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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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Agreed Standards

Several queries have arisen recently concerning the status of the agreed syllabus'. Are they for 'guidance', or should they be followed in detail ?

It was determined a long time ago that the agreed syllabus' were just that - agreed syllabus' for consistent application throughout the country.

Every effort has been made to keep them up to date, and to periodically issue revised wording to clarify the situation where ambiguity has been complained of.

Should an Examiner feel that the requirements of a particular syllabus, or part of it, has become obsolete, the matter should be discussed by the local coaching panel, or the case written up for CoDe.

Once the annual Conference has discussed the matter, and/or the Coaching Committee has agreed a revision, this is publicised for general adherence.

It really cannot be right, however, for an Examiner, or Coaching Panel, to apply requirements or standards which differ from the agreed syllabus, as it is impossible to achieve consistency of exam standards throughout the country, on such a basis.

A point to consider, also, is that a person offering a course is in a contractual situation with the candidates. To fail a candidate for non-performance of a skill, or to a level other than that which is written down, does raise the possibility of an action for 'breach of contract'!

EXAMINERS FORUMS

Examiners should note that the coming Forums will have available samples of the new resource material for courses - OHP transparencies, videos, students notes, etc. Please contact your RCO for confirmation of the arrangements (via BCU office if you're not sure of the address).

OUR THANKS TO THE MIKE JONES RALLY

You will have received (hopefully!) with this CoDe a handy sticker for your boat, outlining the essentials of resuscitation.

Our grateful thanks are expressed to the Mike Jones Rally for the full provision of these stickers for Coaching Scheme members.

Next Rally: 12-13 January 1991. Details from: Mike Jones Rally, c/o Betws y Coed Sorting Office, Betws y Coed, Gwynedd.

COACHING COACHES

by WILLIAM T ENDICOTT

Part VII of the paper presented by Bill Endicott to the slalom coaching symposium (Augsburg 1988) was featured in CoDe 34 - August 1990

TRAINING

As much as possible, time in the boat

Within some limits, exactly how a slalom paddler trains is not important as long as it involves a great deal of hard paddling in whitewater and gates. Thus, there is room for innovation. It also explains why boaters have been successful using quite different methods: Slalom consists of an unusually high number of variables. If an athlete is good at just a few of them - say, he had excellent whitewater skills, but mediocre conditioning - then he can do very well, while someone else who is good at other variables - has great endurance, say - can also do very well. It's not necessary to be brilliant at all the variables, just some of them. Thus, a coach should help the athlete determine what his strengths are and, first, build a program around those strengths, then, secondly, devise strategies to work on the weaknesses.

Specificity in training

This means train on whitewater gates a lot. The athlete will progress much faster if he does. He can get good on flatwater training, but he has to spend more years at it because he gets whitewater experience only at the races. However, I think a certain amount of recyclable, class II gate training is vital because it builds speed and strength. If an athlete does all his training on big water, he will lose basic speed.

Short, intense work-outs

Short, intense work-outs (45 minutes) are generally better than long, less intense ones. This is because it is difficult to maintain quality after about 45-60 minutes, and athletes should not spend time practicing poorly. Better to do two or more short workouts a day than one long one.

Hard work and appropriate rest

Realizing that training is a mixture of hard work and appropriate rest is crucial. Many eager boaters do not factor in enough rest, and overtrain. It becomes the coach's job to guard against this and help the athlete find the combination of work and rest that is optimum for him. In general, you should figure on one rest day after 2-3 days of very hard training. A rest day, however, does not have to be a complete cessation of paddling. It could be one easy technique session on flatwater plus studying films. I use resting pulse rate a rule of thumb guide: if upon awakening the athlete's resting pulse is 5-10 beats per minute higher than normal, then he needs more rest before the next workout. Another guide is penalties: among top boaters tiredness will show up first in increased penalties and not in slower running times.

Train in groups

I believe, competitive workouts produce the fastest results. I don't mean that all the workouts should be competitive or against the watch, but a lot of them should. There are some people who can motivate themselves outside a group setting well enough to win the Worlds, but most people do better in the group setting. For best results, however, the members of the group should all be of the same ability. If they are not, some get more out of it than others. It is the coach's job to make sure the group functions well together and that each athlete has his needs met.

Variety in training modes and sites

Variety in training modes and sites is important, particularly for the more experienced boater. The notion of an athlete doing all his training at one place is unwise, I believe, although it is good to have a home base to return to. Have your boaters seek new workouts and new places to train in order to keep their interest sharp. I have found that one or two 2-4 day training camps on good whitewater gates a month alternating with recyclable class II whitewater gates the rest of the time is a good mix.

Five years to reach the top

It generally takes about five years of really hard training to reach the top. The coach has to explain this to the eager racer. Most people give up too soon. This does not mean just five years of paddling total. In all likelihood the boater will have gone through several years of general paddling first. It means five years of one or more training sessions every day, continuously, with no major breaks, totalling about 30-35,000 minutes a year. Interestingly, I think there is quite a bit of leeway in the age at which the athlete can start this process. If he starts it at age 13 he can expect good results at about age 18. If he starts it at age 20 you can expect them around age 25.

No other large, emotional commitments

To get to the top, paddling has to become a life-style and the athlete has to gear everything else around the training. This doesn't mean that he can do nothing besides paddling; it simply means that the paddling is what is most important for him. This, of course, has a severe impact on career opportunities. If the athlete devotes many years to paddling, there will be certain other skills that he cannot develop as well as he would like. Paddling is not unique in this requirement; it's the same in any sport. Indeed, it's the same as anything people want to get really good at. Coaches should explain this at the appropriate point in the athlete's career. If the athlete is not prepared to make such a commitment, then he should keep his goals commensurate with the amount of commitment he does feel he can make.

FOR WOMEN

Do what the men do

For the most part, women should attempt to do the same training as the men, and coaches may have to encourage them to do so at first. In fact, the best women in slalom learn from men, not from other women. In this way women learn to be aggressive enough in whitewater. The yearly volume of top women's training is about 75 percent of that of top men.

Strength limitations

Women's strength, particularly upper body strength, is considerably less than men's and this poses some limitations. For this reason, coaches should encourage women to continuously work on improving their strength. They should not undergo long periods without strength training.

Slower recovery rates

It takes women longer to recover from an intense workout, e.g. strength training, and the coach has to understand this and not overtrain them.

Go easy during the menstrual period

It may be necessary for some women to cut back on the amount and intensity of work during their menstrual period. This is because hormones released into the blood can affect physical and psychological efficiency and behaviour.

