

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 thoughts of the author and do not necessarily state the policy of the National Coaching Committee. CoDe is programmed for publication with Focus. Contributions, including pictures, are welcome. Please send them to: BCU, Mapperley Hall, Lucknow Ave, Nottingham NG3 5FA.

THE AIM OF THE BCU COACHING SCHEME IS:

To promote the sport and recreation of canoeing and to ensure that newcomers are introduced to canoeing in a safe and enjoyable way and that they and those already in the sport are assisted to progress to whatever level and in whichever discipline within canoeing suits them best.

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edited by Ray Rowe; contributions from Frank Goodman, Nigel Foster, Mark Attenburrow, Ray Rowe, Rob Hignell, Derek Hutchinson, Graham Lyon and Dave Collins, Dave Ruse, Marcus Bailie, David Train, Howard Jeffs and Dennis Ball, Geoff Smedley, Bill Mason, Geoff Good, Carel Quaife; illustrations by Ron Brown

COACHING COACHES

by WILLIAM T ENDICOTT

Part II of the paper presented by Bill Endicott to the international slalom coaching symposium held at Augsburg in 1988 was reproduced in CoDe No 29, July 1989

III - PSYCHOLOGICAL PRINCIPLES

If a coach has performed well the tasks above related to physical and technical preparation, the athlete's level of ability is high. Now the coach's task is to help the athlete simply perform up to his level of ability on race day. This is an important concept, I think, because a lot of people feel that in order to win the worlds you have to have a phenomenal run with no mistakes - in other words, you have to be able to have the best run of your life. In reality, this isn't so. Everyone makes mistakes, even the champ. It's just that the champ makes fewer mistakes than the others and/or his mistakes are not as great as theirs. Like as not, the champ has performed this way in practice many times before and on race day all he is doing is duplicating a good practice session performance.

One implication of this is that if an athlete's practice performance has been mediocre, his race day performance will be, too. I have seen exceptions to this rule, but on the whole I think it valid. Generally speaking, if the athlete hits a lot of gates in practice (more than 25% of his runs have penalties) then he will hit a gate in the race, too. If he runs clean most of the time in practice, he will probably be clean in the race.

From this one can see how important it is for the coach to try to have his athletes have a lot of good practice sessions! If the athlete gets used to hitting gates in practice, I think there is an increased likelihood that he will do it in the race. So a good coach must be attuned to this and if he sees a pattern developing, I think he should move to break it. Ways of doing this are first of all maintaining record with penalties so that he can see exactly what the boater's clean run percentage is. Another way is by making the courses easier for a while; repeating the same course over and over again so that after a couple of runs the athlete knows the tricks and won't make mistakes having very short sessions, so it's easier for the athlete to maintain concentration; have elimination contests where if an athlete gets more than 2-3 hits on a course, he has to take a lap, or leave practice,

The coach should make sure that the athletes agree to the rules before the sessions start, however: they will probably get mad at him if he springs it on them after the fact!

But what happens if an athlete has lots of good practice sessions and still botches the race? Some general things a coach can do to address this are:

- * Simulate the race day environment as closely as possible, trying to achieve the same pressures and stresses the athlete will have during the race. I think one of the things that happens on race day is that it is a new experience. Many athletes tell me that in their first worlds they "weren't ready for the pressure" - in other words, they hadn't practiced that situation enough and were surprised by some feelings they hadn't experienced before. The coach can occasionally set a course, draw up a course map, and allow only 3 runs on it, just like in a race. He can have race bibs, start gates, start times, and so on.
- As most of you probably know by now, I personally think that competitive group training sessions are the best way around the problem of not getting enough competitive experience as well for addressing the next point.
- * Diminish the importance of the race in the athlete's mind. I have been very struck by how the good boaters seem to be able to take the race less seriously than some of their rivals. On the one hand, they know it is important to win, but subconsciously, they treat the race just like another good practice session. For this reason I think the coach should avoid saying anything that causes the athlete to break out of this mental state and to say things that encourage him to stay in it. This is a tricky business because different athletes have different optimum arousal levels for slalom and the coach has to know which one works best for them and then make sure that they achieve it on race day.
- * Be knowledgeable about the literature on mental training and refer the athlete to it. I personally think this literature has many useful points to it, but that it is as yet not really complete. In other words, I don't think you can buy a book that will give you THE comprehensive approach to the subject, but many of books are interesting and useful. Just reading through them causes the athletes to think constructively about the problem.

Plas y Brenin - 7-8 October 1989

The Sea Touring Section and the Coaching Scheme are to combine their conferences this year.

A full programme, has been planned, involving both practical work and discussion. This includes: rolling sea kayaks, rescues at sea, helicopter rescues, flares/signalling devices, paddle design, alternative means of propulsion, plus a Symposium Dinner and guest speaker.

Special Family Feature

You can even bring the kids! As part of an endeavour to make canoeing more 'family and female friendly' arrangements have been made for a creche for young children, and an activities programme for older ones, to run throughout the weekend.

Children may sleep in their parents' rooms at no extra charge, the only additional cost being for meals.

For full details send sae to the BCU Office

EXAMINERS FORUMS

Grade II Examiners are reminded that they should have attended an Examiners' Forum in their region by the end of 1989 in order to retain Grade II Examiner status.

Examiners may attend a seminar in an alternative region if necessary.

It had been hoped to publish a list of dates for these seminars, but regretfully this is still not to hand. Please send sae to BCU office for full list.

A seminar must be attended at least once every three years in order to retain Grade II Examiner status.

TOURING INTO THE FUTURE

SIMON DAWSON, Touring and Recreation Committee

Over the past few months observant readers of the canoeing press will have seen comments about a mystical new document called the "Touring Development Plan", and references to the renamed BCU "Touring and Recreation Committee". After years of preparation and planning the revised structure for encouraging touring in Britain is now being introduced. The aim is to create an improved network of events throughout the regions next year.

As the plans develop, canoeists will be kept informed through *Focus*, *Canoeist* and other publications, and through the regional structure of the BCU. This article is a major part of that process. The Touring Development Plan will succeed or fail depending on the support it gets from paddlers at club and regional level. Many of those paddlers will be instructors and leaders. It is important that we explain the plan, and the thinking behind it, to all members of the Coaching Scheme.

The first part of this article explains the general background to the Touring Development Plan, what actions are being taken now, and what the club level paddler should expect to happen next year. The second part describes in more detail the promotion of white water touring, where the structural changes are more fundamental. Last, but not least, it sets out what help we need to make the whole plan work.

Touring is defined as:

"the activity of making trips or journeys by canoe or kayak in a variety of possible water environments in Britain and abroad, that have the potential to be beautiful and interesting places, as well as providing a range of technical, physical and mental challenges."

