

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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Has CoDe improved ? A letter in this edition indicates that one person, at least, is unhappy with the general content. We have finally managed to achieve regularity of production, and up until now there has been no shortage of material for inclusion.

Apart from the irregularity of the magazine, my feeling was that previously there was insufficient 'meat' in the publication. However, if the view that CoDe is dry and uninteresting is generally held, then clearly we must seek to do something about it. There is no point in publishing at all if the magazine does not provide useful and interesting information for those whom it seeks to service.

To a large extent, of course, the matter is in the hands of you, the readers. Like all other magazine editors, I can only publish what is received.

It seems to be a problem generally in Britain that an insufficient number of people are prepared to put pen to paper to produce the in-depth, well researched articles that fill equivalent publications across the Atlantic.

We are fortunate in managing to print, eventually, most of what we receive for CoDe, so don't think your contributions will be wasted. They will be appreciated by me - if no one else ! - so do please make the effort.

How about getting off your chest the bee in your bonnet - ??? - now, before the new teaching season really gets under way !

IMPORTANT NOTICES

There are a few instructors who appear not to have read CoDe for several years, as we constantly receive the incorrect fee for Star Tests. Some forms still arrive with 40p marked on them - from 1980 !

If you are one of the guilty ones, do please note that Star Tests are now £2.

And do please remember the candidate's address, as well as the name: the file of certificates awaiting owners gets thicker all the time !

The full Coaching Scheme price list is included in the Members' Year Book circulated with this edition of Focus and CoDe, and will no longer be printed on the back page of each magazine.

The new, PERMANENT, address for the BCU is: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS

COACHING COACHES

by WILLIAM T ENDICOTT

Part IV of the paper presented by Bill Endicott to the international slalom coaching symposium held in Augsburg in 1988 was featured in CoDe No 31, December 1989.

V - COACHES BACKGROUNDS

Over the years many people have exclaimed to me, "Oh, we can never coach because we don't have the proper background." But based on what I have seen, all sorts of backgrounds are sufficient, including under the right circumstances, no sports background at all.

In fact, it often happens that people with a prior sports background - usually as competitors - bring certain biases to coaching which can be bad. I am not saying that former slalom competitors make bad coaches, quite the opposite. But their prior sports background is usually not the only attribute they bring with them.

Although being a former competitor, perhaps even a very successful one, gives the aspiring coach a good head start, he must guard against the following problems:

- * Assuming that what worked for him as a competitor is the best way for everyone. Especially at the highest levels, I think programs have to be tailored to the individual, so there is a very good chance that someone else's program won't be right for everyone. Thus, the aspiring coach with a prior competitive background must be very flexible in fitting a program to the special needs of his charges and not just having them do what he did.
- * His knowledge is out of date. I think our sport changes so fast that anyone out of it for even a year or two, had better not assume that his knowledge is still up-to-date. Boat designs, technique, and knowledge of training principles change very quickly and special efforts have to be made to stay on top of them.
- * Former competitors have learned to be selfish - they have to be in order to win. But to be good coaches, they have to be self-less - something that it is sometimes hard to be, especially for people used to having things their own way.
- * A successful competitor may be a poor manager and a coach of a group has to be a good manager.

The problems of the coach with no prior sports background are usually different but require even more attention:

- * He knows nothing and has to learn from scratch. If he is inquisitive, observant, and willing to go out of his way to travel to where he can observe the top athletes, he can overcome this. But it takes a great deal of work. Nevertheless, I think a person of

this sort has a good chance of eventually becoming a really effective coach: if he is smart enough to know what he doesn't know, and can devise strategies for learning these things, he will go very far, indeed. I would advise a person in this situation to observe, film, and talk a lot to, the top people in the sport. He needs first to understand how the top people train before he can know what his ultimate goal should be. He should be very careful not to just rely on what lesser athletes and coaches tell him. That may be helpful in the short term, but can be terribly misleading over the long haul; often these people have erroneous views. But after figuring out what the top people are doing the coach should then try to figure out how to do it better. Are these people training as specifically for the event as possible? Or are they letting traditional methods lull them into a false sense of security?

- * He cannot gain the trust and confidence of the athletes because they know he is just starting out. I think a coach in this situation should just be straightforward about it: tell the athletes that he is for their suggestions. They will give him some simple chores to do, such as timing them during workouts or something. He can also be quick to do little obvious managerial tasks. These things will get him well established in the athletes' minds as someone who is really working hard to help. Once they see this they will in all probability do other things to help him learn.
- * He makes critical remarks, which even if they are quite correct, nevertheless offend highly fragile egos and make the athletes mad at him. I think it is better for the coach just starting out to be very careful how he goes about being the "bearer of bad news". One key strategy is to be as objective and analytical as possible. Better to have data break the bad news than you yourself. A good example of this is instead of telling an athlete that he is doing a move wrong just to show him the split times which tell the story. I tend to think this is a good strategy even for the experienced coach, but it is especially true for beginners.

In sum, I think it is possible to become a good coach coming from a variety of backgrounds. Former athletes should realize that despite their intimate knowledge of certain aspects of the sport they may lack certain other qualities which are necessary in a good coach. People with no prior sports background should not be intimidated from going into coaching as long as they frankly admit their deficiencies and then methodically work out a program for taking care of them.

... all it takes

The forecast was for a full gale on the south coast, and so the planned trip to Cowes was abandoned in favour of a journey down the Beaulieu river on the ebb tide.

When full of water the Beaulieu is very pleasant in the upper reaches, and a journey down takes you past the historical quay at Bucklers Hard, where the Agammemnon was built, among other famous men - o-war of a bygone age - when men were men, and pansies were flowers, as my late father used to say!

The group of third year boys coped well, except for one lad, who constantly fell behind, particularly when a 'gutty' stretch was reached, where we had to paddle hard against a strong wind, in spite of the relatively sheltered situation.

The boy in question was a sturdy looking lad, and I could see no reason for his constantly falling so far behind. After trying a number of friendly methods to help and encourage him to keep with the group, I finally remonstrated with him, finishing with: 'Now come on Martin, for goodness sake paddle and keep up with the others ... all it takes is a bit of guts and determination!

We finally achieved our destination, set up camp, and cooked our evening meal. Afterwards we had arranged to walk along to a green where a football match was to be played against the sailing group, who were being bussed out from the Centre for the occasion.

Everyone joined in, and the moment arrived when the ball came near enough for me to take an interest. Running was never my strong point, but I galloped after it for a good 50 yards, and then spent the rest of the game wishing I hadn't.

A little later, however, the sailors developed an attack, which reached critical proportions, with finally only myself as a defender between the strikers and a certain goal.

I tried - I really did - but whilst the spirit was keen, the flesh had run out of puff, and I failed to reach the ball in time, giving up the chase short of my target.

Immediately, a voice rang out: 'Come on Sir, get stuck in - all it takes is a bit of guts and determination!'

Geoff Good

GOAL SETTING

What is a Goal?

A goal is an individual's (or a team's) ambition or target. Something to reach out for. Setting a goal gives purpose and direction for doing something. In this case, kayaking.

Commitment and attitude

Commitment and Attitude are two key words on which we should base our goal setting.

The level of commitment is closely related to the set goal. To be an international kayak racer requires more commitment than to be a recreational paddler. We have to decide the level of commitment to kayaking and set our goals accordingly.

