It is highly desirable that a Senior Instructor be able to roll. Whilst it is not in itself a fail factor for Senior Instructor assessment purposes, those not able to demonstrate reasonable beginnings in the skill, will need to compensate by satisfying the examiners very fully as to their general canoeing ability".

Dear CoDe.

Within the area of TI Inland for my local club I receive plenty of opportunities to teach and be tested myself. This is fine for Inland TIs living inland.

Although living in the Midlands, I have taken up sea kayaking in the past two years. Now I also wish to start on the SEA SIDE of the coaching (pardon the pun!), but although having holiday trips with friends at the sea, most are more experienced than I am. Because of my circumstances it will be hard to gain the necessary logable time as a Sea TI, through lack of people to teach and the time periods, and travelling, etc. Please can anyone who has a solution, or is in the same position, contact me (0203 665829).

PS. Due to the time available for people who live away from the sea, have a job, and have to travel, could it be an idea to lengthen the period from Sea TI to Sea SI. Remember there is no Instructor for the sea.

ROB O'REGAN - Inland TI with both Sea and Inland Proficiencies.

Dear CoDe,

I am a TI who takes apprentices canoeing out at work's time. The company recently sent me on a revision course for the 'First Aid at Work' certificate. This is a first aid certificate that includes the legal aspects of the Health and Safety at Work Act and the Health and Safety (First Aid) Regulations 1981.

Whilst on the course I became conscious of the fact that I was probably responsible for the administering of first aid under the regulations, whenever I was canoeing with the apprentices and sometimes with other clubs. I contacted the company safety officer for an expert opinion and had confirmed the following.

1. When canoeing with company apprentices and using company equipment whether being paid or not the regulations would apply.
2. When instructing with other clubs or organisations and in receipt of any money (be it only expenses) or being subsidized on a trip then the regulations probably apply and assume they do.
3. When instructing with other clubs or organisations and being in receipt of no money expenses or subsidies then the regulations may apply, but he was not sure.

Since other instructors are probably in similar circumstances and most may be from time to time perhaps some legal expert at the BCU could clarify the situation. Perhaps the 'First Aid at Work' certificate should be a pre-requisite of the SI Training Course (it may be a legal necessity). I would certainly suggest a change in some of the teaching given. It is illegal to remove 'foreign bodies' and this includes fish hooks yet I was told on SI Training that I should have a pair of pliers for their removal, if something goes wrong this leaves you open to prosecution.

I hope that this will lead to discussion of the subject and lead to clarification and if needed, a change in SI Training and or pre-requisite requirements.

D.J.RADMORE - Technologist Training Officer

Editorial note: Discussion is currently underway with the St Johns Ambulance Association to consider the feasibility of producing a "canoeing instructor specific" award. Questions regarding the legal liability of first aiders are also being considered and full advice will be given in a later issue.

Dear CoDe,

Having just filled in an application to rejoin the BCU after a year's gap of disillusionment I now discover details of an SI assessment which completely flabbergast me!

The assessment took place in Bedford, an area whose river Ouse is normally about grade 1 but with some weirs to add interest. Unfortunately the weekend was that of 17-19 October - just after all those horrendous storms, and all the rivers and streams were in flood. Every loch gate and weir was full open.

OK one might say - there were plenty of assessors about. But what about the guinea pigs? At least one was a total beginner who hadn't even done a capsized drill!

How many SI's would have taken any but 3 Star and Proficiency plus paddlers on the river that day? I wonder if that beginner will have been put off for life? Or, if not, perhaps one day he'll take out a couple of friends in similar conditions when there aren't a dearth of SI's and would-be SI's about?

If there had been an accident that day I wonder what the coroner and the press would have had to say about the BCU?

Yours in disgust

HELEN CROSS - Milton Keynes.

Dave Crawford, LCO for Bedfordshire, responds:

Dear Helen,

I would suggest your account of the situation is somewhat melodramatic and inflammatory. Please consider: At what age should a child be allowed to cross the road unsupervised?

You are correct in your statement that the River Great Ouse in Bedford is normally grade 1. Usually it is no more innocuous than a canal.

Weirs, as you are no doubt aware, are not covered by the grading system. Every weir requires individual inspection, together with some detailed local knowledge as to its safety and viability for the canoeist; however under present circumstances weirs in Bedfordshire do not present any interest to the canoeist. This is due to the simple fact that the Anglian Water Authority have issued a statement which says that they are prepared to prosecute anybody canoeing within the confines of a weir - which means the protective booms upstream and the extremities of the built up walls on the bank on the downstream side.

During the course of the expedition that weekend the entire group paddled past only one weir on the upstream side, and in passing the weir need not have been within 30 yards of it. The group also passed but only one lock gate in total. This they passed on the downstream side and it was shut!

### **What about the guinea pigs?**

The guinea pigs were offered and had an experience that weekend, which was both personally challenging, stimulating and thoroughly enjoyable - an experience that but for the high river level we would have been unable to offer them. Not one of those young people failed to meet that challenge - all made a personal achievement in their own development.