Recreational canoeing is more difficult to define. If the activity is not concerned with training or entering for a competitive event, or not concerned with coaching, then it can be included in the recreational umbrella. Think of it as paddling "purely for fun" which many canoeists do, both on flat and white water, when not actually carrying out a touring journey.

THE TOURING DEVELOPMENT PLAN

In some canoeing fields, such as in the competitive disciplines and coaching, canoeists are brought together in groups. This makes it easy for them to talk about the sport, help each other, and to set up representatives to sort out their problems.

Touring canoeists by the nature of their activity do not meet as often, and some work hard to be totally independent. Many do not belong to clubs, and the vast majority do not belong to the BCU. By some estimates there are over a quarter of a million touring canoeists in Britain, of whom less than sixteen thousand are in the BCU.

The touring canoeist's desire not to be organised is understandable, but it does lead to problems. Touring canoeing is almost invisible in image terms, leading to little desire for manufacturers to develop new equipment, or for sponsors to help with promoting non competitive events. In access discussions it is difficult for the BCU to claim to represent 250,000 canoeists when it has only 16,000 members. It is difficult for the sport to grow and strengthen if new paddlers have no easy way of meeting others in order to learn the important skills. Although tourists are numerically the largest group within the canoeing family, they are the least visible and vocal.

The Touring and Recreation Committee have decided to change the situation. Some work is political, lobbying for the touring canoeist within the BCU and at Sports Council level. Other work at a national level includes:

- Improving links with foreign federations, and encouraging overseas tours
- Promoting the image of touring
- Encouraging the publication of canoe guides and trails
- Encourage canoe hire in suitable holiday locations
- Extend the licence scheme
- Promote the production of fast touring canoes
- Make it easier to join the BCU

In addition to all these actions, the plan is to greatly increase the number of canoe tours and events throughout the country. This will allow local canoeists to get out into the region, meet other paddlers, compare notes, socialize, and generally strengthen the canoeing infrastructure. It will be impossible for the national committee to run sufficient tours, so the task of co-ordinating and planning the programme will be undertaken at regional level, with local clubs taking on the donkey work of organising each tour.

To achieve this the Regional Touring Officer will have to contact clubs in the region each autumn, to arrange the programme for the following year. This programme will then be published nationally and locally. If you have heard nothing from your own RTO by the time this article is published, then contact him to see what is happening. But remember that his job has suddenly become much bigger this year. Ask yourself what help you can give the RTO before criticising any apparent lack of action. Can your club run a tour next year? Can you help the RTO in some other way? Does the Region need a Touring Committee or Assistant Touring Officers to help the RTO? Like all things in life, if something is worth having (and an improved BCU Touring structure is worth having) then it has to be worked for.

Finally, it is worth mentioning a few facts to do with finance. Almost all tours that are run under the scheme will involve a small charge. Some of this money will cover the cost of the event, and some will pay for insurance cover for non BCU members taking part in the tour. Regions will then be encouraged to make a small additional charge which can be used for touring projects such as repairing damage, improving access, signposting publicity, and so forth. The money will stay within the region. For this year the Touring and Recreation Committee have allocated money from central funds to the regions to start off the touring process. This is the first time that a central specialist committee has ever allocated money from its funds out to the regions.

If you want any more information contact your Regional Touring Officer.

WHITE WATER TOURING

When the T&RC studied white water touring they discovered a large gap in the existing BCU structure. The Touring Committee consisted mainly of a calm water related group of paddlers, so there was no emphasis promotion and representation of white water touring.

The main home the white water tourist found within the BCU was the coaching scheme. Many paddlers within the Scheme do sterling work in promoting touring and in developing paddling techniques, but the emphasis is on developing instructional technique mainly at the lower grades of water. This did not suit the needs of all white water recreational paddlers, especially if they progress to an advanced level.

If the white water touring or recreational paddler was dissatisfied with matters within the BCU, and wished to get involved to sort things out, there was no platform within the structure of the union to use. The Coaching scheme (which encompassed most white water tourists) was more concerned with coaching matters, and the touring committee was perceived as being a placid water related body. Many tourists therefore saw no need to join the BCU at all.

The Touring Committee therefore decided to incorporate white water touring into its programme. At the same time it also adopted "Recreational Canoeing", covering the many other non-competitive, fun sides of the sport such as rallies, time trials hot-dogging and squirting.

The white water element of the Touring Development Plan is split into three levels.

The Regional Level

This is to encourage the existing regional programmes to include tours on all grades of water, not only grades 1 and 2.

The National Level

A series of national white water touring events to act as a show case for the sport, and to let advanced paddlers meet, socialise and help each other. We are thinking of two rallies next year, either abroad (possibly Corsica) or in the UK.

The 1989 Hot Dog series was very successful, and will be repeated. Squirt boating is growing from strength to strength. The T&RC will encourage this expansion, and help where it can with publicity and facilities.

The Personal Level

White water tourists have one specialist need different to the requirements of their calm water colleagues. As they attempt increasingly harder water, they need correspondingly advanced skills coaching. Unfortunately few paddlers opt for this coaching, and the majority of canoeists paddling grade 4 and 5 water in Britain have only been formally taught to proficiency (grade 2) level.

Over the past three or four years the emphasis has been on teaching white water safety and rescue. Whilst this was very useful, it is now becoming clear that safety comes from good personal skills, and total control of your canoe. In North Wales many paddlers can be seen who have spent a fortune on complicated canoes, helmets and buoyancy aids, but who begrudge spending £15 on coaching, which might improve their ability to break out safely into the last eddy before a dangerous fall. The development plan will encourage the white water tourist to accept that with today's increasingly difficult level of canoeing, personal skills coaching is a sensible and sage option. We then make it easier to get that coaching.

From next year canoe schools and coaches will be encouraged to run two levels of clinic:

Basic White Water Skills Clinics. A detailed study of the basic moves such as breaking in and out, ferry gliding, high crosses, stopper surfing etc.

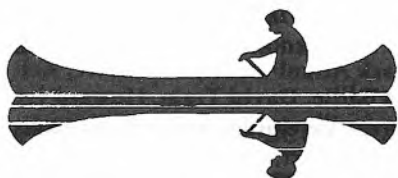
Advanced White Water Skills Clinics. Whatever you want to teach, if it fits in with the plan we will advertise it nationally and promote it. Steep river paddling, Squirting, Open canoe WW skills, Multi day touring, Safety and Rescue. The list is limited only by your imagination and ability to teach it.

Further details of this scheme will shortly be circulated to RCOs and all BCU approved canoe schools.