MENTAL

Mental abilities develop best naturally

There has been a fair amount written about mental training, but I don't know a single case of someone who has gotten really good because of some conscious, comprehensive mental training plan. Often what the writers say is right, but top athletes learned it in a subconscious manner, often over many years. Trying to teach these methods consciously seems to inhibit what has to be a more natural, subconscious process. Often this process means simply exerting some common sense: Have the athlete plan out what he will do on race day in detail, and avoid stress situations.

The athlete sets the goals

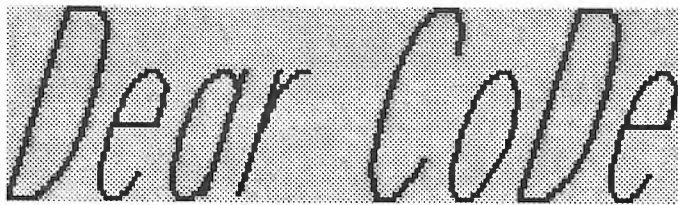
Often athletes make the mistake of letting others set their goals for them - and then fear not being able to measure up when the goal is too ambitious. A good coach encourages the athlete to reach for a high goal, but not one that is unrealistic.

Concentrate on being the best you can be, not on winning

I think the coach should encourage the athlete to think only about paddling right up to his or her level of ability, no one can ask any more than that. If, after having done that, he is beaten, it's only because the other guy was better and he can't do anything about that right then.

Leave enough time

An awfully tough spot for an athlete to be in is figuring he's got only a year or two to make it - it's now or never. He puts a lot of pressure on himself that way. Within reason, it's better to have the attitude, "Well, if I don't win this time, there's always next time." A coach has to do what he can to promote this feeling, but at the same time make sure the athlete is motivated towards a good rate of improvement.



Dear CoDe,

May I support David Rushfirth in his letter to you on the Put Across Eskimo Roll. I was taught this roll by David Hirschfeld in the Richmond baths in 1937 or 38. The difficulty with this roll is in getting your left and right sorted out when you are upside down in your kayak. As David says, you capsize to your left, push your paddle over to your left and then come up on your right. Where do you change sides? (Well, actually as you roll up).

There were two ways of holding the blade in your left hand: either in front of your, more or less up against your tummy, or in the air up above the kayak. Both were equally good except that when you had it in front of you that blade could trip up on the gun'le of the kayak as you rolled up. Personally, I preferred having the blade well up in the air, thus avoiding this trap.

The advantage of the Put Across roll was the very long lever, giving one great power to get the kayak round (no "hip flick", remember! That came in sometime in the late sixties, I think). In fact, I think it was this roll which the Royal Marines used to roll their Klepper Aerius two-seaters up.

The disadvantage of the roll was the doing of it in rough water. The shuffling of the paddle over to one side could have it whipped out of one's hands by the disturbed water, and it was also difficult to keep the outer blade in position as one rolled in these conditions.

I said above that the Royal Marines used the Put Across. I may be wrong. Because of the disadvantage in rough water they may have started in the Pawlata position, then put the paddle out sideways and then come up on the Put Across. After all, who cares how you roll so long as you end up breathing air again!

David talks about the booklets. There were in fact quite a number of them. I still have my own full set. No.1. was called "How to choose your Canoe". Number 4 dealt with rolling, in two parts: 4a, the Kayak Roll, and 4b, The Canoe Roll. There was also a film on the three principle kayak rolls, Put Across, Pawlata and Screw. I believe Chris Hawsworth has copies though I still hold the originals.

It has been very interesting to notice the small differences which have crept in over the years. The most import difference, in my mind, was the Hip Flick. This greatly improved the strength of one's roll and therefore the chances of success. It also brought in the rolls where one lies backwards along the after-deck. As I have said before: "Who cares how you roll up so long as you succeed".

OLIVER COCK, first Director of Coaching

Dear CoDe,

Today's Canoeing Youth

In the last edition, Benjamin Love highlighted an important matter when he asked the question "do instructors restrict the progress of their pupils for financial gain"?

There seems to be a growth of commercial instructors who operate "off the back of a canoe trailer". Many are only involved in the sport for what they can get out of it, there is nothing altruistic in their motivation. For the most part they operate a "one man show" and are a "law unto themselves".

By comparison most club instructors give a 100% voluntary contribution, their supervision comes from the club structure, its management committee and coaching panel.

I believe that it is time that the BCU took some positive action to control these commercial instructors.

Another matter raised was that of progress, what he does not seem to realise is that progress is dependant upon the individual concerned. The young are always in a hurry, after all they live in an "instant society".

He certainly cannot complain about his own progress, at the "ripe old age" of 14 years he is contemplating an expedition to North America (*Focus* 66, p29)

Paddling skill is not the final yardstick, young paddlers need time to gain experience, and time to mature both in the sport and as individuals. The old adage "experience makes the man" still holds true. We should also remember that many young people do want to be part of the "closed cockpit canoeing syndrome".

From my experience many young people coming into the sport do so for enjoyment. They do not wish to make it the focal point of their life, indeed for most of them the pressure of school work (15-18 years) makes such a commitment impossible.

Benjamin's contention is the age old one of youth versus adult, for him and others of his age the answer is years away!

PETER LACEY (aged 57) - Lyme Regis

The BCU Supervisor Award

by JILL DOWN

I must admit to a quickening of pulse and feelings of nausea on driving nearer to Hautbois House for a weekend course, hopefully to obtain my BCU Supervisors Award.

I had only taken up canoeing last year and will never see 21 again.

Would all the other course members be young, fit and athletic? - I did not wait to fail. I wondered how we would manage to get through the seemingly vast amount of topics in two days and get some sleep.

Anyway, on reaching Hautbois and after spending a two hour session in the swimming pool I realised all my fears were groundless and I was actually enjoying myself. We were a mixed bunch of all ages and abilities but perhaps the fact that we were all Guides, Scouters or Youth Leaders helped and meant that we had something in common with each other.

I had been warned that if there were fellows on the course they could be a trifle bossy and blase; but not our lads, they were encouraging and helpful and even did their fair share of the washing up!

The credit for such a good weekend must go to Clive Gritten our Instructor for the weekend and who was a most patient, calm and

tolerant teacher who managed to get us doing things that I certainly never thought I could do and it was such fun!

Clive should become an Honorary Girl Guide since he has squirrel instincts and prefers to make rather than buy. I now look around the supermarkets with different eyes deciding which containers would be waterproof and just right for putting in the many pockets he advocated we should have when taking a group on the water.

It rained most of the weekend but we hardly noticed although it would have been nicer to have laid on dry grass without pouring rain to have "mouth to mouth" resuscitation.

We were cosseted by Ruth and her team at Hautbois who fed us so well and, I thin, though us a little crazy.