The only reservations from the guinea pigs was that of some dissatisfaction, because unfortunately they did not have the opportunity to paddle down Cardington Artificial Slalom Course - as last year's group had done!

### **I wonder if that beginner will have been put off for life?**

Alas no; all of the guinea pigs have been or are in the process of being tested for star awards, in the follow-up courses arranged for them.

### **Perhaps one day he will take out a couple of friends in similar conditions?**

Yes, I would like to think that he will. Given a few years experience and good tuition from a range of Senior Instructors.

### **The Capsize Drill**

Perhaps you would care to offer a paper on the subject "When and How to teach the capsize drill"?

How do you know that only one guinea pig had not done the capsize drill? Perhaps it was more than this - the others lied because it was wet and cold and they thought you might make them do it? If you believe everything you are told, Senior Instructor Awards could be given purely on inspection of log books and oral exams.

### **The Coroner**

I neglected to mention that the child who crossed the road was crossing the M1 and he was both blind and deaf - were you responsible for his death?

But you didn't give me the full information I hear you say? Helen, I am prepared to offer you the experience of observing a Bedford assessment for the cost of the food for the weekend at which point you could report first hand experience.

You may also wish to know that in Bedfordshire we strive to make our assessments as effective as possible and that each candidate has ample opportunity to interact with his or her group and assessors. As a consequence we operate on the water in "units". One unit being made up of one E2, one E1, two candidates and six guinea pigs.

Throughout the weekend there were five E2's, five E1's and two SI observers, 11 candidates and 30 guinea pigs. "Fresh" guinea pigs were available for each major section of the assessment, thus the total number over the weekend was well in excess of 30.

All other work involving guinea pigs that weekend was done on a lake, with the exception of moving water skills.

Incidentally, all candidates fill out an extensive evaluation questionnaire after the course - not one mentioned your concerns!

DAVE CRAWFORD - LCO Beds.

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## **NATIONAL COACHING FOUNDATION - COURSES FOR COACHES 1988**

There are now fifteen courses in the NCF's 1988 Courses for Coaches programme. These cover a wide variety of subjects relating to coaching and physical conditioning for sport, and the titles available are:

|                                              |                                      |
|----------------------------------------------|--------------------------------------|
| Structure of the Body                        | Developing Endurance                 |
| Developing Flexibility                       | Development of Strength and Speed    |
| Prevention and Rehabilitation of Injury      | Nutrition and Sports Performance     |
| Introduction to Sports Mechanics             | Use of Video in Coaching             |
| Understanding and Improving Skill            | Mental Preparation for Performance   |
| The Coach and the Athlete: working as a team | Introduction to Communication Skills |
| Effective Coaching                           | Coaching Children                    |
| How to Plan your Programme                   |                                      |

Each course costs only £5.00 which includes tuition fees and an information resource pack.

Centres for the courses have been set up throughout the United Kingdom. Individual leaflets are available for each region. Full details are available on request from: The National Coaching Foundation, 4 College Close, Beckett Park, Leeds LS6 3QH (0532 744802).

## **PLANNING A SEA KAYAK EXPEDITION 27-30 May 88**

A three-day course on the planning of an expedition by sea kayak is to be held in the Isle of Wight from 27-30 May. John Ramwell, Sea Coach, Chairman of the Sea Touring Committee, and the Advanced Sea Kayak Club is the tutor.

The course is open to all sea paddlers (minimum level of ability sea proficiency and will cover all aspects from planning 1-day journeys to major expeditions. Send to J Ramwell, 7 Miller Close, Newport, Isle of Wight PO30 5PS.

# RIVER NOISES

## NATIONAL COACHING FOUNDATION COACHES LIBRARY

### NCF COACHES LIBRARY

#### Using Video in Sport by Keith Lyons

128 pages £11.95 (hardback). Publication March 1988

The availability of portable video technology enables many sports teachers and coaches to record and analyse sporting performances and training techniques, and many users have achieved valuable results through 'hands-on' experience, but until now there has been no text to guide the beginner through this rapidly developing area. This book offers guidelines which can short-circuit learning by trial and error and encourages teachers and coaches to examine video critically, applying its potential to their own needs.

Technical aspects, applications and evaluation of the medium are all covered from the perspective of video as a potential coaching aid, not a replacement for good teaching and coaching.

#### THE GREGSON PACK (FIRST AID SYSTEM)

Available from BCU Supplies at £15.99 (inc p & p)

The COCLG, among others, contributed advice concerning the development of the Gregson First Aid Pack, which is now readily available.

Its use was reviewed by Steve Ashton for 'High' magazine: 'The pack contains a reasonably comprehensive selection of hospital standard bandages, dressings, adhesive plasters and ancillary items such as scissors and safety pins. But what makes it unique is the way the contents are arranged in the pack alongside reminders of the appropriate first aid procedure. Both contents and instructions are sealed inside waterproof compartments that fold up into a convenient, durable, fluorescent yellow package. The pack also carries useful reminders on safety in general, including a list of telephone numbers for recorded weather forecasts.'