In order to avoid any confusion with existing coaching awards the skills clinics will not offer any assessment, award, endorsement or certificate. They offer only improved personal performance. If, having attended a clinic, a paddler wants proof of his ability, he or she can then take the advanced proficiency or 4/5 star assessment.

For more details for the white water element of the development plan, please send a large SAE (stamps for 19p) to me at 75 Turney Street, The Meadows, Nottingham, NG2 2EG. Please also let me know if you wish to get involved and help with this development. I particularly want any thoughts and advice on the content of the "Basic White Water Skills Clinic". Any information, even a quick hand written note, will be looked at.

Hopefully this description of the Touring Development Plan has whetted your appetite. If all goes well next year the activity level should be much improved on both calm and rapid water. Paddlers will find it much easier to meet each other and to obtain information. Touring is already much more visible within the BCU's central committees and the Sports Council. Next year it should be more visible on the river as well. Bear in mind however that at present the plan exists only on paper, and that it needs work to bring it to fruition. The T&RC are doing what they can, but much of the necessary work must be at a regional and club level. Help the RTO. Volunteer to help run a tour, and get out and about next year to enjoy the tours that are planned.



THE REVISED AWARDS STRUCTURE - some observations from Scotland

DAVE HORROCKS, RCO Grampian & Speyside

I thought readers might be interested in a conversation I overheard recently between a keen and motivated Scottish kayaker and his LCO

Nick McKayak: "I'm a Scout leader and teacher. I've been paddling for a couple of years now and got my proficiency last summer. I'm interested in getting some kayaking started in my school and Scout group. We have been given access to a fleet of boats. Could you explain how I go about getting qualified to take kids out?"

LCO: "Yes. You have already taken the first step by getting the proficiency award. From here you need to attend an Instructor training course of which there are several throughout Scotland each year. It is usually a 2 day course. On completion you will be registered as a 'Trainee Instructor' and you should then get logged experience of working as an assistant to a qualified Instructor. When you've logged a minimum 20 hours contact time you can go for an Instructor Assessment. This will take place over ½ day. If successful you will be a qualified Instructor."

Nick McKayak: "Fine. So as an Instructor, I'll be able to take the kids out paddling?"

LCO: "Well, yes - but only in a limited way."

Nick McKayak: "How limited?"

LCO: "You will only be qualified to work on flat sheltered water such as small lochs or canals."

Nick McKayak: "But we don't have much water like that round here and nobody uses them much except for beginners sessions. Most of the paddling in my area is geared to paddling rivers."

LCO: "In that case you need to move on a stage and work for the Senior Instructor award."

Nick McKayak: "How do I get that?"

LCO: "Once you get Instructor, you attend a second 2 day training course, log more experience working with an SI and then do a 2 day assessment. Then you'll be able to teach kids on rivers of up to at least Grade II."

Nick McKayak: "That sounds like what I need. Why do I have to get this Instructor award first?"

LCO: "Because the training you receive in preparation for it is vital in whichever environment you teach."

Nick McKayak: "Yes I accept that it's important to be trained in teaching basic skills, but why do I need to be assessed twice when the first assessment gives me a qualification which is no use to me at all?"

LCO: "It will be of use because it will allow you to teach your novices."

Nick McKayak: "When I learned to kayak I started on flat water, but within 2 days I was doing my first river trip. So by the time I've done 2 sessions with my kids they'll be wanting onto the river and I won't be able to take them there. Do you mean to say I have to attain a qualification which will cover me for only the first 2 days of their kayaking careers?"

LCO: "Yes - those are the rules."

Nick McKayak: "Why can't I just do the 2 training courses and then do the assessment that is relevant to my needs?"

LCO: "Because that's the system and it works O.K. for most people."

Nick McKayak: "Surely most people are in England, where a lot of kayaking goes on which is specifically geared to flat water. That's not the case throughout most of Scotland. Should the system not have some flexibility to take account of this?"

LCO: "Listen, we can't go changing the rules to suit every Tom, Dick and Harry."

Nick McKayak: "But these courses are expensive on time and money. I don't want to jump through more hoops than are necessary."

LCO: "So you'd rather sneak in and get your qualification through

the back door when other people have to go through the full procedure?"

Nick McKayak: "No, I'm quite happy to do all the training because I'm sure it is important and valuable, I just don't see the point in going to all the trouble of sitting an exam which doesn't take me anywhere I want to go."

LCO: "Well the proper procedure is clearly laid down and if you are not prepared to follow it, that's your problem."

Nick McKayak: "I disagree, I think it's canoeing's problem."

I didn't really overhear this of course - it is purely fictional. But if I listened long enough around Scotland (and possibly even some parts of England and Wales) I may well have heard something similar.

In Grampian and Speyside last spring I ran Instructor and Senior Instructor training courses as one unit. This was done as a pilot course with the approval of S.C.A. Coaching Conference.

Two courses were run, one for Inland Kayak, the other for Open Canoe.

The course took place over 2 consecutive weekends based at Cromdale Outdoor Centre. In both cases, the first weekend of the course was designed to cover the syllabus for Instructor training, the second weekend covered the SI training syllabus. Both courses were fully subscribed.

Any course members who wished to pursue the Instructor award had the option of attending only the 1st weekend.

All course members were carefully screened by staff during weekend one. Any course member who had insufficient experience on white water or whose basic skills were insufficient to allow him/her to make comfortable progress on an SI training course were advised that their most suitable option at present was to work towards the Instructor award and were registered as Trainee Instructors. One person on the kayak course fell into this category, while 2 people on the Canoe course were unable to attend the second weekend because of other commitments and were thus registered as TI's. The remainder of both courses successfully completed weekend 2 and were all registered as Trainee SI's.

All the staff on both courses were unanimous in their approval of, in effect, having 4 days to complete an SI training course, which had previously been done in 2 days under the old system. To this extent the new system is clearly a major step forward.

This format of courses was successful in allowing those with their sights firmly set on SI and with the experience to match, a smooth progression through the coaching system, without compromising the quality or scope of training provided. Those for whom the Instructor award is the most appropriate level at their current stage, were successfully identified and steered down that road.

So, what have we lost?

A ½ day assessment. Not much to ask of anyone? It represents a day out of someone's life, a course fee, an examination fee, travel expenses. - A lot to ask of someone who can't see its relevance for him.

A few quid in revenue? - I know we don't create courses purely for financial return, do we?

Our TSI can't use his Instructor award to log teaching hours towards SI. Yes this could be a problem, but as a TSI he *can* take small groups of novices on sheltered water. However, most would agree that at this stage in anyone's coaching career, experience gained assisting an experienced SI is of more value than that gained working alone and in isolation.

We don't assess his ability to teach 2 star skills?