The weekend was over much too soon and I came home feeling tired and elated and determined to pursue canoeing more seriously and to encourage Guides to take to the water. On waking up the following morning I have to admit to aching muscles and several large bruises, but I enjoyed getting them!

A PROBLEM ENCOUNTERED WHILST MAKING BOOKSHELVES

by ALISTAIR D. COOK

A GLIMPSE OF LIFE IN '88

He slammed the car door shut and fumbled around for his house keys in the gloom of early evening. Hearing the noise outside, his wife left her work at the desk and opened the front door. After a brief kiss he kicked off his shoes and headed for the kitchen where he opened the fridge. The room was temporarily lit by the glow of the fridge light as he removed two ice-cold cans of beer then pushed the fridge door closed with his bare foot.

As he sat in the old but comfortable armchair he reached forwards and switched on the television and turned the sound down, stifling Sir Richard Attenborough in mid sentence. A smile came to his face as he noticed that a large gorilla was peeling a banana in a most peculiar manner in the background. He was late home and very tired. The likelihood of any intimacy with his wife that evening was less than remote, fatigue leadened his body in the chair until he slumped, one leg hanging over the side of the armchair.

"What kind of a day have you had, luv?" his wife asked.

"A very tiring one", he replied.

"Any particular reason? You normally enjoy running the 'Whitewater Improvers course'.

"Oh I still enjoy it Lou, but we were short-staffed as usual and the group kept falling in and I was the only one to sort them out".

"Where were you working?"

"Between the bridges, they go such a long way when they come out of their boats - its a real push to get them back up the eddy and then coach the rest of the group on the play wave, you know the one, the perfect site for an introduction to whitewater".

"It sound to me as though you ought to have a re-think of your coaching style or you're never going to have the energy to finish building the bookshelves and all your canoeing texts stacked high in piles in the spare room will be a monument to your state of fatigue".

"Damn", he thought, the promise he'd make to finish the shelves had completely slipped his mind.

"Sorry luv", he replied tenderly.

A MOVE TO THE SEA

Working in an outdoor centre in North Wales teaching geography and some outdoor activities, I find that the weather dictates the format of my working day. Being a keen recreational canoeist means that here also the influence of the weather is considerable.

North Wales has a good variety of rivers for paddling, a wide range of grades, and nearly all of them within an hours drive of home. The Regional Access Officer, Pete Weston, works hard at his job, having notable successes in securing agreements on rivers such as the Conwy, Llugwy, and Glaslyn. Others, such as the Artro, Lledr, and Ogwen are all right to pirate in small unofficial groups of three or four. However, scope for confrontation with anglers and bailiffs still exists. To my mind, in a formal coaching situation, this is one of the worst things to suffer in a working day - an argument with a stropky angler, who has never heard of an Access Agreement. It leaves the group with a less than favourable impression.

River paddling has many characteristics, the most important factors can be prioritised during the planning-phase of a trip aimed at introducing or developing whitewater skills; there needs to be adequate flow of water; convenient access and egress points. Ideally the trip should be programmed outside the fishing season. This season may vary by a month or more depending on whether the river contains Brown Trout or Salmon.

These factors aside, when coaching, the style adopted reflects consideration of a number of additional factors; the rivers will be an appropriate standard for the group; that the management of the group will be fairly tight using as many 'play' or working sites as possible. that a simple system for communication will have been established prior to the group getting on the water; the aims for the session will have been clearly outlined etc, etc.

For a number of reasons I have found myself increasingly drawn towards the use of coastal locations for the coaching of whitewater skills. Within half an hour's drive of the centre I can reach any useful point of the Anglesey and Caernarvonshire coast. Within this area the tide can be relied upon to flood and ebb daily; that every other week, on spring tides, high water occurs at or around midday, with a corresponding tidal stream which will bring and take away as much as 10 metres of tide; there is little or no hassle with fishermen in the areas most likely to be used for whitewater coaching; there is no need for access agreements; and finally, transport arrangements can be kept fairly simple as the tide takes you first one way and then brings you back again.

A NEED FOR A NEW APPROACH

All is not so simple as it would at first appear, however, as there are many differences to be considered before using a coastal location for coaching whitewater skills. Correspondingly, there is a need to revise the methods and coaching strategies demonstrated and adopted.

A number of factors must be considered. Often the working area is very large and limits not easily definable - at least one side of it, often three, may be open for miles out to sea. Group communication is not so straightforward as group members may be hidden by large swells. The size of the whitewater features is invariably larger (at its relative grade) than you would find on a comparable river. The eddies are guarded by a confused eddy-fence of hydraulics guaranteed to unseat the unwary. If someone swims they may swim for a long, long way unless another member of the group is alert and in attendance promptly. On occasion it can then prove impossible for them to rejoin the group.

After a while, I became increasingly aware that I, as the canoeist coaching the group, was coming off the water at the end of the session, after using a coastal site, far more tired than if I had been on a river. Following the advise of my wife, I sat down and did some reviewing. After several cans of beer and an awful lot of writing and sketching I began to get something that I considered useful sorted in my mind. Four main points stood out:

- 1 The coastal location was initially intimidating to course members who had not been in such an impressive setting before, hence they weren't relaxed and the likelihood of their capsizing was quite high.
- 2 When course members were breaking-in and out of the main current they were capsizing (often upstream) with alarming frequency.
- 3 When they swam after a capsize both they and I had a hard paddle back to the working area and the rest of the group.
- 4 I was doing a lot of rescues in big water.

Over the period of time that followed, I studied texts, chatted with colleagues, watched video footage of slalom, wild water racing, and attended rodeo events. Informative as this was, I gained the most useful indicators from a period of personal experimentation.

THE EXPERIMENT

The technique for breaking-in (and out) on rivers (that I had been teaching for some time) was based on the smooth transition between a number of strokes. More specifically; start from an eddy, drive into the current crossing the eddy-line (priming the turn with a forward sweep on the upstream side), raise the upstream edge, use a low-brace on the downstream side and then power strokes down the current. But this didn't work all the time, with some groups it didn't work half the time. Was I leaving something out, an emphasis or an additional stroke maybe? Time for a period of experimentation. The basis for the trials was provided by the old adage 'Prevention is better than cure' How could I successfully reduce the likelihood of a capsizes when breaking-in or out of the main current.

With the unwitting help of courses that followed, and a portable video camera, I tried a number of variations on the stroke sequence; leave out the priming sweep stroke; increase entry speed; leave out the low brace; emphasise the lean downstream. A point was reached where I added strokes to the sequence: after the low brace glide the paddle forwards on the downstream side and then follow this with a power stroke on the same side (i.e. the old downstream side). It worked, and it worked and it worked.