A tremendous amount of work has gone into researching and producing this product. Michael Gregson, the designer has sought medical advice from first aid experts in compiling both the contents and the advice notes. Gregson's primary aim was to make it as easy as possible for the nervous first aider to diagnose and treat injuries, and in this I think he has succeeded admirably".

#### COACH OF THE YEAR

All BCU Clubs were circulated before Christmas with information concerning the current BANC/Dextrosol Coach of the Year Award. The closing date for entries was end February.

At the time of going to press the results of this year's event were not known. Please keep nominations in mind for these prestigious annual awards.

#### WATERPROOF PAPER

£1.50 for 11 sheets; £5.00 for 46 (all A4)

Quantities of waterproof paper is available as above from the Coaching Office, Flexel House, 45 High Street, Addlestone, Surrey, KT15 1JV

#### CANOE POLES

Bamboo poles, ideal for early training in canoe poling techniques, are available from the Coaching Office.

The poles are 18' x 1 1/2" and cost £3.50 each, not including carriage. (Arrangements can usually be made to have them transported to a mutually convenient event, or they can be collection from Addlestone or Nottingham).

ALUMINIUM poles (4 metres long) are also available at £11 each.

#### VIDEOS FOR LOAN

The NCF Videos "The Body in Action", "Energy Food for Sport", and "Mind Over Matter" are available from Brian Greenaway at the BCU Office, for a handling charge only of £2. Please allow at least 14 days, and send fee with order.

## TRUST CARD

Have you obtained your Trust Card yet?

Circulated with April Focus was a leaflet outlining the sponsorship by Trustee Savings bank of our Olympic racing team. For every canoeist who becomes a Trust Card holder the TSB will contribute £5 to the Olympic Canoeing Fund.

## HEAD INJURY SURVEY

The vital importance of adequate head protection for white water canoeists has been emphasised in recent years. Deaths have occurred where blows to the head appear to have been contributory factors.

Many injuries are still occurring, however, particularly when minimal head protection only, is involved, and moves have commenced to seek to establish a standard for canoeing helmets.

Your response to the questionnaire enclosed with this CoDe will prove invaluable in helping to determine the requirements to be included in the Standard.

The author of the questionnaire, Richard Read, of Outward Bound, Ullswater, was sadly killed in a mountaineering accident in New Zealand recently, but his colleague, Dale Johnson, has kindly agreed to undertake the analysis and provide a report, which will be published in due course.

Your co-operation in returning the questionnaire promptly, will be greatly appreciated.

## MULTIMARATHON TRIATHLON

Harry Hubball's mother died from breast cancer when he was 5 years old. So he was brought up with her sister (aunt, uncle and two cousins) to be known as Mom, Dad and Brothers.

In 1978 their mother suffered too from breast cancer and had an operation to remove it. Unfortunately, 1987 showed that it had flared up again and she underwent chemotherapy treatment to prevent the spread of cancer in her body. It is a rough course of treatment, totalling eight sessions, once every three weeks. It has very harsh side effects including: loss of hair, pale skin colour, vomiting, crying, nausea, diarrhoea, dreariness and tiredness.

Witnessing the determination and courage of their mother undergoing a long 5 month treatment of Chemotherapy in the fight against Cancer, prompted the two brothers, in 'their' way, to help by raising money for the Imperial Cancer Research Fund.

Harry, and his brother Tom Lilley, a BCU Senior Instructor, intend to complete a seven-day Multimarathon Triathlon from PARIS to BIRMINGHAM on 17 APRIL 1988 - 23 APRIL 1988 involving:

3 days Cycle Paris London; 2 days Canoe London to Oxford (River Thames); 2 days Run Oxford to Birmingham.

Accompanying the two triathletes will be a qualified support crew in first aid, physiotherapy and photography recording each stage of the journey for media purposes, along with a self contained support vehicle and equipment. The team has been advised by Sports Psychologist Steve Bull, and Exercise Physiologist Jo Doust from Brighton Polytechnic, experienced in their own right of expeditions of this nature.

## THE JOHN DREW MEMORIAL PADDLE - 17 July: Round 'Pompey'

John Drew was the epitome of the hard-working unsung local canoeing and coaching enthusiast. He ran numerous courses, founded a thriving club, organised the district coaching panel into a cohesive unit, established canoeing in the local authority sailing base, ran a canoe club at his school, and somehow managed to remain a committed family man.

John died suddenly in 1984 at the early age of 43.

Such was the sense of loss felt by his club and all who knew him that it was decided to hold an annual 'memorial paddle' as a sponsored event. The proceeds go to the John Drew Memorial Trust and are used to help keen young persons who really cannot afford to pay their course fees for Senior Instructor training, or assessment, to do so.

This year's event will take place on 17 July, 'paddling round Portsmouth'. Full details from Shirley Lawson, 27 Broadlands Avenue, Boyatt Wood, Eastleigh, Hants (0703 618708).

Applications for small grants from the fund for individuals of merit with particular financial needs should be submitted initially to the Director of Coaching at the BCU Office).