As an examiner at SI level, I would *always* want to test a candidate's ability to teach basic skills and his ability to keep a group of novices interested and motivated in safety. I can think of no-one that I've passed at SI level who would have been in any danger of failing the teaching element of his Instructor assessment.

Already I can hear someone referring me to one of the recent BCU documents entitled *The Amended Awards Structure*. The document states, - "Exemption from the Instructor Award for direct entry to Senior Instructor training may be obtained upon the recommendation of a Grade II Examiner". This, at first glance would appear to provide the flexibility I'm seeking. However, I believe it gets it wrong for two reasons:

1. If what I suggest is logical and right (which I at least, believe it to be) then flexibility needs to be 'built in' to the system, rather than relying on exempting people from part of it.
2. More importantly, the exemption clause implies that it is possible to be exempted from Instructor training as well as assessment.

On Instructor and Senior Instructor training courses, some people give a lot and learn a little, others learn a lot and give a little, but *all* should learn something and should each contribute to the success of the course. I cannot see a justification for exemption from a course which deals with the teaching of the fundamental nuts and bolts of the Sport. In short, I seek a system which enables people to avoid Instructor assessment but without avoiding the vital training.

A system which insists on a compulsory passage through the Instructor award presents a further problem which is likely to be felt particularly acutely in Scotland and other upland area of the UK.

I refer to Leaflet A18/88 - *Instructor Award - Notes for Guidance for Examiner* in which it says under the heading:- 'Purpose of Award', "to provide a qualification for those wishing to introduce others to canoeing on Grade I waters as: "-quiet river, not involving the shooting of weirs or Grade II rapids".

The revised awards structure, in its compulsory step-ladder form will inevitably mean a lot more Instructors around than there used to be. Unlike before, a large percentage of these Instructors will be white-water orientated and have their sights firmly set on the SI award. It is these people who will be most likely to operate at the top end of what their qualification allows ie Grade I rivers. In short we now have a system which allows Instructors to operate in a moving water environment, for which they have had NO formal training and on which *they never need have even been* in order to meet the requirements of their award.

I can immediately think of some Grade I stretches of river in Scotland where the implications of this are extremely serious and potentially dangerous.

By allowing the white water minded paddler the facility to move from TI to TSI (provided he meets the pre-requirements for TSI) we will ease the problem considerably. He will continue to log experience as an assistant to an Instructor or SI while he is still able to teach novices under the terms of his trainee status, on water designated suitable by the RCO.

I believe this degree of flexibility in the system would be welcomed in many quarters and could be easily implemented without any great upheaval to the scheme.

If you agree - you need to say so. How about it?

guess what Father Christmas will be asked to bring lucky Coaching Scheme members this year !

... you're right !

the new

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COACHING CONFERENCE REPORT

The 1988 BCU Conference was held at Holme Pierrepont. Several members volunteered to report on the different sessions as follows:

THE BASIC SKILLS VIDEO

RAY ROWE - 'Special Projects' Officer, BCU.

This session was designed to inform and update the coaching conference on the new Basic Skills video.

Two short sections of the video were watched to give the conference a flavour and insight into what the film puts across.

From the snippets seen some questions were asked mainly regarding the type of kayaks used for demonstration and the sequence of strokes introduced. However, it was agreed that a very professional job had been made of the video and that it will prove to be of immense help to a large number of people involved in coaching. The demonstrations shown are regarded, at this moment in time, as the definitive way to perform the skills.

Ray and those involved were congratulated on their time and efforts into producing this valuable resource material.

It is hoped that the video will become one of a series.

Reported by SAM COOK, RCO Yorkshire & Humberside

THE CANOE AND THE ENVIRONMENT

ROGER ORGILL, Sports Council, Chairman NAOE

Environmental consciousness is developing at a dramatic rate, as evidenced by the following figures:

Friends of the Earth - increasing by 300 members per week

Greenpeace - increasing by 1300! members per week

Is it a little "flavour of the month" ish? It's easy to be emotive, but take your pick on current 'big' issues:

- * the ozone layer
- * the plight of the seal population
- * the Karon B cargo
- * equatorial rain forest
- * vegetarians v carnivores

There's plenty to be concerned about.

The original canoes were built in the environment, from environmental materials, and used to carry man into the environment. One of the modern appeals of canoeing is to explore the environment, but it has to be done with the right *awareness*

Roger's statement "The problem isn't with birds, it's with bird watchers" underlines the concern we should express at *fanatacism*.

The canoe has no real environmental impact - more often than not it's the behaviour of people which is at fault.

LARGE EVENT organisation often causes environmental problems - grass trampling, car parking etc, but it's not necessarily long lasting damage (its damage on a similar scale to agricultural shows - who makes a fuss about those?!)

What is the problem? why the interest? We should all be conscious of the need to raise the profile of the "CARING CANOEIST", a canoeist concerned with

- * the quality of the water we paddle on
- * the geography of our surroundings
- * the flora
- * the fauna
- * other user groups
- * our own personal well-being

Examples were quoted:

- + waterfall shooting, and its effect on other people's perception of the environment
- + modern trends in the ideas of canoeists clothes and their impact on wilderness areas.

The more canoeists there are, the more impact they have.

We need an environmental "Code of Conduct" - to bring about desired attitudinal changes (not just for canoeists, but for all outdoor users).

Finally, exciting things are happening at the interface between

Adventure

People

The Environment

as shown in the diagram below



Eric Totty had a nice quote for this sort of thing. He said, "When a slalom paddler goes onto a river, all he sees are slalom poles. When I go on a river, I see kingfishers".

Reported by BARRY HOWELL, RCO Cumbria

ASSESSMENT AND EVALUATION CRITERIA

RICK CROSS, Education Consultant

Rick Cross presented himself as someone interested in coaching and assessment techniques across a spectrum of sports. He is also interested in the reviewing of methods and content of assessment as the way of finding out if they are adequate.

Take the results of assessments. These could take a number of different forms, for example:

- 1 Simply 'pass' or 'fail'
- 2 Pass or fail, together with a grade, A-E, or with graded descriptions such as 'Excellent, very good, good, satisfactory, etc.'
- 3 Pass or fail together with appropriate feedback on areas in which the candidate could make improvement.

We should question whether our results should merely pass or fail, or whether we should use feedback to help improve future performance. If feedback is desirable, then a simple "gut feeling" that someone is of "pass" or "fail" standard, however consistent in standard, is not sufficient. We must have more closely defined assessment criteria. How do we arrive at these?

First we need to define the area and level for which we need a "teacher". We might for example use a criterion such as ...