After using the technique with a variety of groups subsequently, I ascertained that it had a number of advantages;

the group enjoyed more success and the buzz that we all get from achievement.

they swam a lot less so they gained more from the session as I could spend more time with each of them.

they were a lot less likely to catch an upstream edge as they moved from the low brace on the downstream side to a power stroke on the old upstream side, particularly if they had previously been attempting to do this too soon.

the technique could be used regardless of size of water

if the group caught on fairly quickly, their skills could be taken a stage further to include a bow draw.

the technique was appropriate to the use of a wide range of boats from Rotobats to Nordkapps.

(and I had more energy at the end of the day to finish the bookshelves *and* get to know my wife better - in the Biblical sense, that is !)

CONCLUSION AND REVIEW

Through an attempt to find a more useful, reliable whitewater coaching area in times of low river levels, out of season constraints, and a strong likelihood of a confrontation with anglers, a change to the occasional use of coastal sites took place. This in turn demanded a fresh look at personal coaching technique and style (particularly those associated with breaking-in and out) to ensure that an acceptable standard of safety and success was maintained. The new method was open-ended in that once mastered it could be expanded to include more advanced strokes such as the bow draw. Finally, it is also adaptable, reliable, simple and efficient, being just as valid for use with sea kayaks and plastic boats alike.



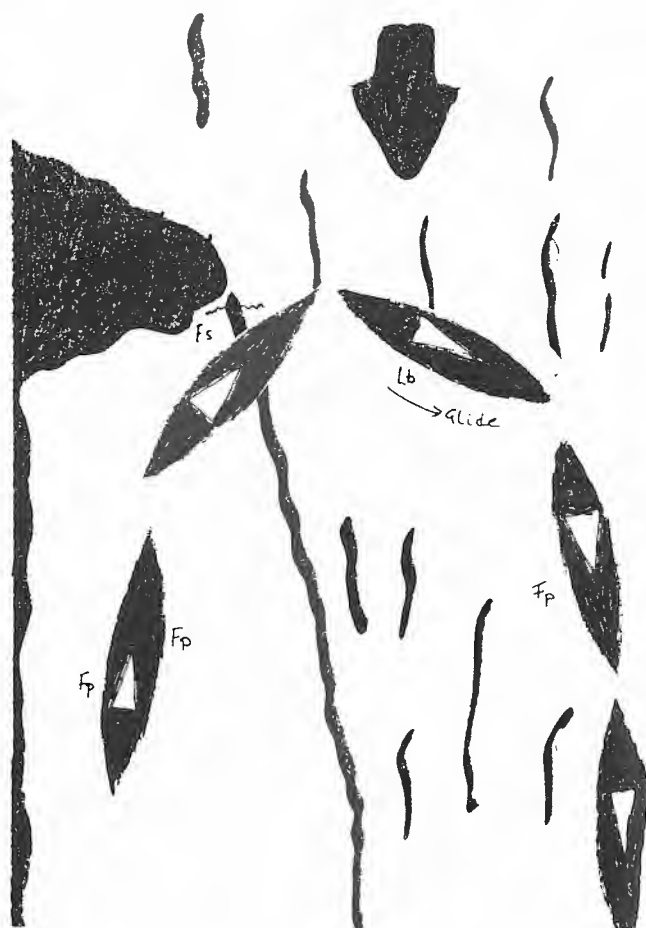
Leave the eddy pointed upstream . . . a downstream lean and solid low brace will keep the eddy-line 'user friendly' -

Bill Nealy: *Kayak* p 138

THE BREAK-OUT



THE BREAK-IN



REFRESHER, REAPPRAISAL, REVALIDATION ? THE WAY FORWARD !

by NEIL WILSON

Over the last few years it seems that these words have been brought into the forefront of Coaching Scheme members' minds, and opinions have been voiced for and against some form of monitoring system as to the standard of present Senior Instructors. Indeed, throughout the Coaching Awards, the BCU is trying to maintain standards across the board from region to region. Is it in the interest of the Coaching Scheme, and more importantly, its members, to have some form of re-appraisal for present instructors? What problems may be encountered, and what effect would such a system have on those members.

It could be argued that the Coaching Scheme is presently heading in this direction with the advent of Regional E2 Examiner Forums and the Supervisors Award. Let us remind ourselves of the Examiner Forums. Present examiners must attend a forum at least once every three years. Failure to attend results in loss of this status. The Supervisors Award lasts for a period of three years.

Coaching scheme members, from trainees upwards, are so obviously seen as the 'link-pin' to the correct application of coaching skills, maintaining of standards and Award Assessments. It must be time for us to re-assess the position of the coaching fraternity and place ourselves wholeheartedly behind a monitoring system. The monitoring system should cover award holders from instructor to coach. For too long Instructors have been held lowly within the ranks of the Scheme. With the restructuring of Instructor and Trainee Senior Instructor Course we have the opportunity to use Instructors constructively, instead of looking upon the Award as a stepping stone to Senior Instructor.

The current attitude of the Coaching Committee.

I think at this stage it is important to note comments previously made by Geoff Good which were: "In so far as re-validation as part of the system is concerned, the view which has been adopted by the Coaching Committee traditionally has been that the requirement for continuous membership is, in itself, a monitoring system. Very few, it is felt, continue to maintain membership unless they are reasonably well involved".

I personally would find the statement 'reasonably well involved' difficult to define, and with the current climate of maintaining standards throughout coaching, and the awards generally, does it go far enough? Within my coaching area I have come across occasions when Senior Instructors who appear on the membership lists, have stated, when asked to assist with coaching, that they no longer participate. Indeed, some have not done so for a year or two. How would these type of people survive on a re-appraisal course? Why do they need to keep holding on the Award anyway if they have no intention of using it? Unfortunately, only they can answer this question.

There are throughout the Country, in some regions more so than others, Instructors who are not as active as may be hoped, and whose personal standards are not at the prescribed level any longer, and whose coaching techniques and ideas are outdated. These Instructors may be seen as the sort who are seen on the water a few times a year, then only doing basic instruction or assessments.

I am not saying that this type of person does not fulfill a role within the Scheme, or that one day they will not become more active again. I also do not think that they make up a large percentage of scheme members. In fact, I would think it quite the opposite. Is it better to have somebody who knows their own abilities at this level of coaching, and will hopefully keep to them - or should they be removed from the Scheme and let their places be taken by 'cowboys' who possibly have had no formal instruction themselves? Then again, arguments will still be raised over the fact that we owe it to Coaching Scheme members who work hard for the sport, and keep personal and instructional standards high, to rid ourselves of inactive instructors.

Another statement by Geoff Good clarifies the Coaching Committee's view on the above: "Those who, through increasing years, or perhaps the level activity at which they are invariably teaching, drop below the current performance standard for awards, tend to have by that time sufficient experience to know their limitations, and thus do not over-commit themselves".