Attitude is just as important, and maybe more so. You may have committed yourself to a lot of training and made many sacrifices. You can also be very gutsy, strong and technically brilliant, but if you don't have the right attitude, all is in vain.

Unfortunately, many athletes - and probably we have all been in the situation - have set goals with a poor attitude. We dream (idealise) of how good we would like to be, and our goals become unrealistic. The following example demonstrates this:

IDEALISATION

DEMORALISATION

FRUSTRATION

'I've trained all season and feel I should win at the Champs'.

So I idealise and dream about winning. If I don't win, that leads to frustration because I've done all that training and didn't get the results. This frustration makes me demoralised, and I think 'Is it all worth it?' However, once the Champs have passed I start to think about next year and start to idealise again. Hence the cycle could happen all over again.

The moral of the story is to set short and long term goals that are realistic about their outcome: ie I shouldn't aim to be Olympic Champion if I am not even the local champion! We have to straighten out the cycle. To do this we must idealise less, and think more realistically. Sure, it's good to dream about winning, but you have to come back to reality. Hence there will be no, or only little, frustration and demoralisation in training and performing.

Setting Goals (Short and Long Term)

There is a need for good planning of the competitive season and even subsequent seasons. Setting goals is the structure of the planning. The following example shows how goals can be set. This type of formula can be used by paddlers of all levels.

Grant has been paddling now for two years and last year he made the final of the K1 1000 race at the local champs. He had decided with his coach to make his long term goal for this season to be in the top three places for the same event. This is going to be hard work and a little out of Grant's reach but it is realistic (It is possible!).

After much discussion Grant and his coach work out some short term goals to help achieve the long term goal. To help them set the goals they analyse Grant's performance last year to see where improvement can be made. They feel he lacked strength and fitness towards the end of the race and his technique needs work on lengthening the stroke.



Grant's time was ten seconds slower than third place. He did have a good start and wants to maintain that this year.

It is now June and the local champs are to be in mid-December. They list the short term goals in order:

1. To have maximum strength by end of August. (This allows three months heavy weights).
2. During build-up, work on fitness and endurance and keeping a long stroke, so by September he will be hungry for speed.
3. During October, work on keeping the same stroke rate when going faster.
4. At the start of November, there is a regatta: aiming for a time five seconds faster than last year.
5. December, during the taper, feel good; plenty of rest; good attitude - achieve long term goal.

The short-term goals are stepping-stones to Grant's long term goal. He can evaluate his progress during the whole season. He also keeps motivated because he always has a target to reach in a short time rather than one target which is over six months away. Through injury or sickness goals may change slightly, but this is no problem when progress has been monitored right through.

The Key Points to Goal Setting Are:

- * Give a lot of thought to planning the season.
- * Set realistic goals - just a little out of reach. Not too far, this can be damaging mentally and physically. Not too easy, or you will never get to your full potential.
- * Set short term goals to use as stepping stones to the long term goal.
- * Set goals with your coach or team so everyone involved understands your aims and can give the right assistance.
- * You must learn to accept the outcome whether win or lose.

The Pay Offs of Goal Setting Are:

- * Increased commitment and motivation.
- * Measurable Success
- * Improved confidence and morale
- * Improved coping capabilities.
- * Improved communication (with coach and team).
- * A basis of evaluation of progress.

The polo action shot above by courtesy of Carl Goulding, taken at the 1989 International Open

AVOIDING CLASHES OF INTEREST

Please note the dates of the following slaloms at Symonds Yat, and Ironbridge, which are notified in the hope that organisers of courses or tours will be able to avoid clashes of interest on the Wye and Severn respectively.

Symonds Yat	April 7-8	September 29-30
Ironbridge	April 21-22	June 9-10

WHITE WATER SAFETY AND RESCUE COURSES

Loel Collins

White water safety and rescue courses are run throughout the country. These courses are popular and are generating a safety minded group of canoeists. GREAT?

Why are so many canoeists so bad at throwing throw bags? It is after all one of the basic tools of white water safety. Is it possible, that once the basic throw has been explained and practiced once or twice it is left on the assumption that the students will go away and refine the technique. Practice at home is unrealistic, throwing at a static object in the back garden is not the same as throwing to a swimmer. The place to practice is on the river in a realistic location.

What better/safer place than during a course where a suitable environment can be monitored by the course organiser.

As white water rescue becomes more complex a single weekend course is insufficient to cover basic technique in detail. Often courses rush to cover techniques that are inapplicable for the grade that the student is canoeing. A structured progression is needed to ensure that a suitable amount of time is spent on basic technique and building a sound base from which to develop. Within the Coaching Scheme an increasing emphasis is placed on white water safety. A structured syllabus of safety courses would complement existing awards and set definite requirements for the safety elements of the Senior Instructor and Advanced Proficiency qualifications. A syllabus of courses staffed by Coaching Scheme members, designed for the Coaching Scheme and recreational canoeists would ensure a structured progression develops. Students could attend courses pitched at an appropriate level. Courses need not be assessment but a record could be signed in the students log book if required.

The table contains ideas on a possible syllabus.

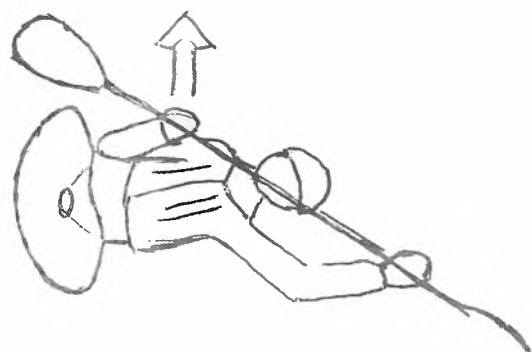
LEVEL	DURATION	COURSE ORGANISER	COMPLEMENTARY AWARD	PRACTICAL SESSIONS	THEORY SESSIONS
Basic	12 hrs	Senior Instructor (Inland E1)	Proficiency/Instructor	1 Using a throw bag to recover a swimmer 2 Swimming in white water 3 Catching a throw line 4 Second throws	1 Features of a throw bag 2 Swimming in white water 3 use / types of knife
Intermediate	12 hrs	Senior Instructor (Inland E2)	Senior Instructor (Inland)	1 Uses of sling and karabiner 2 'Towing' in moving water 3 Recovering two swimmers with one throw bag 4 Underarm throws 5 Overarm throws 6 Carrying a swimmer on a kayak	1 First Aid 2 CPR 3 Developments within white water safety
Advanced	Weekend	Coach	Advanced Proficiency	1 3:1 Ratio pulls (Z drags) 2 Vector pulls 3 Rescue from stoppers using a boat / throw line / chest harness 4 Use of chest harness: its limitations and dangers 5 Recovering a canoeist from a pin/broach 6 Tag lines	1 Evacuation of casualty 2 Pre-set rescues 3 Organisation of rescues

The High Brace Support

- an alternative view from FRED WONDRE

The following is a brief description of a high brace recovery which differs from the one normally given.

Starting position: the kayak is tipped on edge; the body, elbow and head are partly in the water. The thighs are braced against the top of the cockpit. The paddle is held almost horizontal, drive face down, by the lower (wet) arm which is stretched out away from the boat. The top (dry) arm is folded close to the body, elbow at the waist and hand near its own shoulder.



The recovery: recovery is achieved by pushing the top (dry) arm straight up. The lower (wet) hand just holds the paddle. There is no need to pull the supporting blade down against the water. An easy upward rotation of the kayak and the body results from this stroke.