"We need people to run introductory canoeing sessions because there is a public demand for them that we cannot meet. The present awards are too difficult to attain, so we are getting too few successful candidates, and anyway, we do not need people to be so highly qualified in order to run introductory sessions".

Then from our criteria we need to define the qualities we would expect of somebody in a teaching capacity who could fulfil the role.

For example, we may decide that the teacher must be able to demonstrate the following:

- 1 the possession of certain relevant knowledge
- 2 an ability to demonstrate certain skills
- 3 an understanding of the principles of teaching and learning
- 4 an ability to communicate
- 5 an ability to form relationships
- 6 an ability to assess and evaluate
- 7 an ability to organise
- 8 a good standard of personal dress.

Once we have decided on the basic components, such as those above, then we need to decide how to best assess each of them. Some will prove easier than others.

Next, do some of the components carry more weight than others? For example, it may be considered important for the public image of the sport that teachers should be tidily dressed, but is it of equal importance to an ability to organise?

Having decided upon the weighting to be given to each component, we need then to decide at what level to pass or fail. This level needs to be clearly defined if a set standard is to be maintained across the country, and it needs to be defined not only for the benefit of assessors, but equally for the benefit of those striving to attain the required level.

If the award with its requirements is to gain the maximum acceptance and credibility then a wide consensus of opinion needs to be gained. The more people who have been consulted during the establishment or alteration of an award, the more likely it is to be a success.

Once we have an award, we come down to the practicalities of administering it. Who will assess? How will they record the information needed during an assessment? Whatever methods of recording we choose, they should be simple, effective and accurate enough to refer to in the future in the face of a challenge. In the case of canoeing, the examiner must sometimes be able to record information whilst on the water.

The process of assessment does not only apply to the candidates on assessment. There is also a need to evaluate the award itself. Are the criteria for setting up the award being fulfilled? Is the level of the award suitable? Do we have an objective way of measuring this? This is where assessors need to confer to pool their experience, but do we have a method for doing this? If we are having meetings, are we recording appropriate information from all the members, or just from a few, and how are we processing the information?

In the early stages of the session, Rick Cross introduced a way of doing just this. He presented the conference with a video film of a swimming teacher in action, teaching. The conference was not given any information on the teacher who may or may not have been qualified. Each member of the conference was asked to make notes on what they saw.

After viewing the video, the conference was divided into smaller discussion groups, each with a "scribe" appointed to record information onto simple forms.

The instructions were as follows:

- 1 Each individual must decide whether the teacher on the film was to pass or fail. (No indication of a level of award was given). State pass or fail.
- 2 Each individual must give his/her own most important criterion for his/her decision to pass or fail.
- 3 The group to decide on an order of importance for these criteria
- 4 The group to arrive at a consensus decision, pass or fail
- 5 The group to decide on the major items of feedback to the teacher. (In my own group, these arose from the criteria given in 2) above.).
- 6 The group to place their reasons for arriving at a 'pass' or 'fail' decision in order of importance.

The scribe from each group then presented the recorded results to the conference. Although there were several 'pass' judgments and several 'fails' each given result was substantiated by reasons for the result and feedback for the teacher.

So there Rick Cross was introducing a method that could be applied to assessing candidates, or to moderating standards, or to establishing criteria on which to assess, and also recording and processing information from a large number of people in a short time.

Reported by NIGEL FOSTER, Sea Canoeist extraordinaire!

4th INTERNATIONAL SAFETY SYMPOSIUM

Ray Rowe's presentation on the Symposium, held in England for the first time at Nottingham, was both informative and entertaining. As the acknowledged leader in Whitewater safety in this country Ray recounted the varied workings of the Symposium in as much detail as time allowed, with his usual wit and style.

36 delegates from 12 countries (from Australia and New Zealand, and USA as well as Europe) represented the largest collection of WW Rescue expertise ever assembled under one roof. Out of this 'think tank' the varied programme covered diverse developments within our sport and all of it positive and practical.

I find it comforting to know the next time I prise a spraydeck onto my boat that the maker, his fellow manufacturers and designers are consciously improving safety and construction standards, and attending conferences picking the most active brains and paddles. One section of Ray's video which had us all wincing was the footage of the motor Industry Research Association test of Leg Injuries in Kayak Freefall. In actual fact they dropped a sophisticated 'Volvo Dummy' in a Mountain Bat onto concrete from surprisingly small heights. The 10½ stone £30,000 figure suffered forces of up to 40G after only one metre!! (but only for ten milliseconds).

The tests went up to three metre drops and interestingly the forces involved didn't increase that much, but the length of time the body has to suffer this shock loading increases and becomes dangerous over two metres. Most kayakers are well aware of the jarring feeling when feet hit footrests hard but how many of us would have said that twisting and rotational fractures could be sustained from 3 metre drops. Hands up who does seal-launches with kids? Let's be careful out there!

Other topics included:

Professor Keatings (London Medical School) experiments in cold water immersion and drowning debunked a few popular misconceptions held in canoe circles.

The Germans, long established innovators in kayak design, showed film of their seal-launch tests to establish movement after deep entry. Some looked better than others, particularly short boats, and the testers from the Alpine Kayak Club looked to be having a lot of fun chucking empty kayaks from scaffolding. From this they hope to develop a prototype waterfall jumper.

Ray showed slides of Graham Wardle's recent black eye to illustrate the type of facial injuries white water kayakers are prone to, particularly cheekbone/eye socket area.

Can manufacturers come up with a solution to the helmet problem?

Another gentleman who did a lot of helmet research a while ago (and proved that chin cups provide plastic surgeons with work) is Herman 'the German' (Seibold) who this time turned his attentions to roof racks. Most people in the room use a well known Swedish Rack which is not recommended; only one was recommended and the reason is this ... most racks are gutter mounted and sudden braking (such as shunting the car in front) caused the whole lot, kayaks and all, to end up through the back window of the car in front. Keep an eye out in your rear mirror for cars with kayaks on top!!

Ray's personal input to the conference centred around his experiments paddling into stoppers on the Tryweryn wearing breathing apparatus. I can identify with that! Many's the time I could have done with an Aqualung. The serious side of this will result in a greater understanding of stopper hydrology and behaviour. George Parr's work in the labs at Nottingham showed visually and graphically the differing effects of shallow and deep stoppers on kayakers. It was interesting to see a stopper change character with volume and drop height. So that's what really happens...

The Symposium was funded through BCU, Eric Thompson/the Alpine Kayak Club, and delegates themselves. The next Symposium will be held in the USA at the Nanthalla Outdoor Centre, North Carolina, in 1990 and the organiser will be Dennis Kerrigan.