# COACHING COMMITTEE UPDATE

## PRICE INCREASES

Please note the increase in prices as shown in full on the back page.

In particular STAR TESTS and PLACID WATER TESTS are now £2, and PROFICIENCY is £3 and £6.50.

These increases should be applied with immediate effect, but where candidates have already been told the price at the old fee, and it would be unreasonable to amend this, the existing contract should be honoured.

## TRAINEE SENIOR INSTRUCTORS

All Trainee Senior Instructors who undertook their course in 1986 have until the end of this year to qualify as Instructor or Senior Instructor.

Please note that Instructor Award holders may attend for Senior Instructor assessment at any future time, provided their Instructor qualification is current.

## REGIONAL STANDARDS SEMINARS

Many regions have now staged the first one-day seminars for grade II Examiners. These have been established to further assist the levelling of standards of Senior Instructor training and assessment courses throughout the country.

It is now necessary for a grade II Examiner to attend a regional seminar at least once every three years in order to retain the status.

Standard dates are to be determined for each region so that it will be easier for long term notification to be given, and so that seminars in nearby regions can be attended if the Examiner's own regional date is inconvenient.

Grade I Examiners with experience of assisting with SI training or assessment courses are welcome to attend these seminars.

## NOTES FOR GUIDANCE

Examiners for SI Training or Assessment who have still not obtained a copy of A7 (Notes for Guidance) should apply to the BCU Coaching Office.

This document will be revised and re-issued in the autumn to accommodate the changes which have been highlighted elsewhere in this magazine.

## SUPERVISION IN SWIMMING POOLS

The new document giving guidelines for the operation of swimming pools "Safety in Swimming Pools", jointly promoted by the Health and Safety Executive, and the Sports Council, has included in it a clause stating that the BCU has qualifications acceptable for the lifeguarding of canoeing sessions in pools.

The BCU booklet "The Canoe and the Swimming Pool" is currently being revised and will shortly be re-issued, hopefully with the endorsement of H&SE, providing detailed guidelines specifically for canoeing to complement the H&SE document, and giving the specific recommendations concerning the level of qualification and COCLG (or equivalent) Life Saving award necessary.

"Safety in Swimming Pools" ISBN 0906577 83 7 is available from the Publications Dept, Sports Council, 16 Upper Woburn Place, London WC1H 0QP at £5 inc p&p (£4.50 each inc p&p for orders of five or more).

## RECOMMENDATION REGARDING FLARES

The following revision to the recommendations regarding the carrying of flares on sea journeys was agreed:

"... flares or other suitable means of indicating distress should be carried by the leader together with the other equipment listed in the BCU Sea Proficiency test syllabus."

"... each member of the group should carry all the equipment listed in the BCU Sea Proficiency Test syllabus, including a hand held flare, at the discretion of the leader taking into account the type of group involved, and the nature of the journey being tackled."

The document "Check List for the Guidance of Relevant Authorities", has been revised, and is available upon request - see please.

#### TAX EXEMPTION

The reason that BCU Coaching Scheme members cannot obtain automatic tax exemption on their membership fee is that the BCU is registered as a 'Mutual Society', rather than as a 'Trading Company'.

If the BCU was registered as a trading company it would have to pay corporation tax which would be very disadvantageous to the Union. However, where an employer requires a person to hold a BCU qualification a letter can be supplied for your Tax Inspector stating that the BCU requires you to pay a membership fee to hold that qualification, and this should enable tax relief to be obtained.

Please send see for a copy of the 'Tax exemption application' letter.

#### ENVIRONMENTAL AWARENESS

Your attention is drawn to the policy statement recently endorsed by Council, on page 9 of April Focus.

The Coaching Committee has agreed that elements promoting environment awareness should be included in the tests and awards syllabus. Dave Gent is to make recommendations on the detail of this policy, for consideration in November.

#### STAFF REQUIRED - June 1988

Acorn Adventure organises activity holidays in Normandy and in the south of France

**Canoe Instructor / Site Manager**  
for the south of France

**Site Assistants**  
for Normandy and the south  
for general duties and to support canoe sessions

Accommodation and travel provided. Pay negotiable, according to experience and qualifications

Please ring for details: 0562 882151 / 886569

#### SNOWGOOSE ACTIVITIES

##### BCU Approved Centre

SEA RIVER CANADIAN



John or Tina Cuthbertson  
c/o 27 Hillview Drive, Corpach, Fort William

**Unique situation for all standards and disciplines of canoeing sport**

Instruction / equipment hire for groups, individuals, families

Strong emphasis on quality coaching and enjoyable paddling for all standards with experienced instructors only

Non-residential or residential / instruction package in s/c flats or Alpine bunkhouse. Multi-activity courses in canoeing, sailing, mountain activities. Expeditions and wilderness treks by land or water

OPEN ALL YEAR

Uniquely situated at extreme sw end of Caledonian Canal at head of tidal waters of Loch Linnhe, 4 miles from Ben Nevis