Recovery in this fashion has several advantages. The lower (wet) arm is extended at the start of the movement and is not in a good position to exert a downward force on the water. The top (dry) arm goes from the folded to an extended position, a powerful movement. The force on the shoulder doing the work is compressive and reduces the risk of dislocation of the lower open shoulder. A hip flick does not appear to be an essential part of this recovery. Any torque generated by a hip flick has to be absorbed by the extended shoulder joint and partly by the inertia of the upper body.

When practising a high brace support stroke there is no need to have 12 stone or so pivoting violently on the end of the shoulder joint. Let the water absorb the body's momentum before initiating the recovery. Leaning back lowers the centre of gravity and should make recovery easier. This stroke is very effective, no sudden violent movement is necessary. The blade can even be allowed to sink below the surface, while explaining the stroke to a group, before a successful recovery is initiated.

CANOEING FOR DISABLED PERSONS

the potential role for Coaching Scheme members

by GEOFF SMEDLEY

The ultimate objective must be to facilitate access to all branches of canoe sport for all persons regardless of ability.

Discrimination

Currently there is discrimination in certain sectors based on ability. In many respects this is perfectly acceptable. The competitive arena should be reserved for those who train and work for the privilege of competing and winning. However, there are still considerations that need to be given to those of us whose ability is determined by genetics or accident!

Expeditions, touring or sheer pleasure paddling still demands of the participants the need to acquire skills to control their craft with due regard to the pleasure and safety of themselves and others.

It is the responsibility of all canoeists to follow a code of conduct that is based on the needs of the individual participant and a respect for the needs of other canoeists or water users.

As individuals, and within certain physical and intellectual parameters, the majority of us choose the level of our own ability. What often distinguished the athlete from the man in the street is the desire to improve physical performance. However, there are amongst us those who try-what-may are limited in their potential athletic achievement because they have some limitation on their physical or intellectual ability.

These are people who are disabled by a physical, sensory or intellectual impairment.

I believe it is the responsibility of the BCU to enable these people to access our sport in such a way that they can enjoy all those features of it that are available. Some aspects of our sport, although largely in the recreational field, already allow such access. However, to avoid unfair discrimination within other fields we will have to consider:

Modifying current practice and equipment

Changing the rules

Developing new activities

Modification

The first, and perhaps most significant modification we can make is to our attitudes. This is not one sided. As well as modifying the attitude of able bodied canoeists towards people with a disability, we also need to modify the attitude of some persons with disability towards canoeing.

To change "He/She can't possibly canoe!" to "Of course we can find a way for him/her to canoe"

and change "I can't canoe with my disability!" to "My disability won't stop me canoeing"

In comparison other modifications to premises and equipment are easy!

Changing the rules

The BCU has already demonstrated that its Tests can be accessed by canoeists with a disability, and discussions are currently taking place to give these people access to the Coaching Scheme.

"Sitting Volleyball" as developed by the BVA, has demonstrated how, by changing the rules, people who are "asble" can participate alongside people who are disabled. Some creative thinking has allowed similar activities within canoeing, eg. by pairing in doubles. Similar thinking at canoeing events can broaden this approach. Some piloting at a regional level might establish the way for national activities.

New Activities

In most sports "para" activities have been developed. PARA in this context is an abbreviation of PARALLEL, *not* PARAPLEGIC - a common misconception!

As yet we seem to be relatively inexperienced in providing, for example, para-slalom, or para-marathon. The BSAD system of

profiling may allow us to develop events that allow persons with similar abilities to compete on terms that are variable by factors of the genre of the dedication or commitment of the athletes to training, rather than to their inherent capabilities.

What can be Done

- 1 Determine that needs of all canoeists regardless of ability will be represented at all discussions, training or other Union events. Initially this may need Officer status although eventually all Officers may do this naturally.
- 2 Raise the level of "disability awareness" throughout the whole membership of the Union
- 3 Establish access at all levels, physical and attitudinal, within those facilities directly under the influence of the union (eg. canoe clubs) and be a voice to stir those facilitators that are indirectly under the influence of the Union (eg' municipal swimming pools).
- 4 Promote the theme of accessibility to all. This often has to be active rather than passive: ie tell all those organisations that care for the needs of people with a disability that you have a policy of open access. Positively encourage people to participate irrespective of ability.
- 5 Incorporate within all your publicity, whether paper or practice, examples of canoeists with a disability who are succeeding in canoe sport, to give confidence to others to try, and credibility to your policies.
- 6 Involve people with a disability in your organisation and structure.
- 7 Insist that all "come and try it" sessions will not be episodic, but developmental, so that those who become genuinely interested will have facilities to pursue this interest.
- 8 Use the expertise that exists within the BCU and a large number of "disability specific" sporting bodies, such as the United Kingdom Sports Association for Persons with a Mental Handicap, or Cerebral Palsy Sport branch of the Spastics Society.
- 9 Be patient! Whatever you plan to do, build into its planning the theme of access to all, and make it happen even if the initial response is small or even non-existent. People with a disability will need to establish confidence in your intentions before they risk participation.

A GUIDE TO CANOEING WITH DISABLED PERSONS

Written by Geoff Smedley M.Ed

Published by the British Canoe Union (1989 revised addition).

This 150 page, A4 book, now extensively revised, contains information and many illustrations covering such areas as physical, sensory and mental disability and canoeing with:

reasons for introducing disabled persons to canoeing
some ways and means of doing so
starting a canoeing group
organisation and administration
equipment
instructors/helpers
programmes of instruction - swimming pools
- open water
safety and rescues
extension activities
disabilities "explained" for the lay person
helping the disabled, dressing and carrying etc
syllabus for the B.C.U. leader/helper course
first aid advice
useful addresses
bibliography

with new sections on: lifting and carrying; mental handicap; medical enquiry forms; raising funds; epilepsy

Copies available from the BCU, price £3 including postage and packing.

SCA 1989 COACHING CONFERENCE REPORT

RESCUE AND SAFETY

Report from the International White Water Safety Symposium

Dave Horrocks (RCO Grampian) presented a resume of the 4th International White Water Safety Symposium held at Holme Pierrepont during September 1988. The Symposium attracted delegates from 13 countries. Included in the delegates were representatives from Perception and the BCMA.

The resume of the Symposium was divided into three sections: equipment development; accidents; and boat development.

Under the topic of equipment development, the current thinking was that the separate chest harness was not stable on the outside of the buoyancy aid and that the built-in chest harness was preferable. On the subject of towlines, the German delegates were not in favour of body-attached towlines, though this could be due to the type of water they paddles. However, the main concern relating to equipment was the design of the current canoe helmet, in particular the strap. The strap system does not prevent helmet rotation. The solution to this would be to alter the position of the strap away from the centre of rotation as in climbing helmets. Finally in this section of the resume, a problem on the behaviour of roof racks during a car crash was highlighted. During a crash the complete roof rack and kayaks left the transporting cart and went into the vehicle in front!

In the section on accidents, a study of over 300 reported accidents indicated that most accidents occurred on grade 3 water. A summary of the work on cold water immersion was given. This concluded that people who were suddenly immersed in cold water would probably develop hypothermia quicker than those more slowly exposed to the cold. Also research has taken place into "quick drowning", there being three possible causes: respiratory disturbance; circulatory disturbance; and exhaustion.