Full symposium reports are available from Ray at £2.00 plus postage (12 Tan y Bwlch, Mynydd Llandegai, Bangor, Gwynedd, LL57 4DX) Ray Rowe, Graham Wardle and Zeb Spring did the hard work behind the scenes and were the results worth it: nice one lads.

Reported by KEVIN DANFORTH, Northumberland.

(continued on page 9)

Outdoor Education

an essential basic factor in the matrix of components for the competitive WWR performance ?

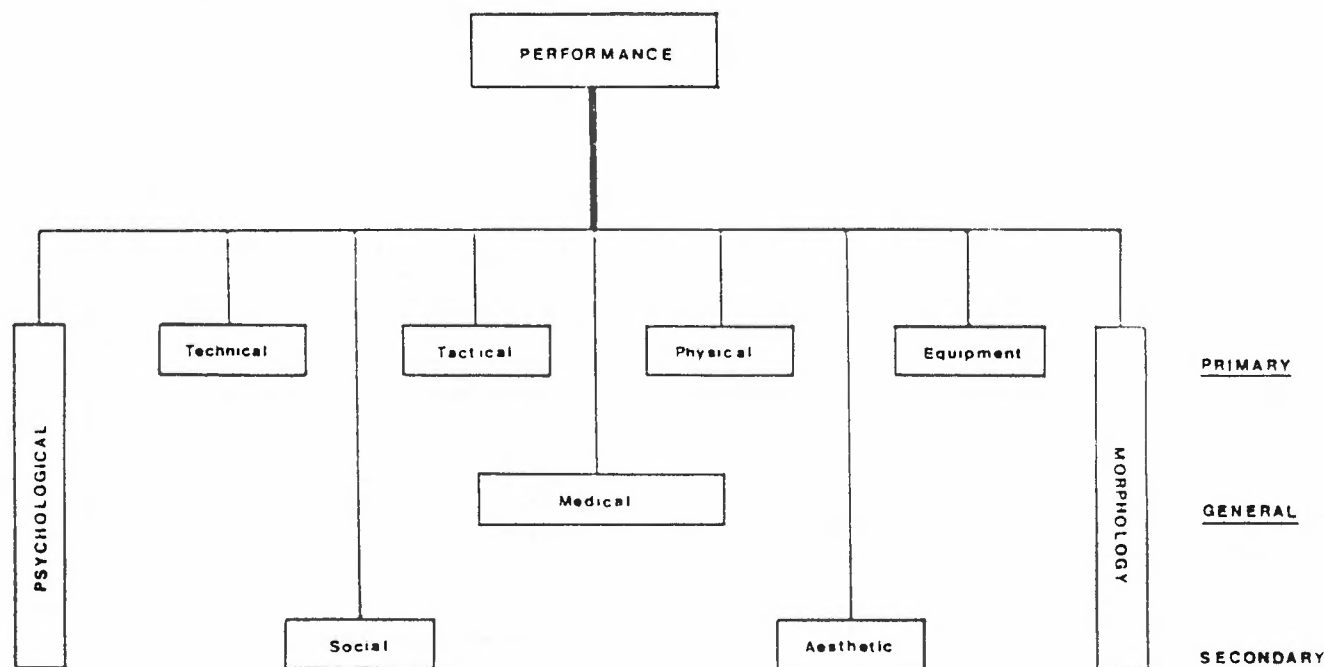
asks TERRY BENTON

Terry Benton is currently undertaking the Diploma Course in Sports Coaching at Moray House College, Edinburgh, for which this article was procured as an assignment. Terry is a Senior Instructor and Competition Coach for WWR.

It could be argued that most individuals' first contact with canoeing arrives as part of an Outdoor Education programme, whether at an established residential centre or within a curricular subject area in a school. Furthermore this initial experience is crucial in determining continued participation in this challenging and exhilarating outdoor activity. It is not the purpose or brief of this paper to establish how many of the currently established WWR competitors began their canoeing careers in this way, although that would certainly make a very interesting study. Rather it is to examine the value of an apprenticeship provided by such an ingress into canoeing and the developments and changes brought about by a subsequent entry into

the competitive branches of the sport, with particular reference to Wild Water Racing. If we consider firstly recreational or adventure canoeing as the "performance", we can then examine in detail the individual elements that make up an appropriate matrix of components for that performance, explaining how it is a base for future excellence and proceed from there to describe, compare, contrast and evaluate the matrix of components necessary for the "competition performance" as represented diagrammatically in Fig.1, where the components considered as essential are rated as being of either primary, general or secondary importance to that competitive outcome.

MATRIX : COMPONENT VARIABLES (Human)



The first and foremost element is instruction. The participation that follows will impart the basic skills of canoeing which can then be improved progressively to an advanced level. Alongside this technical progress, there should run the experiential progression from flat, calm water to open waters and, ultimately, moving water up to and including Grade 5. However, a thorough grounding on water of Grade 3 standard is sufficient for later competitive purposes. With continued participation and progress comes growing confidence, increasing ease on different types of water, an awareness of safety and rescue techniques and a feeling of adventure and excitement. Participation is greatly influenced by the weather and there is no formal physical conditioning as such, rather a gradual building of an aerobic fitness base with strength and power increasing along with experience. Any coaching at this stage will probably consist of technical instruction. Other skills being learned at this stage would be the ability to read white water and the ability to use moving water.

Canoeing is fun and challenging, an adventurous self-actualization and self-discovery process. The only competition is with oneself and the environment in which the canoeing takes place. Failure is

represented by falling in or swimming and a successful outcome is the safe arrival of both the canoeist and his/her equipment at the intended finishing point. Much pleasure can be derived from an aesthetic appreciation of the wild setting and the escape from the stresses of normal life and work. A good deal of emphasis is placed on the social aspect of canoeing. The medical component of the matrix consists solely of the appropriate first aid kit and its contents.

With time, most canoeists develop a desire to try competition against not only themselves and the water but also the clock and other canoeists. This competitive drive has probably already appeared more than once during so-called "play" on rapids, where each performer attempts to imitate the preceding performance and extend the possibilities at the limits of their respective technical abilities. This is, indeed, one way in which all canoeists learn and improve both technically and in self-confidence.

Now participation is governed largely by the competition calendar of the relevant canoeing discipline and most of those entering the competitive ranks from recreation choose slalom initially because of its similar nature both in technical skills and equipment, although



Cynthia Berry, reigning British Open Ladies Champion for Wild Water Racing, training at Grandtully.

Cynthia was 15th in the World Championships and a member of the 4th placed Ladies Team.

geography and the inclinations of the relevant coach/instructor are also important deciding factors. Wild Water Racing, the purer form of descent, probably requires a more conscious option as the equipment is quite different or, even, a negative motivation resulting from experiences with judges and slalom organisation at the divisional level. Whatever the reason, WWR certainly requires a different approach and new techniques.