#### PARTNER REQUIRED

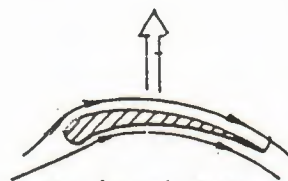
If anyone is interested in forming a partnership to purchase and run an outdoor pursuits centre in the South East, please contact Steve Devlin on 0304 830331.

the theory of the 'WING' blade

- see page 25



a normal blade



the 'wing' blade

# EMPLOYMENT OPPORTUNITIES

## COURTLANDS - SOUTH DEVON

INSTRUCTORS required. Climbing, canoeing and sailing instructors required. Minimum Grades BCU S/I and RYA Tidal Instructors. Experience in other activities preferable. Minimum age 21 years, driving license essential. Season vacancies July - September. apply with CV and recent photo to: The Director, Courtlands Centre, Nr Kingsbridge, South Devon TQ7 4BN.

## HEADWATER HOLIDAYS - FRANCE

CANOE INSTRUCTOR / REP required for river rambling holidays in France (also involving walking and cycling).

**Essential:** BCU SI, clean driving licence, organisational ability, available 1 July - 5 October, over 19. **Desirable:** French speaking, available from 1 June.

£105 pw plus expenses and transport. Reply with cv to Christine Bass, Headwater Holidays, 62a Beach Road, Hartford, Cheshire CW8 3AB.

## CROFT-NA-CABER - PERTSHIRE

SI to work summer '88 required. Croft-Na-Caber Watersports Centre on Loch Tay, Perthshire caters for school groups and the general public. The centre is purpose built and well equipped with an excellent teaching area. Caravan accommodation can be provided if required.

Please send a CV and current photo to the Manager, Croft-Na-Caber Watersports Centre, Kenmore, Nr Aberfeldy, Perthshire PH15 2HW (08873 236). An ability to dinghy sail, windsurf or instruct waterskiing would be an advantage.

## KENT

Canoeing instructor/leader required June-September. Food and accommodation, salary by negotiation. Work with disabled persons included. Apply S Devlin (0304 830331).

## PGL - BRITAIN AND FRANCE

PGL Holidays report the opening of two new Centres, at Oxford and in Scotland. This expansion and record bookings has increased the demand for instructors - particularly for canoes on the Ardeche for May and June. D Pitman, PGL Adventure, Station Street, Rosson Wye, Hereford (0989 67833).

## QUEST : BRITAIN AND THE CONTINENT

Quest requires qualified or experienced instructors in canoeing, sailing, windsurfing, waterskiing, climbing and outdoor pursuits to work with school groups. Our activity centres are in North Devon, the Lake District National Park, the South of France and the Cost Brava. We also require cooks, catering and domestic assistants plus mini bus drivers. Short and long term positions available from early March 1988. Preferred age 18-30. Please apply for application form by phoning or writing to Ann Smith, Summer Staff, Quest, Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX. Telephone (0444) 441300.

## READING - BLACK SWAN SAILING CLUB

Stewards/Watersports Instructors - May/Sept '88. Seasonal Instructors wanted for windsurfing and/or canoeing. also stewards for BSSC club and facilities. For further details and application form write to The Manager, Dinton Pastures County Park, Davis Street, Hurst, Reading, RG10 0TH.

## TWYR-Y-FELIN - PEMBROKESHIRE

Permanent and part-time staff are required. Ideally Senior Instructors, though other qualifications, may be applicable. Application forms from: Andy Middleton, Twr-y-Felin Outdoor Centre, St Davids, Pembrokeshire SA62 6QS (0437) 720391.

## LONGRIDGE - BUCKINGHAMSHIRE

Two Canoeing Instructors required preferably with sailing skills April-September 1988. Apply to Longridge, Quarry Wood Road, Marlow, Bucks (06284 3252).

## AVON CALLING

BCU Approved Centre near Bath requires Instructors to conduct canoeing courses, and also assist in other pursuits. Applicants must be 20+ and be unemployed. Further information from Director of Training, Structured Leisure Services, 1 Yew Tree Cottage, Brinsea Road, CONGRESBURY, Avon.

## POSITION WANTED

Enterprising and professionally trained and qualified outdoor education instructor/youth worker, 39, married, two children, returning to UK from overseas in April seeks challenging position of responsibility in outdoor centre or similar establishment, preferably with christian aims and ideals. Extensive organisational/management experience. Rural background (horticulturally qualified). Although a reasonable salary is sought of more importance is the availability of family accommodation. Must be in rural or coastal location. Particular interest in sea canoeing and mountain activities. Would consider temporary position. Full CV from Paul Grigg, PO Box 79, St Leonards, Tasmania, 7250 (Tel 010.61.03918249).

## COACH CALL

Coach-Call is an agency service for permanent and temporary coaching opportunities, catering for all sports. Anyone with a coaching qualification who is seeking employment can contact John Brennan Associates on 0902 310020, or write to: 'Coach-Call', John Brennan Associates, National Westminster Bank Chambers, 52/54 Linchfield Street, Wolverhampton WV1 1DG.