A brief summary was presented on boat design. Research has shown that dropping canoes from distances higher than 3m onto concrete can lead to significant leg injuries. The second point which was highlighted was that cockpits would possibly get bigger from 75cm to 85cm in length, the reason being to make it easier for canoeists with long legs to escape from the kayak. Finally, research has taken place into the way in which various kayaks responded to falling a distance on 2-3m at varying angles.

Copies of Dave Horrocks's report on the Symposium are available from the SCA office.

Discussion of the Criteria Used on Assessment Courses

Open Canoeing (Malcolm Rawson)

M Rawson thought that on assessments assessors should look at the decisions which a candidate makes whilst on the water. These decisions are based on experience which should be recorded in the logbook. Therefore an idea of the candidate's ability will be given in the logbook. If a candidate had excellent equipment but their paddling was weak then he would be doubtful on the candidate's experience. Finally, if the candidate would understand the trim and balance of open canoes then the candidate would probably be safe.

Sea Canoeing (Richard Willis)

R Willis told the Conference that for assessments he tended to look at the candidate's attitude to safety and how they taught safety. He also looked at the candidate's awareness, especially to the tides and weather. Therefore his reaction to assessments was to ensure that the candidate was safe. In closing, he felt that it was not necessary for a candidate to be able to roll - if they could not then the individual may be safer since he would be unlikely to take groups to the "limits".

Inland Canoeing (Sam Crymble)

In assessments S Crymble tended to look at the person's skills and attitude. He also wanted to see if the candidate was aware of the environment in which he was working. Finally, he looked at the equipment the candidate carried to see if they had thought about its design and use.

Inland Canoeing (David Simpson)

D Simpson felt that safety was an attitude of mind. Therefore he liked to see that the candidate was aware of the environment. He also looked for a knowledge of the hazards likely to be encountered and had the ability to steer the group away from these - group control.

D Simpson would not rely on a logbook, he liked to see the way the candidate acted and reacted on the water. Finally, he liked to see that the candidate knew how to use the equipment he carried.

KEN NICOL

REPORT ON THE PRACTICAL SESSIONS

Coaching of Forward Paddling

Two linked practical sessions took place on Saturday afternoon and Sunday morning. Half of the Conference members attended each alternately.

Mr George Oliver, coach at Nottingham Canoe Club, conducted the session on the coaching of forward paddling.

George explained certain basic points to be looked for to effect an efficient paddling action. The boat seat, footrest and stability should suit the paddler or be adjusted to do so. The strength and size of the paddler dictates the length of paddle and blade area. Paddles must be used symmetrically and blade angles which differ by less than 90 tend to be more comfortable and correct in the water. Correct seating is relaxed and erect. Knees should be raised and touching.

Next, efficient style was described. The trunk is "would up" and the blade planted far forward and pulled through close to the boat. Foot pressure gives a cycling action. The back blade is clipped out from the hip area to shoulder level. It was explained to look for the tell-tale splash of the entering blade showing that the last point was not being correctly executed. Also good technique will display an apparent pause to the stroke. Ideally the hands follow a rectangular pattern when viewed from the side.

George emphasised the need to continually correct technique till it is "grooved in" and to break faults early. He suggested working on the gross movements first - straight arms then rotation. Thereafter work on finer points.

Then followed efforts by the Conference members in Rapide, Cirrus, Discovery and Blenheim as well as own personal boats. There was opportunity also to use wing paddles, rather to the consternation of some!

Use of Video during Coaching

Nick Fenwick, the organiser of this practical session, presented to the group a well thought out introductory lesson on "the use of video as an effective coaching tool." The group itself had a wide range of experience in using video cameras, so Nick started by looking at reasons why video cameras can be used. He pointed out that it wasn't only to analyse the paddlers movement and to identify errors. Boat trajectory, reaction time, body position, energy input, wasted movement and paddle position could also be studied.

Nick also pointed out that the use of replay was very important. For instance, should it be replayed immediately, at a later stage and should only selected shots be shown.

At this point the use of a video camera was introduced. The importance of quality shots was raised and the effects of types of video camera, film, tripod, moving objects, light and focusing were looked at. The group then went outside to actually try to make use of different types of camera. It was pointed out that selecting your own position could improve the quality of shot and a properly adjusted video camera was vital. The group had throughout this session many occasions to ask questions and solve problems and so by the end of the session certainly felt more at ease with the equipment itself.

An opportunity to study the film shot that session was given and most agreed that although some problems had arisen these could be easily sorted out with a little more practice.

REPORT ON A PROPOSED SYLLABUS FOR THE OPEN CANOE COACH AWARD

Stuart Bell presented an interesting and at times highly amusing account of the background to the setting up of the SCA open Canoe Working Party, and described the suggested syllabus devised by the Working Party for the Open Canoe Coach award.

Copies of this report were distributed to Conference members and can be obtained by interested parties from the SCA Office.

The conclusions and report of the Working Party were endorsed by the Conference and it was agreed that a representative(s) of the Working Party should promote these ideas and proposals in a "nationally constituted" working party set up to create a syllabus for the coach award acceptable to all areas of the UK.

JOHN HALL

OPEN FORUM - GENERAL COACHING MATTERS

Questions

(1 - *Tony Cook*) Is the new approach to the Coach course purely a personal interpretation by Glenmore Lodge or has it wider currency?

(2 - *John Young*) Was the Coaching Committee consulted regarding content of Scotvec modules on canoeing, and do they have a view on the content?

(3 - *Norman Greenshields*) What centrally developed materials were available for use on courses?

(4 - *Tony Cook & Norman Greenshields*) Is it now obligatory for a coach to be present at Senior Instructor Assessments?

Replies

(1) Sammy Crymble replied that he had consulted with Coaching Committee regarding his proposed approach. There was nothing new in content but the approach was originally a personal view but supported after consultation with the Coaching Committee. Links with Plas y Brenin had lapsed but G Good confirmed that the practice of both National Centres meeting would be resumed.

(2) D Simpson replied, No we were not consulted, in common with other groups - SMLTB. Details were given of SMLTB submission which was critical. Coaching Committee were concerned about possible abuse of rather woolly module descriptions but there were a large number of Coaching Scheme members actively involved in teaching from these. It was agreed that Coaching Committee would contact Scotvec for clarification of what external moderation was taking place.

(3) G Good replied that a great deal of excellent material has been developed and co-ordinated centrally but such is the turmoil at the BCU offices that it has yet to be distributed. The same applied to the Coaching Directory which will now receive top priority. The *New Canoeing Handbook* is available and is excellent.

(4) G. Good replied, No, it was not obligatory. A Coach *should* be present.

(5) Dave Horrocks left a proposal with the Conference which was discussed and noted, regarding the missing out of the actual Instructor assessment in areas where the award itself had no practical application.

G. Good saw no real difference between this proposal and the existing discretion for exemption from the Instructor Award. The director of an Instructor Training course (who would be an E2) can recommend to an RCO that a candidate proceed to SI training.

The decision of the Conference was to adhere to the BCU system as stated, but to accept the above as good practice within Scotland.

UPPER SEVERN CANOE RALLY

This popular rally and marathon event for open canoes takes place this year from Pool Quay to Shrewsbury from 13-14 May.

Organiser: R Drummond, South View, 8 Severn Bank, Shrewsbury SY1 2JD.

The event is sponsored by *Drummond Outdoor* - kayak and canoe centre.