What about Trainee Instructors? Do they not have the right to work with an Instructor who is up to date, highly competent and can lead by example? Is it not right that an Instructor can instruct and demonstrate effectively? What about the pupils who look to the Instructor for inspiration and will admire his abilities? Is it not going to be a shock for them, especially at trainee standard, to find out that part of what they had been taught was incorrect and the standard of abilities they regarded with awe from the Instructor was, after all, quite poor!

Re-appraisal/revalidation may be seen as a dangerous way forward. There is a possibility of a reduction in numbers of Coaching Scheme members. Also, the inevitability that people no longer of the prescribed standard, and who are failed, will not be very happy, and appeals would be sought. Possibly the biggest influence would be the loss of membership to the BCU and accordingly the revenue it brings in. There would be additional bureaucracy, administration, precious time, all of which would place additional strains and burdens on the system.

The way ahead.

I would say the best way forward is to forget Revalidation and Re-appraisal. A refresher course would be more beneficial to the Coaching Scheme. In line with the E2 and Supervisor Award these could be compulsory and to be attended every three years. This also follows suit with other outdoor instruction awards. The refresher course could be held either over a day or weekend and involve log books being produced (up to date), classroom and 'on the water' sessions.

The course should be to enable instructors to keep abreast of current developments, techniques and ideas and, as importantly, for instructors to be able to trade their own ideas. It should be a more relaxed atmosphere than appraisal/revalidation and therefore it should bring the best out of the Instructors. They should be encouraged to try and enjoy it unlike most assessments, which tend to be treated with trepidation. Any who were well below standard could be given a period of time to bring themselves up to standard, or forfeit the Award. Anyone who refused to attend (given that they may have other engagements on the set date) should also forfeit the Award. If instructors are aware that they must attend these courses, they should have adequate incentive to keep themselves up to date. If they know they are well below standard I would think that they would not offer themselves for attendance, and so forfeit the Award anyway. This type of course should be aimed at Instructors, Senior Instructors and Coaches with the possibility of splitting into Inland, Sea and Canoe. Now that could cause problems with people holding more than one award.

Then we come to another problem. Who is going to run these courses?

I would like to see them run either regionally or inter-regionally over a set number of weekends per year. RCO's, LCO's, and Coaches should staff and run them. Problems here are that RCO's and LCO's are not necessarily Senior Instructors, or hold Examiner status. What is required is to ensure that RCO's/LCO's are at least E2 status. Is it not time that this was a mandatory requirement?

Coaches and Senior Coaches should attend courses run inter-regionally, besides looking at their own standards, the course should incorporate the assessing of SI's and Instructors. The Coaches could then go into the regions, checking standards of RCO's and LCO's. Providing standards are satisfactory, the three together should run courses in the region for the other instructors.

Some Coaching Scheme members will cry with anguish at this idea: the time involved, administration, and so forth. It must, as an end product, lead to a tighter unit, with better standards all round. This method of ongoing 'development' or 'update' must enhance the standing of the Coaching Scheme to its members and to outside bodies.

Editorial note: Currently, all RCO's, bar one, are at least Grade II examiners. Where an LCO is not Senior Instructor level, a 'Panel Chairman' is usually elected who would be fully qualified as outlined.



A QUESTION AND ANSWER SESSION

by PETE BUTTON



There was a letter in a recent CoDe regarding an article aimed at Trainee Instructors and Supervisors. Despite being the author of an educational type article, I can sympathise, and thought that a transcript of a conversation in the Centre coffee bar might be interesting.

Taking part were: Shaun Rothery - a TI and hoping for Instructor assessment soon; Janice Hepple - a paddler at 2 - star standard wanting to attain proficiency and be involved with teaching canoeing; Cliff Lorthier - a Supervisor, with a lot of experience, wanting to undertake Instructor training and assessment as soon as possible; myself, an experienced SI and LCO, hoping to do a coach assessment this year; later to be joined by Greame Hall, another TI.

CL We talk loads in here about canoeing. People who do normal jobs must really miss out on this kind of background.

SR Even so, there's still so much I don't understand.

PB Like what! I'll try and answer questions for you, and Cliff will be able to help - he must be full of the knowledge he read up on for his exam.

SR Do you have to do written exams for awards?

PB Yes and no. For SI you normally do a written paper, but if this causes difficulties, it can be an oral test. Often TSI courses also do a mock exam to show trainees the kind of knowledge they need to know. The writing is important, as being an instructor you may have to write reports, but not as important as the knowledge or ability on the water.

JH That's a problem. It's all so complicated, and not knowing much, you don't know what you don't know.

PB What do you know?

JH Next I'm going to do my proficiency test. Can I take groups out then, or what other things do I need to do?

CL The proficiency test is a personal skill test, like the star awards, so you need to do other courses before working with groups...

DF You could do a Supervisor's award now, to start gaining experience with groups.

PB Yes you only need to be 2 - star standard to do Supervisor, but its not really a coaching award...

SR What's the difference between a Supervisor and a TI?

PB In what they're qualified to do, not a lot, but there is a different approach. The idea of a Supervisor is that they are not committed paddlers themselves. It's for people like some teachers of maybe Scout leaders, who just want their groups to try canoeing a time or two. It ensures that they can organise that safely. A TI is a canoeist who's learning to teach. They're usually still improving their personal skill, but they've done a course teaching them to teach on flat water, and are practising this in very sheltered conditions before being assessed. This is complicated even more by the Placid Water Scheme, I'm not very sure about this, but I think it is similar in approach to that of the TI, but the boats can be canoes or are kayaks with big cockpits...

SR You mean key hole?

PB No. Key-hole is a white water safety feature. I mean flat water boats, where you knees do not lock in under the deck, so they're paddled in more sheltered places.

SR I think Supervisor is a bad name. It sound higher than a TI or Instructor...

DF Even Coach! When I worked at the Leisure Centre, supervisors were higher than the coaches. That would be interesting in the BCU. What's all these 'E' numbers SI's have? Will Cliff have to go for these now?

PB No. its important that people don't see these as the next step after SI. An E1 is an Experienced SI who can assess proficiency tests. But perhaps more importantly they can help on all the courses like Instructor training. An E2 is an experienced E1 who's worked on sufficient courses of all types to be able to be in charge of the

training assessment on any course up to SI assessment. E3 used to be for running and assessing advanced courses, but it cannot now be recommended for an SI, the Coach being preferred. E4 is to assess coaches. I think it still exists! However Cliff's a professional, and has skills in training others, so I expect he will be looking to be recommended before too long. Despite what people say, having 'E' numbers must be an advantage when applying for jobs in centres, because of the courses you can help on, or run.

DF Don't some people feel its wrong for people to be making money from coaching.