Membership of the British Canoe Union is essential for any competition and with organisation and structure come rules and regulations not previously experienced or desired. Goals are set for progress in competition and there is a certain shift from performance evaluation to performance outcomes and other external measures. The matrix begins to reform within a coaching and training programme that now demands physical conditioning, new technical prowess, psychological preparation for targeted competitions, mental discipline, a prioritising of one's time, and an increasing tactical and strategic awareness. This may be approached gradually, but, in any case, good coaching will impart this necessary knowledge and conditioning and fortunately the base is strong. The skills learned from adventurous play are now honed and tightened, the strength is tuned into new power and there is a conscious shift in the balance of energy and endurance systems via training. Our canoeist is already relaxed and confident in his boat and on rough water and psychologically prepared to follow the dictates of the course setter as he/she now measures himself/herself against the set course and the other competitors. In this respect WWR offers considerably more freedom than slalom and consequently requires a greater capacity for reading the water ahead. There are no set gates in WWR, only elapsed time

counts. This technical ability and confidence can again be built up gradually and progressively via marathon racing on flat water and up through the ranking divisional races. Many a prospective racer has been put off for life by being sent down a river beyond his or her technical and experiential ability. Here again, a thorough grounding in white water of an advanced nature helps obviate this particular problem. Sound guidance and knowledgeable coaching is also of prime importance at the initial stages and, indeed, right on through any competitive career. The rewards are great: self esteem and confidence, discipline, mental strength and willpower, national and international travel and a great feeling of "belonging" that comes from meeting the same bunch of equally minded people at regular intervals throughout the year and at various sites throughout the country. Failure is now measured externally, mainly by not winning, and success is equated with prizes gained and coming first, but, hopefully, the joy and fun will remain from the recreational beginnings and feelings of satisfaction retained from the performance rather than the results compared to others. Equipment becomes more and more specialised and progress onto the international scene introduces the larger medical component of a team physiotherapist and a team doctor.

Thus it can be seen that an entry from adventure training into competition training is a desirably ideal, though not absolutely necessary progression, both physically and psychologically, technically and tactically. In addition it also offers a safe haven for a return after competition and "fun" canoeing and self-fulfillment at any time - necessary components for enjoyment and peace of mind for even the most elite and committed competitor.

1988 Conference Report - continued from page 7

AFTER LUNCH

Sunday afternoon at the Coaching Conference is always a difficult time. The delegates are usually rather sleepy as a result of the mornings exertions and the feeling of well being was enhanced this year by the excellent food served at Holme Pierrepont.

This year it was the dulcet tones of Pete Midwood which had the task of firing the imagination of the listener. After approximately 30 minutes of passionate debate about a topic which was nothing to do with the agenda Pete introduced his subject to an alert and receptive audience. His talk was a review of and a plea for a simplification of the structure of the Coaching Scheme. A topic which has probably been discussed on many occasions over numerous pints of beer.

With skilled use of the overhead projector Pete suggested ways that the Scheme could be changed to ease the administration and to enable

the average man in the street (or canoeist on the river) understand its complexities.

His main suggestion was to have 4 levels of personal ability related to 4 levels of teaching awards. Each level would have a particular role to play within the Coaching Scheme.

Many people agreed that there was perhaps a need for some simplification and after a lively discussion a small group was asked to work on the ideas put forward*.

Reported by KEVIN MANSELL, RCO Channel Islands

*The outcome of these deliberations are the changes reported in CoDe No 28

QUESTION 2

IF THERE SHOULD ALWAYS BE FUN IN LEARNING, SHOULD THERE NOT ALWAYS BE LEARNING ON HOLIDAY COURSES. DESCRIBE HOW YOU WOULD TEACH HOLIDAY MAKERS.

DAVE LATHAM passed a recent Senior Instructor Open Canoe assessment in Grampian. His RCO, Dave Horrocks, felt that the following answer to the above question in the written examination paper, was worth publishing.

In an average working life there are only 100 weeks on annual holiday which is probably why there is a desperate need for enjoyment in them. If however all of life is considered a holiday there are some 3640 weeks to enjoy and the desperation dissipates.

It is on this basis of enjoyment without desperation that I would base any course, holiday or not.

Let us assume that the course we are designing is for the novice, for a group of individuals or families from diverse backgrounds and of a wide age range, how do we proceed.

We want to give them fun, we want to fill them to the brim with enthusiasm, we want to give them an experience they will never forget. The learning will be incidental,, low key and ever present, a natural part of the process.

This would be no different to an introductory course for those interested in skills acquisition. Given that you accept my peculiar philosophy:

How is it structured?

Weather

We arrange that the weather is magnificent. If it's not we remind them that any weather is magnificent - that we are lucky to have any at all.

We make sure that they are equipped to cope with the most *interesting* of weather. (Not you will note "the worst of weather").

Location

We choose a location with inspiring scenery where a true "wilderness experience" can take place but within safe distance of transport, shelter, amenities. I've often wondered if the sight of a minibus at the side of a loch does more to inspire confidence than I do. Confidence in equipment and staff is an essential ingredient.

We choose a location where we can paddle, portage, pole, line, track, wade, sail, raft and have lots of fun and games.

We choose secluded picnic sites of great natural beauty and time the stops with regard to the group and not ourselves.

We inspire them with a regard for this small planet.

Equipment

We must arrange for the best equipment available to us, to inspire confidence and ensure safety.

Safety equipment must be introduced in an appropriate way.

"Here is a Buoyancy aid to stop you and your kids drowning"

"and a helmet for when you hit your head on the rocks".

This is simply not the most diplomatic of approaches. With a bit of imagination, consideration and respect for the people we are dealing with safety equipment and any simple safety rules can be rationally put across to anybody so that they see the most natural and obvious things to deal with.

Teaching skills

The skills can be introduced simply as part of the days mini expedition. Taught incidentally in the days activities, people encouraged to ask questions and not given answers heavy with jargon.

In this way a whole range of skills can be introduced if text book style is not attainable who cares, "truth proceeds more readily from error than confusion" so keep it simple don't confuse with a display of tortuous skill.

People go away from such a course with their eyes opened to the potential of the canoe.

I have been fortunate enough to run two Introductions on this mini expedition basis, one on Loch Morlich and one on Findhorn Bay. On both occasions the enthusiasm of people for the canoe by the end of the day was explosive.

Was this a Holiday ???

TECHNIQUE WITH WING PADDLE

As already mentioned, the wing paddle is a new invention to the kayak world.