COACHING SCHEME UPDATE

Ray Rowe has moved

Ray Rowe's new address is: 10 Glenthorne Way, Kingsbury Rd, Erdington, Birmingham (0831 126870)

Surf Awards - important development

At its March meeting the National Coaching Committee agreed with the BCU Surf Committee and the joint working party which it had established, that the surf awards should be regarded as Senior Instructor training and assessment, rather than using the competition coaching scheme terminology.

NCC accepted the view that the situation on many surf beaches, particularly in the south west of England, is now so serious, that emphasis should be put on the need for those leading canoeing groups in surf to acquire specialist training. Evidence was given regarding the closing of beaches to canoeists, and the accidents which are arising as a result of poor etiquette.

Details concerning courses available this year are contained in the calendar in the Year Book, and on the back page of this CoDe.

Star Tests

A series of introductory tests to surfing are also being introduced. Details from the National Coach for Surf, Dennis Ball, 4 Aintree Close, Hillingdon, Middlesex.

Welsh Tests

Please note that WCA members should now send all STAR TEST and PROFICIENCY TEST entry forms to CELIA HAYWARD, Pen y Bont, Corwen, Clwyd.

Canoe Tests Rationalisation

The separate Placid Water and Star CANOE tests have been phased out and replaced by a set of revised CANOE STAR TESTS. The new syllabus' are available from the BCU office.

Examiners are asked to train and test to the new syllabus, but the Placid Water Canoe tests will continue to be accepted in instances where examiners have not caught up with this change.

The Placid Water and Star Tests for kayak continue separately as before.

Star Tests - only one required !

Now that the 3-Star Test is required for Instructor Award training it should be remembered that it is not necessary for a candidate who does not hold the 1 and 2 Star Tests to undertake the whole of them when being assessed for 3 Star. The examiner should, however, select a few key elements from the 1 and 2 Star, and check the candidate's performance of them, during the 3 Star Test.

Yorkshire and Humberside Coaching Panel

The next meeting of the Yorkshire and Humberside Coaching Panel is on 6 March. Please consult your LCO or RCO for details.

INSTRUCTORS' CRIB CARDS

Reviewed by Ray Rowe, editor of the new Canoeing Handbook

Bill Lodge of the Yorkshire Coaching Panel has produced a set of 'crib cards' to help people who are teaching the basic strokes. It's an excellent idea, which I am sure will be found immensely useful by Instructors, Senior Instructors, and Coaches.

The waterproof memory joggers contain summaries of technique for the basic strokes. There are twelve cards (each 3½ x 5 inches) carrying information on both sides, and the print is etched in black on a white background. The cards are hard wearing and just the right size to take with you on the water, into the pool or down the pub. Card number twelve is a blank note pad which takes chinagraph or soft pencil and can be erased with thumb pressure.

It's a neat, functional tool and one which should be recommended to trainees on all coaching courses. Nice one Bill.

'Crib Cards' are available from BCU supplies at £4.95 per set.

Dear CoDe

Dear CoDe,

I was recently involved in the rescue of a surf rider. The situation was serious enough to have resulted in a fatality, but thanks to the prompt action and expertise of a number of canoeists the man's life was saved (though it appears he also had to contend with Weil's disease at a later date!)

This incident made me realise that although our training makes us confident to deal with fellow canoeists, there are gaps in our knowledge when it comes to other water users. I was totally unaware that this fellow was still attached to his board by a leash, and unaware how to undo the leash and release him.

With our water getting more and more congested with various sports, it seems to indicate that helping other water users is going to become more of a necessity. Would it therefore be possible for CoDe to give us a 'thumb-nail' sketch of other water users' equipment, and the hazards and rescue techniques in other water sports. This should, I feel, also include fishermen. We are trained that prompt action will save lives, but is it only canoeists' lives?

ROSEMARY PREECE, Great Malvern

Dear CoDe,

I read with fascination Pete Button's article "National Accreditation for the B.C.U.'s Coaching Scheme?"

I would like to put forward an alternative set of characteristics of ET's/SI's:

ET Family and friends more important than career status.

Genuine friendships

Balanced, humorous view of life.

SI Would swap their granny for another ticket

A "friend" is some-one who helps you up the ladder

Obsessive, self-centred view of life.

Nevertheless I hope one day I will pass my SI - I hope some of the 20 E2s that Pete circulated are my assessors. (I will be the candidate with the shellallagh).

MAUREEN KEENAN

(Former ET at Sunderland Outdoor Activities Association. Member of BCU Coaching Scheme for two and half years)

Dear CoDe,

Just a brief letter to say that over the last few months I have begun to find CoDe an increasingly heavy item to read

I have been an SI for only a few years and although CoDe has been rather thin in the past, I found it did hold, at times, information which would inform, inspire and amuse. Today, I am confronted by a more technical magazine where I find little to relate to.

Possibly there has been a change in contributors, and we now hear from the more professional side of the sport, outdoor education, centres and training agencies.

Whilst EDICT, now changed to IDEAS is useful, I suggest that we all know that good instruction comes from "inside" and not really from remembering a mnemonic and articles to help foster the "inside" would be appreciated by me and others who still have goals in the coaching scheme to achieve.

What has been written recently appears all too mechanical, unreal and far from our real sport. After all, don't most of us finish a session on lake or river with a good laugh, shiver and a flask of coffee.

I am not an old canoeist reflecting upon the 'good old days', but I do feel it would be a shame to begin to overcomplicate our sport in an attempt to increase its validity in the eyes of others, whilst we risk forgetting the roots of the sport.

JOHN FARMER

Dear CoDe

If I may use your pages to promise never to mention Scotland again will the Scots please stop bringing up trivial matters and allow us all to use our energies in a more productive way. I refer to Donald Thompson's letter in the December edition. (The issue has been raised in two other places within the last month to my knowledge).

In April 1988 I added a clause to the Touring Development Plan stating "This Plan has been prepared for canoe touring in general and has been approved for implementation by the Touring Committee of the British Canoe Union *which has representation from the Welsh Canoeing Association, the Scottish Association and the Canoeing Association of Northern Ireland*". That was a statement of fact.

Following a written protest from the SCA it transpired that not only had their representative not attended any meetings, had retired, and failed to pass on the agendas and minutes, and in addition the SCA had failed to advise us of his successor. Given these circumstances your readers may understand that I feel unrepentant.

Donald is "also concerned that the plan seemed to propose that some of the proposals could be enacted in Scotland". I must admit that the writers were not considering Scottish paddlers in particular but paddlers in general and if the Scots are so very different (and I leave it to him to prove this to me sometime) then perhaps he is right.

I do of course recognise that the SCA is responsible for Scotland but as this issue is constantly being raised I do feel that it is time the matter was closed and we got on with being productive.

COLIN KEMPSON

Vice-Chairman, BCU Touring and Recreation Committee



Dear CoDe,

Thank you for printing the article describing the touring development plan. Ninety nine per cent of the feedback I have received has been in favour of the plan. Kevin Danforth, Stephen Brown and Graham Wardle have been brave enough to help me with the work. I will endeavour to keep the coaching membership informed through the pages of CoDe.

One addition to the plan is an open meeting at the Crystal Palace Canoe Exhibition, probably at midday on both Saturday and Sunday.

The one percent adverse comment was Donald Thomson's letter, which criticised me for not consulting the SCA before proposing a plan which may possibly be enacted in Scotland. As Colin Kempson points out in his letter, the SCA are entitled to representation on all of the committees which produced the plan.