## OUTDOORS UNLIMITED

Outdoors Unlimited is The National Staffing Bureau for Outdoor Pursuits Instructors, run by experienced outdoor pursuits instructors. We wish to register instructors of all outdoor activities, at all levels of experience and qualification, from newcomer to seasoned instructor alike. Using our job finding service is 100% free to you the Instructor. Seasonal, freelance, temporary, holiday, part time and permanent staff are being sought by centres throughout the entire country. Send for a registration form NOW to Nick Eve, PO Box 75, Hereford, HRI 1NU. Tel 0432 279030. We look forward to hearing from YOU!

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# ... different strokes for different folks ?

I must have a word with the man in the park. He's a very bad man. I've watched him several times now, leading young people astray.

He teaches them tennis on Saturday mornings. Do you know, he's not mentioned badminton, and to my certain knowledge he's not even shown them a squash racket! If he was a canoeing instructor he wouldn't get away with that, would he?

Well, he might if he was a white water canoeist who didn't happen to have racing boats around. But if he was a racing canoeist, who chose to introduce racing, and didn't provide opportunity for his charges to paddle gp slalom boats, then clearly he would be very suspect indeed !

## Vive la difference !

Surely, in canoeing we have a water sport that is as diverse as "racquet games" or "ball games"? Do we not get hung-up over having to provide an experience "across the board"? Is it not better to allow the enthusiast to share his or her particular enthusiasm, and attract a following for whom they will provide a first rate experience and opportunity?

I believe our system should provide equal opportunity for a natural coaching progression for each interest and discipline. Those who have a general interest and wish to provide their followers with one, should do so, and are to be applauded. But those who have a singular interest, and wish to share that enthusiasm with others, should have available the progression necessary for that chosen discipline. They should also be permitted to pursue that interest without criticism, and without having to pursue activities which are of no interest to them. It is, after all, a well attested precept, that one instructs best by doing so in the manner which is most comfortable to oneself.

Different strokes for different folks perhaps?

# BOOK REVIEW

## THE INNER GAME OF KAYAKING

Reviewed by Sam Crymble, Glenmore Lodge

Available from BCU Supplies at £2

The 'Inner Game' approach to teaching has been widely applied to sports such as golf, archery, tennis and latterly downhill skiing. Robert Cunningham, in his booklet, "The Inner Game of Kayaking" looks at the application of this approach to the teaching of kayaking.

What is the "Inner Game" approach? Essentially the Inner Game aims to improve the student to awareness of his body so that his performance in his chosen sport is enhanced. Fundamental to this concept is the elimination of such destructive influences as stress, self-doubt, or fear of failure, and the enhancement of kinaesthetic awareness and what the originator refers to as "relaxed concentration".

Chapter One of the booklet is an excellent explanation of what the Inner Game is all about. Robert Cunningham quotes extensively from the three books on the subject by Tim Gallwey, the American originator of this method of teaching. This section neatly encompasses the essentials of the Inner Game without the screeds of padding which characterises Gallwey's own books on the subject.

However, it was the next two chapters, those dealing with the direct application of Inner Game techniques to the teaching of kayaking which caused me concern. In fairness, Robert does make the point that his explanations of the teaching of the selected techniques should not be treated as a check-list, and he does advise that intending users of the technique should develop their own awareness of Inner Game potential and limitations by using and developing it for themselves.

As one who has done such experimentation over a period of years, I find that I now use the Inner Game approach only if it is faster and simpler to do so, and only if it produces a better performance at the end of the day. Consequently the approach to the teaching of the forward sweep stroke as detailed in the book was, I felt, unnecessarily involved and had little or no advantage over conventional approaches to teaching that stroke. Aspects of performance such as the varying amount of pressure on the posterior during the stroke are dealt with in detail, out of proportion to its marginal influence on the performance of the skill. My gut feeling is that the seeming complications of using the Inner Game, as presented in this chapter, would deter prospective users, or at least stifle their imaginations.

One other disappointment was the limited type of skill referred to. I would have liked to have seen some reference to the application of this method to the teaching of complex skills, such as entering or leaving the current, as in my experience it is in the teaching of such complex skills with their endless variations and subtleties that the Inner Game may most usefully be employed.

On balance, however, the book comes out on top, and would be a worthwhile addition to the library of any thinking instructor. The first chapter is an excellent introduction to Inner Game principles and provides the basis from which one could develop one's own teaching strategies. This chapter is neatly complemented by Chapter Four, which reviews other methods of teaching kayaking, and puts the Inner Game in perspective alongside them. These chapters alone make this inexpensive booklet worth buying.

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## A TRIBUTE TO GLYNN JACKSON

by Sam Cook, RCO for Yorkshire and Humberside

It is with deepest regret that we report the death of Glynn Jackson on Wednesday, 7th October 1987. He had undergone successful heart surgery at Killinbeck Hospital. Unfortunately this was followed by a massive heart attack.