PB Some people regret the amount of professionalism in the Scheme, but that's the way forward. At last being an outdoor pursuits instructor is beginning to be seen as a profession, and professionals putting the time into the courses and the Scheme. It is important that people who aren't professionals, such as club paddlers, can get on in the Coaching Scheme.

CL On my assessment one guy was a metal worker and helped his friend with groups. That's great, but it must be harder for him not working in a training environment with other SI's.

SR I need to find people to work with, both groups and other instructors. How can I get in touch with them?

PB That's one of the jobs of the LCO...

JH What's an LCO?

CL Local Coaching Organiser.

PB The LCO should know of people like you Shaun, and when someone tells him that they are running a course or trip he can ask them if they need any help, and put you in touch.

SR You're our LCO aren't you! What else do you do?

PB I haven't been LCO for that long. Knowing what's going on in the area is the main part of it. I find that there seem to be more people like you, than people wanting help. I think a lot of instructors have their own groups and friends they work with, and are happy to get on with it. Groups from outside the Coaching Scheme are unaware of the help than's available. The other roles of the LCO, are about approving courses, helping the RCO manage the region, and attending meetings.

JH Do canoeing groups have to be approved by the BCU?

PB No. Courses that are run for people to train or be assessed for coaching awards do, and some centres want to be approved so they can advertise the fact, but it's a free sport. Anyone can go paddling, or teach paddling if they want, but they would not have the support of the BCU.

GH You attend loads of meetings. How do we get to know what's happening.

PB Well, I arrange a meeting about once a term of all the Coaching Panel in my area, to get people's views, and pass on information. Martin (Meling the DCO) does the same, just for the people of Sunderland. The problem is that if information is posted it's expensive, and not read. SPASM and CoDe seem the best things, but they do not go out often enough.

JH What does CoDe stand for, and what's SPASM?

CL CoDe stands for coaching developments. SPASM is the news letter of the north east region and it comes out spasmodically...

PB Part of the reason both aren't out more often is people don't write things for them. You all can! There's only a very few paid people. Really, we are the Coaching Scheme. We should be saying what we want and feel, and writing for these. Like the last CoDe said, you don't need to be a coach to have things printed.

CL This problem of Shaun's with groups - its a pity the buddy/mentor system we've talked about has not ever really started. The idea is that as soon as someone does a TI, an experienced Instructor of SI will take them under their wing and advise them and invite them when they go teaching or paddling.

GH That does work. Gary has done that for me!

PB I always tell people on training courses, that as part of the course I am available to answer questions at any time, right up to assessment. But obviously, that's not as good as working with someone.

SR There seems to be a narrow out-look from the Coaching Scheme at times, do you notice that?

GHI think it often seems cliqueish!

CL I think it has been a bit like that, but I think its changing, and attitudes are becoming broader. Canoeing has changed tremendously in the last ten years. In my experience, new coaching organisers are trying very hard to get more people involved with organisation, and accepting new ideas. Is that happening nationally, Pete?

PB I don't really know. I get the impression it is. I certainly hope so! How do you think we can attract more people to canoeing and to the Coaching Scheme especially women.

SR What about targeting likely people - possibly PE teachers - and invite them to try it. Even if they don't become involved they could take their classes to canoeing sessions - especially girls groups.

JH I prefer to be on mixed courses, but I'd like more to have women instructors. Why does it cost so much to join the BCU, and why do you have to pay extra registration fee when you do a TI?

DF Why does it take so long for things to come back from the BCU?

PB Someone always asks those questions! The BCU could cost more. The registration fee is to cover some of the costs of the extra things you get from the BCU. Only Coaching Scheme members get CoDe. The offices moving twice last year, and having to recruit and train new staff was one cause of delay. Now that they've settled, things have speeded up. Maybe the computer was affected by the 'Trent trots'!

CL This is all good information. I bet other people would like to know some of it. We should write to CoDe!

The book and the film

Canoeing Handbook

the completely revised, re-written Canoeing Handbook contains 560 pages of up-to-date information on all aspects of canoeing, and the teaching of canoeing, with over 300 illustrations and 240 photographs

Price £14.50 from BCU Supplies

Come Canoeing

The video features Richard Fox, three times World Champion, demonstrating all the strokes of basic kayak control, incorporating freeze frame, flashbacks and slow motion

£25.80 inc p&p from BCU Supplies

BCU, Adbolton Lane, West Bridgford, Notts NG2 5AS

PROFESSIONAL INDEMNITY

A new policy has been negotiated through our insurers, for instructors who operate in a 'professional' capacity, providing indemnity up to £2,000,000.

The third party indemnity inherent in BCU membership is provided for volunteers working within the voluntary sector. If you receive payment for your services, which involves more than reasonable 'out of pocket' expenses, and so could be construed as putting you in a professional relationship with those whom you teach, you have, in law, an enhanced 'duty of care'.

Consequently, should an action against you for negligence, be proven, a court is likely to award a higher level of damages, than in an identical situation, where the instructor was clearly acting in a voluntary capacity.

Quite reasonably, the insurers seek a higher premium to cover the increased risk.

If you wish to be fully covered for any professional (commercial) involvement you may have as a coach or instructor, therefore, please send your name and address, plus a fee of £7.50 (payable to BCU) to the BCU Office.

You will receive from the insurers a receipt and certificate, and will be sent a reminder when your cover is due to expire.

Some instructors currently are covered through the National Coaching Foundation, and this facility is not affected.

The new policy, however, is widely set, and believed to be the most comprehensive available to the sports instructor. As with the NCF cover, there are no exemption clauses for white water leadership.

The policy only covers the individual concerned, however, and cannot be used by an employer to protect him or herself against claims made against the company, authority or organisation for whom an instructor is acting as an employee or agent. A policy is negotiable in these instances. Please contact the insurers direct: Perkins & Slade Ltd, Elizabeth House, 22 Suffolk St, Queensway, Birmingham B1 1LS (021 625 8080).

Where an instructor is working as an employee of a company, authority or organisation, he or she should be protected by the employer against claims for damages because of injury arising through negligence. Normally, a complainant would be advised to sue the 'employer' as they are more likely to have the funds to meet any sum that the court may award.

It is possible, however, that the instructor could be sued as an individual, and so employers need to protect their employees as well as themselves against claims.

In cases where doubt exists as to whether an instructor who normally teaches as an employee, is protected in all situations, the policy described above provides the necessary security.

SCA COACHING CONFERENCE

2-4 November 1990

Glenmore Lodge, Aviemore

The theme for this year's conference will be "Canoeing and the Environment" Its aim will be to stimulate thought and discussion on the potential impact of canoes and canoeing on the environment. Do we really leave only ripples? Also to explore, through a series of workshops, ways in which canoeists can contribute to conservation and how environmental knowledge can enrich the coaching repertoire of instructors.