The whole purpose of the plan is to encourage white water paddlers to work together, trying to sort out our common problems. If the SCA want to work within the existing structure, that's fine by me. If they want to totally control their own area, working alongside the rest of us, that is fine by me also. All I care about is that we get away from petty internal politics, canoeist fighting canoeist, and get on with the important jobs, such as fighting for access and for the environment.

That leads me to my second point. The world is growing increasingly international, with cross border co-operation and discussion becoming the norm. Last month's *Slalom Magazine* contained an excellent article by Richard Fox. This described his winter training alongside American and French paddlers, sited in Brazil, structured to help the newly developing sport of canoeing in South America.

In 1988 the BCU hosted an International Safety Symposium, with paddlers from the world over meeting to learn about white water safety. For me one of the joys of paddling abroad is to meet local paddlers, and share in their enjoyment as they show me their local waters. We are all facing the same problems of increasingly difficult access, increasing pollution, and increasing government control and regulation. We can all learn from and help each other. Can we please put aside the politics, put aside the trivia, put aside our differences, and get on with sorting out our problems together, constructively, side by side.

SIMON DAWSON

WW Representative, BCU Touring and Recreation Committee

TEACHING CANOEING VIA THE PLACID WATER SCHEME

by Rob Hignell

Introduction

David Train's Placid Water Scheme, introduced in 1984, was an attempt to shift the focus of canoe teaching away from closed cockpit kayaks and rough water techniques and towards open cockpit canoes and kayaks of all sorts and their use on flat water.

Since 1984 the Coaching Scheme has undergone some major revisions, but it seems that the Placid Water Scheme has lost impetus. This article is an attempt to show how one organisation, the Canterbury Canoe Centre, uses the framework of the Placid Water Scheme as a method of introducing all forms of paddling skills to novices and how this use of the Placid Water Scheme inter-relates with other parts of the Coaching Scheme.

The Scheme in Practice

Canterbury Canoe Centre is part of Kent County Council Education Department's youth provision. The centre has evolved from an active school canoe club and now occupies the lower floor of a youth centre on the banks of the River Stour. The centre has an assorted fleet of about 60 kayaks and canoes. A full-time warden is employed by the authority, and some financing is provided for part-time instruction, cleaning, clerical assistance, equipment maintenance and replacement. It provides canoeing activities for local schools and youth groups, further and adult education institutions, language schools, social and probation services and others. The busy season is from May to November, although some activity continues throughout the year.

The River Stour which flows past the centre is a slow-moving sluice-controlled river which offers a good variety of interest and simple training sites for beginners. A number of tours are possible from the centre, two of the most popular being a circuit of the city and a one- or two-day paddle from Canterbury to Sandwich. The centre is closely associated with three local canoe clubs and does some of its intermediate and advanced work on trips away from the centre in association with one or other of them. Such trips have included visits to Holme Pierrepont, Wales, the Dart, the Thames and to the Alps.

The majority of the work if the centre is the provision of beginners' and taster courses on site to school pupils during games or general studies lessons, and to youth groups after school and at weekends. They come in groups of 8 or 15 for an hour two, normally once a week for a period of 6 to 8 weeks. The centre encourages teachers who attend with groups to do the instructing, and provides a range of training opportunities to enable them to become qualified. Other groups are taught by locally-trained instructors who have come to the centre through local clubs, Community Programme initiatives and the local technical college's City and Guilds Recreation Studies course. Most qualify initially as Placid Water Teachers; some go on then to gain Proficiency or 3-star through the clubs and subsequently become TIs, Instructors and SIs.

The advantage of the Placid Water Teacher as the 'starter' award

The aim of the centre is to meet as much of the demand for canoeing in all its forms as possible; the biggest difficulty in doing this is the availability of qualified instructors. It seems that by the time a canoeist has shown the commitment to the sport to train and qualify as an instructor they are often no longer in a position where they can spare the time to each canoeing during the day, the time when centres such as this need them. The site is relatively safe, and certainly qualifies as "sheltered inland water" in the Placid Water Scheme. Most of the groups using the centre are beginner groups and it has been our experience that they can achieve more in their first few lessons using open-cockpit canoes and kayaks than they can with closed-cockpit kayaks. For the centre this means that instructors for these groups can be qualified at a simpler level than would otherwise be required, and therefore that teachers, volunteers and relative newcomers to the sport can get into canoe teaching more easily. All participants at the centre are exposed to the more advanced activity that is always going on in the background, and those who wish to do more can always be referred to the next trip or course that the centre are offering or to one of the local clubs. If a group becomes enthusiastic, and outstrips the ability of its own teacher or instructor, the centre can provide instruction and leadership to higher levels.

Canterbury Canoe Centre uses the Placid Water Scheme as a simple stepping stone for both participants and instructors to become involved with canoeing. For many, the scheme provides all they need for their enjoyment of the sport or their work with young people. For those who

wish to pursue canoeing further, opportunities are available for individuals to gain further experience and qualifications.

Development of the Placid Water Teacher Award

The Placid Water Teacher award is an ideal award for a centre such as this; holders of it are trained to teach canoeing and to have a basic awareness of safety. It is preferable to the new Supervisor award in that it has an element of teaching skills in it, and is a valuable stepping-stone to more specialist awards in particular canoeing disciplines. I believe that the current syllabus would benefit from some modifications in order to make it more universally useful. In doing so, it would be important to ensure that the original aim of the scheme - to provide a way of giving basic training to paddlers in flatwater clubs - was not lost. The racing theory section of the syllabus should however be removed from the basic award; it is not an essential for those introducing newcomers to the sport. Although the Placid Water Scheme does not require participants to capsize and get wet in our experience the extra confidence engendered by the use of simple, safe, directionally-stable boats leads groups of beginners to enjoy splashing, falling in, and other activities normally associated with closed-cockpit boats. Capsizes become a natural extension of this process, and we find our Placid Water Teachers need skills to enable them to empty boats quickly and efficiently, not so much as "rescue" skills but more for effective group management. With these changes the course should still fit easily into a weekend for training and assessment. Endorsements to the award could be offered - Racing Theory to make the award up to the existing PWT standard or Closed Cockpit Theory and Practice to make up the existing TI Canoe course. On small courses at well-equipped centres it should be possible to cover the syllabus for the new PWT plus one of the endorsements in a Friday-evening-to-Sunday-evening weekend. Entry requirement would be as now, Placid Water skills awards level 1 & 2, with an additional requirement to qualify up to 3 star or Proficiency level in the relevant discipline if TI endorsements are required. The advantages that such an approach would give are:

- 1 A single entry point into the scheme would be available for everyone, and reasonably competent paddlers would be able to qualify instantly to teach rather than just supervise canoeing activities.
- 2 Placid Water Teachers would no longer be required to learn information specifically about racing that they might never need in doing their basic flatwater instruction task, but would instead gain rather more experience of rescue and boat handling.
- 3 Placid Water Teachers would have an immediate upgrade path to Trainee Instructor and beyond. At present a Placid Water Teacher has to start again if he wants to move into the closed cockpit or open canoe specializations.
- 4 TIs in kayak and canoe disciplines would be able to cross train simply by doing the alternative endorsement - they would not have to repeat a lot of common material in attending a complete alternative course.

Placid Water Teachers are not usually "professional canoeists". I believe many of those who qualify here join the BCU in order to obtain the award but subsequently let their membership lapse. I believe that for this award a similar method of payment to that for the supervisors award should be adopted - i.e. a three year registration. The award should be renewable on a three-yearly basis on production of log book showing activity to the LCO and small renewal fee to the BCU.