Glynn, aged 37, was in his youth a great canoeist who canoed in all parts of the British Isles and had gained numerous trophies. The "Moonraker Challenge Trophy" he had won outright on three successive occasions.

A science teacher by profession, Glynn had devoted his energies into Canoe Coaching and will be sadly missed by pupils, teachers and canoeists in and around the Yorkshire Rivers.

We extend our sincere condolences to his wife Karen and his seven year old daughter Katherine.

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This article from New Zealand explores the reasons for the effectiveness of the "wing blades" which first appeared in 1985, having been invented in Sweden by Stefan Lindeberg, past coach to the Swedish racing team, and Leif Harkensson, a boat builder. The production rights in this country belong to Gaybo. For those who have not seen a pair, the blade is longer than a conventional one, but tapers away. The top edge is lipped over, and it appears very dished shape, although it could be solid, as the important feature is the shape of the back, which is designed, and performs like an aerofoil wing section.

Ian Ferguson and Paul MacDonald first saw the new shape at the 1985 World Champs and at that time they made no impression. The following summer, members of the Swedish team brought several sets to New Zealand to use during their training programme with the Kiwis. This was when Jeremy West decided he would try and master these new paddles. At that time Jeremy's training times were much slower than the Kiwis, so nobody here bothered to pay much attention to what were at this time, an unknown quantity. Obviously it was time for a close look after his stunning results last year.

Paul and Ian had the perfect opportunity to accurately assess how the actual paddle performed (rather than the paddler) in that they both closely know each others abilities. Years of training together, combined with teaming up in the K2, has given them this insight. Paul started using the New Zealand styled Wings exclusively while Ian stayed with using his 1984 Olympic gold medal winning design. This meant they could compare their results over various training schedules and racing distances. There was a slow improvement by Paul but he discovered it took him nearly five months to completely master the blades. It then became apparent that the wings are up to 4 seconds faster over 1000m when the paddler is experienced with their use.

The question most often asked is how do these odd-looking wing shaped blades work. To get some expert answer we talked at length with Ian Ferguson who has consulted with Richard Karn, one of New Zealand's leading hydrodynamic engineers, so brace yourselves for a short science lesson.

Conventional paddles supply the paddler with forward momentum by the force known as drag. This means that he pulls the face of the blade against the water and levers off it. The bigger the scoop or cup shape on the front of the blade the greater the drag co-efficient becomes. If you have wondered why we have not had blades with larger scoops, this is because the paddle has to enter and exit the water cleanly.

Enter the wing paddle - it has a nice scoop with no front rib to disturb water flow and a good drag co-efficient on the face, but the back of the blade is wing shaped. This means that if the blade is stroked through the water correctly it generates lift off the back by creating a low pressure area. You cannot generate the low pressure area by a conventional paddle stroke.

This is the same principle that makes aeroplanes fly and yachts sail. To make it simpler to understand, consider that when a yacht sails at right angles to the wind it is not getting pushed along by the wind, but is being sucked along by the low pressure area in front of the sail. So now we have a paddle blade that creates drag like all other blades, but there is the additional force of lift, or pulling effect, on the back of the blade.

Provided all the other areas of the blade are efficient then the wing paddles are faster than conventional racing paddles.

Now do not all go rushing off to buy yourselves new paddles as Ferguson can also offer a few words of warning and some good sound advice.

1. They are a lot harder to use than normal paddles. They do not have handgrips fitted and you need good strong shoulders to keep them under control. In fact this area comes in for a bit of pain while you adjust to them. You cannot successfully use both types of paddles as the wing requires a style where the stroke starts next to the hull and ends out wide at the back (similar to a breast stroke action in swimming). At least a month is needed to change over, and you begin to feel comfortable with them.
2. Paddle length - after a bit of trial and error it was thought that a slightly longer paddle was better, but now it is generally agreed that the same or slightly shorter is the answer.
3. Design Peculiarities - there are no stiffening ribs on the front and this makes them difficult to manufacture with the degree of stiffness required. A floppy laminate will twist longitudinally and cause a highly inefficient fluttering motion during the stroke.
4. The paddle is foreign to what all good paddlers are used to. When in the boat you need to hold your hands a fraction higher up on the shaft, and at the start of the stroke you must lean forward, drawing the paddle in almost a curved fashion, finishing out wide at the back of the stroke. Any claims that a wing style paddle can be used with a conventional paddle stroke are not true, as the scientific principles involved clearly demonstrate that to create lift the water must flow across the back of the blade.
5. Again due to the design, there is a problem area in the neck of the blade. Stress cracking and ultimately some breakages have proved a real problem. It can be overcome by the inclusion of the higher priced exotic materials that should be used in this part of the laminate. It does not do a lot to help the price but it is the old story - you get what you are prepared to pay for.