The Swedes first used the wings at the 1985 World Championships. Other countries adapted to them at the 1986 World Championships with success. New Zealanders still used the conventional paddle and felt this was detrimental to their performance. The 1987 World Championships saw more competitors including the New Zealanders using the wings. New Zealand had a very successful champs making all 1000 metre and 500 metre event finals and won two gold medals and one silver.

At the 1987 World Championships not all events were won using wing paddles. It seems that the wings are a must for K1 events. In the K2 500, K4 500 and K4 1000 World titles were won by teams using conventional paddles. Using a wing paddle is slower at the start (only marginally in K1 events) and this seems the reason why they are not so good in team boat events. Back seat paddlers also find it easier to keep in time and hold technique with conventional paddles. Only future international regattas will show which paddles suit which events.

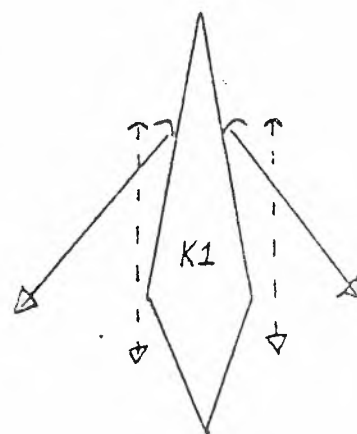
The following is the basic technique points used with the wing paddle. As time goes on and more paddlers use them, the technique points will become more complex.

Seating position - Lean slightly forward with a straight back
- Look ahead to allow good breathing and balance

Catch - Enter the blade with arm firm and straight
- The entry must be clean and close to the boat
- Let the blade start to pull outwards as it wishes

Pull - The wing blade will naturally pull out to the side
- The paddler guides the blade on its natural course
- The blade should accelerate through the pull phrase
- Clean exit at the end of pull phase

Pulling the blade in a straight line like a conventional blade *will not* allow it to work correctly and will be slower.



Arrows show the natural course the wing paddle pulls

Dotted line shows the course a conventional paddle pulls

Recovery - Hands recover higher than shoulder level. It is more of a roll the shoulders over recovery (unlike the conventional paddle technique recovery round the side).

This recovery allows good blade entry in front for the catch.

the new CANOEING HANDBOOK is a 'must' for all members of the Coaching Scheme - £12.95 from BCU

COACHING SCHEME FEES AND PRICE LIST FROM 1 JANUARY 1989

MEMBERSHIP FEES	BCU	SCA	WCA	BADGES
Intro Youth	*	£5.00		Members
Basic	*		~	++ Proficiency cloth Badge £1.00 £1.50
Cadet+	*	3.00	~	Metal Lapel Badge - Prof: Bronze; Advanced, Silver £1.00 £1.50
Introductory+	*	10.00	~	Sew-on Badge (Instructor/Senior Instructor/PW Teacher) £1.00
Youth	*	8.00	~	Competition Coaches (only) £1.00
Full	*	16.00	~	Assistant Lifeguard Chevron £2.00
Family	*	7.50	~	COCLG member's badge £2.00
Life	*		~	++Proficiency Cloth Badges are offered to qualified Examiners at £6.00 per 10
*Classes of membership and fees subject to 23 Sept sgm. Please see separate leaflet enclosed with <i>Focus</i>				COACHING SCHEME TIES
~WCA is likely to fall in line with BCU - please check with WCA office				(Award holders only - green or maroon) £3.50
+includes competition but NOT coaching				COACHING SCHEME JUMPERS (Award holders) £9.00
				(Please state size: S, M, L, XL and colour: green or maroon - 'BCU Coaching' is embroidered in gold on left breast)
STAR TESTS - PRICE FOR CERTIFICATE AND BADGE £2.00				COACHING SCHEME ANORAKS
Instructor: 1, 2 Star; SI: 1,2,3 Star				The Coaching Scheme Anorak is available to Coaching Scheme members at £17.50.
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.				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.
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.				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.
CANOE SAFETY TEST - PRICE FOR CERTIFICATE AND BADGE £4.00				
- CERTIFICATE ONLY £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	
Assistant Lifeguard (Life Saving)		£3.00	£5.00	
Lifeguard Resuscitation		£3.00	£5.00	
Advanced Proficiency		£3.00	£5.00	
*Fee includes Cadet membership for 17 year olds and under				
There is NO FEE for a FAIL for Proficiency or COCLG ALG				
COACHING AWARDS				
White water boats / Sea Kayaks				
+Instructor Training (Registration fee)		£4.00		
+SI Training (Registration fee)		£4.00		
Instructor (assessment fee)		£3.00		
Senior Instructor " "		£4.00		
SUPERVISOR				
		£15.00 (three years)		
		£5.00 (one year)		
(There is NO FEE payable if Supervisor joins as a full member - includes Youth and Family Membership)				
Placid Water boats				
Teacher (Registration fee)		*£3.00		
Senior Instructor		£4.00		
*Half price if candidate is already a member of the Coaching Scheme				
Competition				
+Competition Trainer		£4.00 (registration fee)		
+Competition Coach		£4.00 (registration fee)		
+first course only				
BOOKS				
		Members	Non-Members	
Log Book		£1.20	£1.80	
(Please state whether bound or loose-leaf)				
Log Book continuation sheet		75p		
Canoeing Handbook (inc p&p)		£12.95	£13.95	
				SCOUTS, GUIDES AND SEA CADETS
				SCOUT ASSOCIATION and GIRL GUIDES ASSOCIATION <u>Warranted Leaders</u> , and SEA CADET CORPS <u>Officers</u> , who are not individual members, are treated as members for Proficiency Tests and BCU Supplies only (<u>not Coaching Awards</u>). This does NOT apply to ordinary Scouts, Guides or Sea Cadets.
				WATERPROOF PAPER
				Available from the BCU Office: A4 sheets - £1.75 for 11 sheets; £6 for 46 sheets - both inc p&p.
				CANOE POLES
				Bamboo poles - 15' long. Ideal for teaching the basics of canoe poling. Available for collection from Nottingham. Can be sent by carrier, or possibly transported to mutually convenient event. £3.50 each. P&p extra if sent by carrier. Orders to BCU Office.
				Aluminium poles - 6m long. Available as above. £14 each if collected or delivered to event by volunteers.
				ADDRESSES
				British Canoe Union
				Mapperley Hall, Lucknow Avenue, Nottingham NG3 5FA
				Canoe Association of Northern Ireland
				House of Sport, Upper Malone Road, Belfast, Northern Ireland BT9 5LA
				Scottish Canoe Association
				Caledonia House, South Gyle, Edinburgh EH12 9DQ
				Welsh Canoeing Association
				Pen y Bont, Corwen, Clwyd LL21 0EL