Summary

The Placid Water Scheme has been in existence for five years. During that time in at least some centres it has been very successful as a way of introducing people to canoeing of all sorts. It would be a great benefit to the Coaching Scheme and the future development of canoeing if its universal approach could be developed, made less specialist, and brought in to form a coherent part of the scheme rather than, as at present, being a separate scheme on its own. The modifications described in this article would allow this to happen, while at the same time permitting the scheme to continue to support specialist flatwater racing clubs and their training needs. Indeed, if the Placid Water Teacher award were to be accepted as the core qualification of the Coaching Scheme, then all beginners to canoeing would be able to start out in the sport without having to commit to any one canoeing discipline until they had had a taste of the fundamentals of the sport.

CANOEING AND THE ENVIRONMENT

by LOUISE PREECE

The open canoe offers a unique opportunity for travel in the natural environment. The use of lining, tracking, poling and portaging means that the open canoeist can reach places that are inaccessible to less versatile craft. Because of their unique position though open canoeists carry a responsibility. To the environment.

The need for care is evident. You only need to look at the problems on the mountains where mile wide swaths are eroded across areas such as the Peak District. In the Cairngorms the effect of thousands of skiers can be clearly seen once the snow of winter melts. The world over there are numerous other examples of what happens when man feels no responsibility towards his environment.

This may all seem a little dramatic in relation to the canoeist. After all, what harm can come of a quiet week-end away in a canoe?

The nature of open canoeing is such that its participants look for remote locations. Britain is a small country and its wilderness areas very small indeed, so when it comes to looking for somewhere remote the choice is limited. There can be little doubt that numbers of open canoeists are increasing and as more people look to wilderness the pressures increase proportionally.

There are limits

Any area has a limit to the number of people it can take. This is called its capacity and can be several different figures, depending on what form is considered. The physical capacity of an area is the number of people who can get in before there is no room left. The approximate physical capacity of Holme Pierrepont could be said to have been reached when its car park is full. The ecological capacity of an area relates to the number of people it can take before the ecology is damaged. This is obviously more difficult to define, but also a more important one. Finally there is the perceptual capacity. This relates to how many people can be in an area before the people themselves feel it to be full. If you were on a wilderness trip it may be that the sight of just one other boat would make the area overcrowded!

In relation to the environment the ecological capacity is the most useful form to look at. The difficult question, though, is, at what level does damage occur? Carrying a boat over the portage may damage plants which are trodden underfoot and underwater flora and fauna may be disturbed as the boat and paddle move through the water. The real decision is what level of disturbance is acceptable and, since that level will be different for different people, who decides? This difference in standards can be seen between the exponents of minimum impact camping and no trace camping. However, although the degree varies, both accept certain acts as being undesirable. These acts are a good place to start when considering how the open canoeist can be more environmentally aware.

Fouling the nest

There are certain things which people will always think of whenever the 'country code' is mentioned but there are some which may not be quite so obvious.

One of the first things that anyone will say is litter. Litter is one of the most obvious and long lasting marks that the canoeist can leave. Brightly coloured wrappers and rusty tin cans leave an intrusion for years. Most rubbish can be reduced to a relatively small size for taking home and some things can be transferred from large containers before leaving home. Tinned food can be emptied into plastic bags and bulky packaging can be removed from dried meals, leaving them in the less bulky inner wrappers. A more difficult problem is presented by biodegradable rubbish. It is generally accepted that this can be left behind since it will rot, however, some things take longer to rot than others. Orange peel for instance, takes nine years to rot and is highly intrusive in the meantime. Other biodegradable material which is left may be scavenged by wildlife. This is not a problem if the campsite is only used occasionally but if food is left on a regular basis animals may come to rely on it. If food is plentiful enough animal populations will increase until they reach pest proportions and non indigenous species such as gulls may even move in. Although this may be a rather drastic example it is never the less true that any interference in the natural systems of an area will create imbalance and as such is undesirable.

A burning issue

Together with litter, fires are probably the best known problem. The open canoe carries with it an image of mountains, trees and a fire crackling away beside an upturned canoe. This is an image which has come across the Atlantic with the canoe and is certainly more common there than in Britain. This fact is probably due to the more suitable nature of much of the landscape in North America and in no small part to the attitude of land owners and government. In Britain the abundance of heather moors and peat make fires a hazard unless properly built and tended. The restricted amount of open space in Britain also makes even a well tended fire more obvious to the hostile land owner or park warden. We are unfortunate in this country that we have no large areas of wilderness owned by the government for their preservation and enjoyment by the public. This means that the joy of an open fire has to be limited if we are not to abuse our De Facto access to land and water. It also unfortunately means that the skills required to build and tend a safe, environmentally sound fire are not often known or practised and so the sight of large fire scarred areas is not an uncommon one. Obviously though there will be times when open fires will be built and on these occasions certain guidelines should be followed. Once it has been decided that an open fire is appropriate the next question is where to build it? Many soils, and most of all peat, have the ability to hold and transport fire under the surface. Because of this if a fire is to be built on the ground the sod and all top soil should be removed down to the mineral soil. Mineral soil is inert and will not burn. When the fire is finished make sure the ashes are completely burned and then douse thoroughly with water. The ashes and mud should then be buried or scattered and the soil and sod replaced. Where a flat rock is available to build the fire on it should be first covered with sand or mineral soil to prevent permanent scarring of the rock. For this reason rocks should not be used to surround temporary fire pits and fires should not be built on rocky beaches. Finally fires should not be built so close to trees and bushes that their roots and branches are damaged by flames. The next question to consider is what wood to collect and where from? Dead wood lying on the ground is an important part of the nutrient cycle and so fire wood should consist of small sticks and branches lying on the ground. Live trees should never be cut down for fire wood. Because everything that is burned is removed from the natural cycle fires should be kept small. It is surprising just how small a fire it is possible to cook a meal on. In popular areas wood may be scarce around campsites and so should be collected from a wider area in order to let the immediate vicinity recover. If there are still only small amounts of fire wood then it is probably time to get out the stove.

Going through the motions ?

Oceans and rivers have long been used as dumps for waste of all descriptions. The harm that this causes, though, is now well recognised and so the canoeist should make an effort to avoid it. Everyone can see the sense in keeping the latrine away from the water, but there are other factors too. Detergents are harmful to aquatic life and fluoride is undesirable in large quantities. The safest way is to make sure that water for all uses is removed from the source before use and then emptied into the ground well away from the source after use. If pots are rinsed in water first then less detergent is needed to actually wash them. Again, this may seem rather dramatic in relation to one canoeist washing his hands in a lake. However, one press of an aerosol doesn't make a hole in the ozone layer but we have to start somewhere and there is no doubt that the best start is by example.

Will it still be there for our children ?

One slightly less obvious act is erosion. We tend to notice the effect when it is done but not think about the act whilst we are performing it. Once the canoe is on the water and the paddler inside it is probably safe to say that they are doing little damage. However, the short distance between car and water is extremely vulnerable.

Because of limited access points in this country the few available tend to be over used leading, inevitably, to erosion. Although it is difficult to find alternative access points, once on the water it is usually possible to choose a site to camp or to have lunch which is less

susceptible to damage. Special care needs to be taken by canoeists since wetlands and water verges are ecologically fragile. You only need to compare a wet football pitch to a dry one to see how water affects the land. Where a dry footpath may take hundreds of walkers without any real damage, just two canoeists may be enough to destroy a strip of wetland. Particularly with groups, getting on and off the water tends to demand a great deal of concentration and organisation without the added thought about where people are walking. However, a small amount of thought at this point could have a large effect in reducing erosion.