# COACHING SCHEME FEES AND PRICE LIST FROM 1 JANUARY 1988

| BCU MEMBERSHIP FEES   | SCA    | WCA   | ADDRESSES                                                    |
|-----------------------|--------|-------|--------------------------------------------------------------|
| Intro Youth+          | £5.00  |       |                                                              |
| Basic* £9.50          | 5.00   | 7.50  | BCU, Flexel House, 45 High Street ADDLESTONE Surrey KT15 1TU |
| Cadet+ £ 5.50         | 3.00   | 4.00  |                                                              |
| Introductory+ £ 11.00 | 10.00  | 9.00  | CANI, House of Sport, Upper Malone Road, BELFAST, N Ireland  |
| Youth £ 9.50          | 8.00   | 9.00  |                                                              |
| Full £ 19.50          | 16.00  | 16.50 | SCA, 18 Ainslie Place, Edinburgh EH3 6AU                     |
| Family £ 10.50        | 7.00   | 8.00  |                                                              |
| Life £300.00          | 300.00 |       | WCA, Pen y Bont, CORWEN, Clwyd LL21 0EL                      |

\*(does NOT include competition or coaching) +(includes competition but NOT coaching)

**STAR TESTS** - PRICE FOR CERTIFICATE AND BADGE £2.00 - Instructor: 1, 2 Star; SI: 1,2,3 Star  
Certificates and badges can be purchased by Coaching Scheme members and by recognised Centres and Authorities at £16.50 per lot of 10 certificates and badges. Please state whether 1, 2 or 3 star. Lots may be mixed. £80.00 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 2.00 - PW Teacher: grades 1, 2; PW SI: grades 1, 2, 3, 4  
Certificates and badges can be purchased by Coaching Scheme members and recognised Centres and Authorities at £16.50 per lot of 10 certificates and badges. Please state carefully grade or distance, and whether kayak or canoe. Lots may be mixed. £80.00 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.

**CANOE SAFETY TEST** - PRICE FOR CERTIFICATE AND BADGE £2.00  
Books of 10 test entry forms are issued free to Grade 1 (Proficiency) Examiners (E1) on application to BCU HQ or National Associations. There is NO FEE payable for a FAIL. Cheques payable to COCLG

| OTHER TESTS                       | Members | Non-Members |                                                           |
|-----------------------------------|---------|-------------|-----------------------------------------------------------|
| Proficiency                       | £3.00   | *£6.50      | *Fee includes Cadet membership for 17 year olds and under |
| Assistant Lifeguard (Life Saving) | £3.00   | £5.00       | There is NO FEE for a FAIL for Proficiency or COCLG ALG   |
| Lifeguard Resuscitation           | £2.00   | £5.00       |                                                           |
| Advanced Proficiency              | £3.00   | £5.00       |                                                           |

## COACHING AWARDS

| White water boats / Sea Kayaks  | Competition |                                               |
|---------------------------------|-------------|-----------------------------------------------|
| +SI Training (Registration fee) | £4.00       | +Competition Trainer £4.00 (registration fee) |
| Instructor (assessment fee)     | £3.00       | +Competition Coach £4.00 (registration fee)   |
| Senior Instructor " "           | £4.00       | +first course only                            |

| Placid Water boats         |       |                                                                      |
|----------------------------|-------|----------------------------------------------------------------------|
| Teacher (Registration fee) | £3.00 | (Half price if candidate is already a member of the Coaching Scheme) |
| Senior Instructor          | £4.00 |                                                                      |

| BOOKS                        | Members | Non-Members |                                                    |
|------------------------------|---------|-------------|----------------------------------------------------|
| Log Book                     | £1.20   | £1.50       | (Please state whether bound or loose-leaf)         |
| Log Book continuation sheets | 75p     |             |                                                    |
| Canoeing Handbook (inc p&p)  | £7.00   | £10.95      | (state whether bound or loose leaf - binder £2.80) |

| BADGES                                                          | Members | Non-Members |
|-----------------------------------------------------------------|---------|-------------|
| ++ Proficiency cloth Badge (available at discount to Examiners) | £1.00p  | £1.50       |
| Metal Lapel Badge - Proficiency, Bronze, Advanced, Silver       | £1 00p  | £1.50       |
| Sew-on Badge (Instructor/Senior Instructor/PW Teacher)          | £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) | £3.50 |
|-------------------------------------------------------------|-------|

|                                                                                                            |                                        |
|------------------------------------------------------------------------------------------------------------|----------------------------------------|
| COACHING SCHEME JUMPERS (Award holders only - green or maroon, with 'BCU Coaching' in gold on left breast) | £9.00 (Please state size: S, M, L, XL) |
|------------------------------------------------------------------------------------------------------------|----------------------------------------|

## COACHING SCHEME ANORAKS

The Coaching Scheme Anorak is 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 - £25 per day thereafter |
| (b) Senior Instructor | £25 and £20 as above                                        |
| (c) Instructor        | £20 and £15 as above                                        |
| (d) ALL               | £10 minimum for lectures, with or without slides            |

NB SCOUT ASSOCIATION and GIRL GUIDES ASSOCIATION Warranted Leaders, and SEA CADET CORPS Officers, who are not individual members, are treated as members for Proficiency Tests and BCU Supplies only (not Coaching Awards). This does NOT apply to ordinary Scouts, Guides or Sea Cadets.