Workshops will be designed to suit a variety of tastes and interests and several will be practical and "on the water" - so bring your boats.

Sae please for full details to:

D Horrocks, Ythan Centre, Station Rd, Ellon, Aberdeenshire

Let's make the British Canoe Union live up to its name



says TIBOR HERBENT

Instructors' Coaching Course

for Canoe Sprint Racing Techniques

TC2, C1, C2 and C4

Leamington Spa - 20-21 October

Aims and Objectives

To provide the opportunities for practising instructors, teachers and coaches, to attain theoretic information and practical experience relevant to the technique of teaching and coaching flat water canoe racing.

Each candidate should be accompanied by at least one paddler (any age or sex) who has received basic kayak instruction but is a novice in the use of the single blade.

Individual racing aspirations, are not necessarily important, as the racing technique could well be used for touring as well as recreational activity.

Consequently the age span is between 10 and 70!

Course content

The two types of boat in use present two stages of development.

Touring Canoe Doubles: TC2

Sprint Canoes: C1, C2 and C4

These classes have areas for the coach/instructor to consider:

Equipment

Technique

Health and Safety

The purpose of this article is not to lay blame at anyone's door for the last thirty years' missed opportunities and ignorance, but to offer a way forward. I am, of course, referring to the lack of participants in racing canoes paddled with the single blade.

Although the junior standard has risen over the last few years in sprint racing, the numbers participating are pathetic. At senior representative level the situation is even poorer. Marathon racing is about the same. Why?

Here we have an Olympic sport (sprint) and World Championships for sprint and marathon; the latter now also includes junior events.

This must be the only Olympic sport within these shores without:

A fully structured coaching scheme

Adequate instructors and coaches.

A thorough understanding of the skill differences, physical demands and development requirements by the governing body, officials, race organizers and water activity centre personnel.

(Of course, there are exceptions!)

The skill hungry years (10-14) are lost, then we expect too much too late.

On the brighter side, excellence is already there, tradition is being set (Train brothers, Jamieson, Gohar), crew boats are designed and built

at home, touring boats are available, we have the waters, the weather, the talent and even paddles are becoming more available!

The marathon fraternity saw the possibilities of the Double Touring Canoe class of racing and introduced it last year. Competition is poor because of the absence of coherent coaching and lack of understanding of this opportunity.

The Open Canoe Association of GB devised, tested and successfully operated an introductory scheme and I am offering it for further development, debate or criticism (positive please).

I am appealing to every individual, organisation, club, parent or childminder to come forward; help the few practising individuals and me to lift this long suffering sport out of the shadows of *Paddles Up* to a level befitting one of the greatest paddling nations.

As for the venue of such a meeting, Leamington is ideal because we have the equipment and facilities but I am prepared to travel.

Please remember, the course is not to teach entrenched K1 paddlers to stay upright in a C1. It is about teaching adults how to get the youngsters going, adopt correct body movements and equipment, and be aware of the safety factors.

Sae please to: 4 Chiltern Leys, Coventry CV6 1BL

Tibor Herbert can be contacted on 0203 592247 (after 2100)

Coaching Syllabus for Flat Water Canoe Racing

Part A Touring Doubles (TC2)

Equipment

- 1 Boat design and dimensions
- 2 Paddle dimensions and construction
- 3 Knee pads construction, dimensions, materials
- 4 Training boats
- 5 Supplementary coaching aids

Techniques

- 1 Correct holding of paddles
- 2 The basic high kneeling position
- 3 Trimming the boat
- 4 Basic strokes
- 5 Body movements
- 6 Paddling on two knees

Health and safety

- 1 Problems with kneeling
- 2 Paddling on both sides
- 3 Women paddlers
- 4 Training - loading and distance work

Part B - Racing Canoes, C1, C2 and C4

Equipment

- 1 Design and dimensions
- 2 Sprint racing blades - dimensions and materials
- 3 Boards, supports
- 4 Knee blocks
- 5 Supplementary fittings

Techniques

- 1 Launching and landing
- 2 The basic high kneeling position
- 3 Basic strokes

4 Varying the length of paddle shaft

- 5 Combined body movements
- 6 Turning and manoeuvring
- 7 Crew boat set up
- 8 The essential difference between singles and crew boat techniques
- 9 Finishing kick

Health and Safety

- 1 Personal comfort
- 2 Footwear
- 3 Distances and loading during training

Canoeing

by TIBOR HERBENT

The current situation

There is no need to devote a great deal of time to explaining the poor state of competitive canoeing within these shores.

The commando approach seems to work at senior level (even national papers acknowledge the results), producing world class performances, thanks to less than a handful of paddlers but even the Cockleshell Heroes were selected from a pool of highly trained paddlers to obtain their historic result.

In order to make it possible for any national body or responsible individual to select a team of competitors at junior level we must develop the pyramid effect in canoeing.

The base of the pyramid is formed by nothing less than the double Touring Canoe (TC2) in perhaps the best racing conditions provided by the divisional system of marathon racing. The proof of the effectiveness is there for all to see. Not that 12-14 year olds can't handle sprint canoes. On the contrary, towards the end of their skill-hungry years, youngsters will put any adult to shame with their natural ability, but lack of physical development puts them at a great disadvantage compared with the kayak.

The small number of entries in TC2 during last season was not surprising, considering the general lack of understanding of the required technique in teaching youngsters how to get the best out of their boat and develop their talents. Suitable paddles are hard to come by for this level of racing, but we must hope.

Competing with touring canoes (TC2)

These boats may be paddled in a variety of positions: sitting, kneeling, stand. However, to be competitive or to train (in racing conditions) from an early age, a high kneeling position should be adopted. Here are a few basic ideas to start from:

The boat

These should be directionally stable (very small or no rocker); should have the longest possible waterline permitted (548cm); and a beam of around 85cm with a rounded hull. Bananas, tubs and battleships are outclassed by the latest asymmetric quality boats.



Trimming

This is important. A stern heavy boat is sluggish. Bow heavy is difficult to steer.

The paddle

The use of racing blades is not important, but rigidity, a long blade, substantial T grip, and correct length are. A good starting point for the top of the handle to reach the eyebrow when standing as shown. A longer shaft is good to start with as it helps balance and steering.

Classes

Marathon racing uses a distance of 3-4½ miles in Divisions 8-9 so that paddlers are not above Division 7, K1 and unranked in C1.

ON YOUR KNEES

With the introduction of the touring C2 for racing, and the growing interest in racing canoes, the question of comfort, safety and balance must be addressed. Knee blocks must be offset and as near the paddling side as possible, so that youngsters can reach the water without destroying good technique.