Blending in

Two factors which are little considered are more subjective than litter or fire scars and concern noise and colour. As was mentioned earlier, areas of wilderness in this country are scarce and so a true 'wilderness experience' i.e. one without the presence of others, may be very difficult to find. Because of this fact consideration needs to be shown in keeping noise to a minimum in order that several people can enjoy a relatively small area without conflict. It is often a surprise to people how far voices carry once the undertones of traffic and everyday urban life are removed. Colours can also make the difference between a feeling of wilderness or a Sunday afternoon at Aviemore. The trend is now very much towards high fashion colours in outdoor clothing. This trend, however, is largely incompatible with a move towards more environmentally aware canoeing.

Is your journey really necessary?

Obviously then there are many ways in which the canoeist can reduce his impact on the environment he uses. Ultimately though, no matter how careful each person or group is, there is likely to be some damage if use becomes too heavy. Youth groups tend to be largest and most frequent users of the environment, especially those areas within easy reach of urban centres. There is an important question that needs to be asked with any group and that is 'are the members of the group gaining anything more from the experience of canoeing from being in the natural environment rather than on a local canal?' It is doubtful whether being in a remote area can by itself have any effect on their canoeing experience. In fact, especially with inner city groups, it may be that to put them in an alien craft is all that they can psychologically handle without the added burden of being in, what they see as, a hostile environment. At least on a local piece of water they can feel secure in their own environment and cope with the canoeing on its own. Once the canoeing has been mastered it is then reasonable to undertake a programme of environmental awareness using the canoe as a tool. However, for any child to appreciate the natural environment they have to be shown the way. Take a group of children into a wilderness situation and, without guidance, they will treat it in the only way they know. The urban way.

Another problem with groups is the tendency toward the 'dawn raid' principle of trips. They make a Friday night dash to whichever bit of wilderness is chosen, camp and paddle where ever they chose and then drive back home again on Sunday evening. They are oblivious to any problems they leave behind and when they arrive next time to find access barred, it doesn't matter, they just go somewhere else. Some responsibility has to be felt towards local paddlers. It is often the case that both landowner and environment tolerate a low level of local use but an onslaught of 'foreign' paddlers is too much for the balance. This is not to say that local paddlers should have a monopoly on their water but that it is the responsibility of visitors to find out about local agreements and environmentally sensitive areas.

The problem of numbers again comes back to the capacity of areas. There can be no doubt that it would be desirable to think that anyone who wanted to could paddle in remote places. However, Britain's wilderness cannot support a much higher level of use than it now has. Were all participants to behave environmentally then its capacity would doubtless be increased. If only through a lack of knowledge, though, this is unlikely to happen. The conclusion is then drawn that numbers cannot be allowed to increase infinitely if the environment is to be maintained. Who makes the decision on numbers, though, and who decides which people make up those numbers? The solution, if it is to be at all fair, is not easy.

Conclusions

As has been shown there are many ways in which the canoeist can harm his environment. With care, though, and assuming that numbers don't increase too dramatically, the damage could be kept to an acceptable minimum. What needs to be realised is that we have no luxury of a decision. If our natural environment is to remain for future generations, we have no choice. The responsibility is ours and we must face it.

WOMEN AND COACHING

ACTION STRATEGIES PROPOSED AT THE AUTUMN WORKSHOP OF THE BRITISH INSTITUTE OF SPORTS COACHES

TO GET MORE WOMEN INVOLVED:

1. Stage coaching courses for practising athletes/sportswomen at times that fit in with their competitive schedules.
2. Encourage more parents to become involved in coaching.
3. Run coaching courses for women only with women tutors.
4. Obtain lists of newly qualified coaches and invite them to coach.

TO SUPPORT WOMEN IN THEIR INVOLVEMENT

1. Give newly qualified coaches supportive coaching environments where they can develop their coaching skills alongside more experienced coaches.
2. Establish a network of women coaches from different sports where issues pertinent to women's coaching could be discussed, mutual support given and contacts made.
3. Organise refresher courses for coaches who are not active in coaching, and encourage them to become more involved.

TO HELP WOMEN PROGRESS TO HIGHER LEVELS

1. Review appointment mechanisms for higher level coaching positions to ensure that they are both open and equitable in intention and practice.
2. Adopt policies of appointing women coaches for coaching positions with women and girls.
3. Set up 'Apprenticeship Schemes' to assist novice coaches to make the transition to higher levels of coaching.
4. Encourage women coaches to apply for advanced coaching courses.
5. Include women in all senior/international management/coaching teams.

GENERAL

1. Give coaches appropriate financial remuneration for their professional services.
2. Publicly recognise the achievements of women coaches and the contribution they make to sport.
3. Provide child care facilities for women coaches or offer to pay child care costs for women coaches who have children.

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the only complete guide to the sport and pastime in Great Britain

B.C.U SURF WEEK

SUMMER 1990

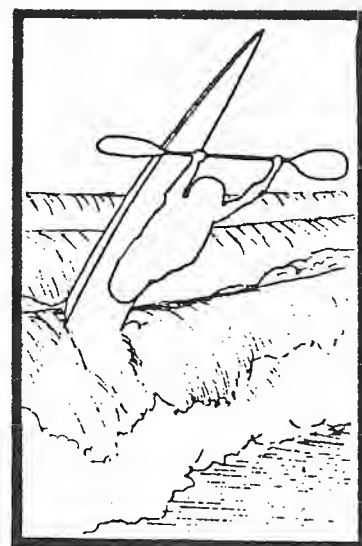
S/W WALES



SURFING SKILLS "CLINIC"

MON 20 - FRI 24 AUG

With the accent very much on fun & informality, this surf clinic will offer opportunities for surfers of all levels of ability. Under the expert eyes of the National coach & a team of top U.K. surfers, participants will soon see their skills improve; be they beginners trying to crack the basics, or established surfers seeking to become more radical! There will also be opportunities to take the new 1 - 5 Star tests (surf). During the week there will be ample coached & free time on the water, supplemented by a rich programme of surf sessions, illustrated slide lectures, etc. There will also be the usual socials, silly games & B.B.Q.s! Participants will need to provide their own transport, camping/ cooking gear, food & personal surf gear.



VENUE FOR BOTH COURSES: ANGLE, PEMB'S, S.WALES.

(Using various beaches in the area)

<u>COSTS</u>	"SURFING SKILLS CLINIC"	-	£60.00	(inc' all instruction & camp fees)
	"SEN' INSTRUCTOR TRNG"	-	£30.00	(inc' all course & camp fees)



B.C.U SI (SURF) TRN'G

SAT 25 & SUN 26 AUG

This is a new qualification offered by the BCU coaching scheme & will lead to the Senior Instructor (surf) assessment.

This course is open to BCU Instructors of 3 - 4 star surf standard and is aimed at those persons wishing to teach groups or lead club trips in the surf round British beaches.

Applicants must be BCU members.

DETAILS & BOOKING FORMS: Karen Dighton,
28, Broncynon Terrace, Cwmdare, Mid Glam.
CF44 8RL. Tel:

TESTS & AWARD ENQUIRIES: Dennis Ball,
4, Aintree Close, Hillingdon, Middlesex.
UB8 3HS. Tel: 0895-446203 (evenings).