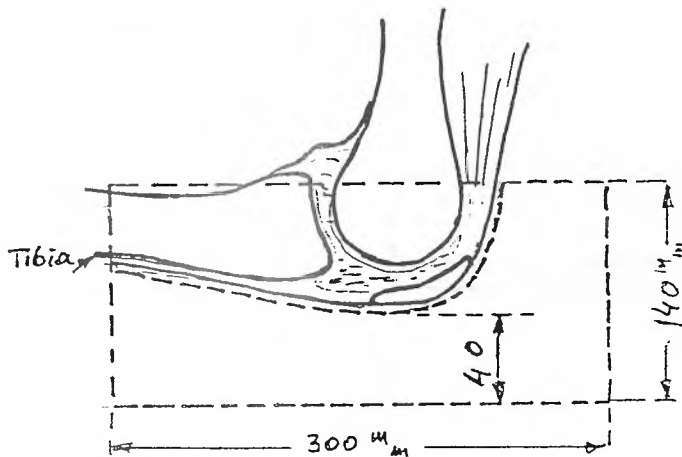
The Bean Bag

This is perhaps the most versatile and simplest of knee supports, easily made using cork or Ethafoam granules tightly packed into a tough, non-slip, non-stretch bag (cotton) of size, say, 250 x 300 x 150.



The Knee Block

Ethafoam is the best material, made up to size, and carved out according to individual requirements. 6mm Karrimat provides excellent paddling.

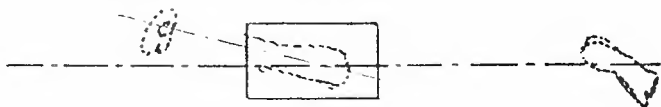


Important points.

Body weight is supported mainly by the tibia (shin bone).

The block must be located firmly in position. Allowance must be made for the angle of the leg when in the kneeling position (see diagram).

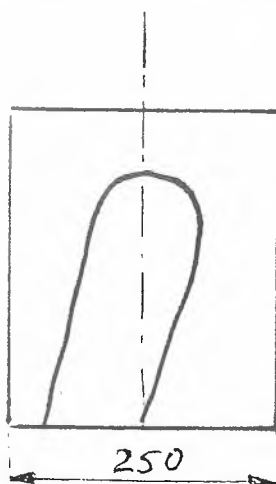
Toes must touch the floor to provide a third support point, the knee and forefoot being the other two.



For righthanded
singles

Common faults

Block too low, with lack of support, leading to reduced power, and injury. Block too high, with lack of balance giving reduced power.



RIVER NOISES

CANOE ASSOCIATION OF NORTHERN IRELAND

Will all CANI members please note that BCU test and award entry forms should all be sent initially to T Griffin, c/o House of Sport, Upper Malone Rd, Belfast B79 5LA. All cheques should be made payable to CANI.

This does not apply to COCLG tests - the Canoeing Safety Test and the Rescue Award, for which payment should be made direct to COCLG, and entry forms sent to COCLG via the BCU Office.

CANI Star Test Certificates are currently being designed, and will be issued as soon as they are available.

APOLOGIES TO THE WESSEX PANEL

Peter Pendlebury, RCO for Wessex, extends his apologies to the Wessex Panel for a recent interruption in service. All is now back to normal, but please note the new address: 12 Clyde Cottage, Wootton Bassett, Swindon, Wilts (Swindon 813956).

SWALE PADDLE - NORTH YORKS PANEL

A coaching and canoeing evening paddle and social event is to be held on the River Swale by courtesy of Swale Dale Outdoor Club and the LCO North Yorks on Friday 30 November, commencing 7pm.

CHRISTMAS IS COMING !

Will your family be scratching their heads again this year as to what to give you to demonstrate their love and affection ?

The Canoeing Handbook or the *Come Canoeing* video, advertised on page 8 are suggested, or how about the well received *Instructor's Crib Cards*, detailing the essential ingredients of the basic skills, on waterproof plastic, which are available from BCU Supplies at £4.50 (inc p&p).

1991 COURSES

Course notification forms have been sent out to all organisers, who are running courses which they wish to be advertised in the 1991 *Members' Year Book*.

Please note that all courses for coaching qualifications, training or assessment, **must** receive prior approval of the RCO.

Details must be received back at the BCU Office before 1 November. If you have not received the forms, please send sae directly.

SEA KING MOULD FOR SALE

A mould for the Sea King sea kayak is offered for sale at £100. Details from Dave Holmes, Riverside Centre, Donington Bridge, Oxford (248673).

ENDORSEMENT COURSE

An endorsement course for instructors and helpers working with people who are disabled is being run at the Arethusa Centre, Rochester, Kent from 26-28 October. Details: M Smith, The Arethusa Venture Centre, Lower Upnor, Rochester, Kent (0634 719933).

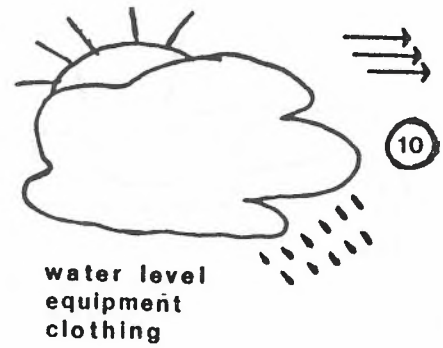
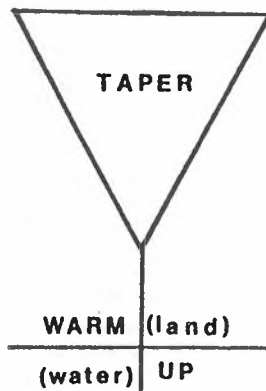
BRITISH INSTITUTE OF SPORTS COACHES

Information concerning the Institute, which seeks to service the wider interests of all sports coaches in Britain, was circulated with the last CoDe. Members are commended to consider the benefits of membership of the Institute, and to strengthen the voice and influence of coaching in the UK.

CANOE POLES

Bamboo poles, 18' in length, and ideal for teaching the rudiments of canoe poling, are available from the Coaching Office at £4.50 each. Aluminium poles are also available (not including feet) at £19.50 each.

Post and packing is extra, according to requirements. Poles can be collected from Nottingham.



focus

3 2 1 GO!!! START

accelerate short

refocus

fast 50m
full
long

rate

rhythm

flow

LINE

[risk?]

RAPIDS

WWR STRATEGY

CONCEPTUAL MODEL

500M RAPID RACE

refocus

PLS

450 m

final burst

die x x 500 m

FINISH

recover

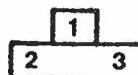
WARM DOWN

wind

down

RESULTS

evaluate



T. BENTON DPS [SC]