
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, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

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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DO-ing the business

What's happening in your neck of the woods ? Are you in touch with all the canoeing interested people in your locality ?

I once thought I knew what was going on in my county - Secretary of an active Association, LCO, working at a major outdoor activities centre - but was constantly surprised to learn of groups who were canoeing regularly, who'd never heard of the Association or made use of the Centre, often only a stone's throw from my patch !

LCOs have been asked to find members willing to act as District Organisers. The DO's initial task is to make contact with all canoeing interested groups, officials and instructors in his or her locality, to get them round a table to discuss matters of mutual concern and opportunity.

Are the local facilities fully exploited and shared ? Is there good liaison between the local club and would-be members ? Is there a need for a club ? Can the club usefully act as an umbrella organisation for all the other canoeing interested groups in the town ? Is there an authority-owned base or facilities which could make better provision for the local community ? Are those who need instructional help in touch with those able and willing to give it ?

The majority of canoeing activity takes place on a local basis. How well integrated is your locality ?

An agenda has been supplied, the addresses are to hand, the support is available. All that remains is for the individuals to be identified who will call an initial get together on their home patch.

John Drew did this a few years ago in Portsmouth. The result ? A city that was a canoeing backwater eventually boasted a thriving club. Courses were run for the public. The authority's base that was sailing exclusive soon had difficulty in coping with the demand for canoeing. Many groups who needed help were able to find it. Facilities were shared. Canoeing was put on the map.

John sadly died suddenly at an early age. What a fitting memorial it would be to one of nature's best, if canoeing achieved its full potential in the community as a result of better integration locally throughout the country.

Once the vessel is launched, individuals will come forward to steer it to success. LCOs are currently looking for members to give that initial push.

Dear CoDe

Dear CoDe,

The following is a conversation which took place on a recent Senior Instructor (Canoe) training course at Parson House Farm.

John : Paul I have just noticed that Gillian and I have both moved sideways across the river, me (John) in the first instance doing the sculling draw and Gillian doing the cross deck sculling draw. Her stroke was the stronger and she seemed to use less effort. We went back across the river: this time I did the cross deck sculling draw and she did the sculling draw. In this case I appeared to be the stronger, and used less effort. Why?

We then analysed the stroke, position of the body, and canoe, and the group became aware that when they carried out cross deck strokes they tended to rotate their bodies in the correct manner. This action was not being done when working on the paddle side.

It is fair to say that in general I have found on most SI courses (both training and assessment) one of the most fundamental, and often forgotten, paddling techniques, is the concept of body rotation to increase efficiency and reduce shoulder and arm discomfort. The whole principle is to use the larger muscles of the back and stomach (which can be used when body rotation takes place) which are better suited for power and endurance. A variety of strokes lend themselves to this principle and, with a little practice, it becomes second nature to most.

PAUL REANEY, Parson House Farm

Dear CoDe,

"Palm Rolls" in Northwoods style open canoeing.

First let me explain a palm roll. It is an open canoe technique used to change from the back face of the paddle to the drive face without flipping the blade over in the water. It is the only thing you cannot do with bent shaft paddles, by the way.

The technique is well documented in several American Sources, particularly Bill Mason in *Path of the Paddle* describes several strokes involving it. Indeed, he describes flipping the blade over as clumsy.

A palm roll is achieved by rotating the top hand around the paddle grip to grasp it from the other side. If you push the top hand onto the grip and rotate on the palm by twisting round with your fingers, control of the paddle can be maintained throughout the move.

The palm roll can be used in several strokes, but is essential to correctly perform an Indian Stroke. Others include compound backstroke and some inside pivot turns. I will describe them using the palm roll.

Indian Stroke or Underwater Stroke. A forward propulsive stroke. The paddle is always immersed, giving exceptional control in difficult conditions. After the power stroke, the paddle is turned outwards and sliced forwards as in the Canadian stroke. During this phase the top hand is rolled, the thumb moving upwards to hold the other side of the grip, thus changing drive faces. At the start of the second stroke the paddle is turned in the water to allow the power stroke to commence. The paddle drive face changes every stroke in this way.

The Compound Backstroke. This can be done by starting with the back draw. When the paddle reaches the hips do a palm roll, so that you can start the normal backwater stroke by pushing with the same face of the blade.

The Inside Pivot Turn. Using the stroke described in the syllabus, the reverse sweep, followed by a bow draw with an underwater recovery: The reverse sweep stops at 90° to the side of the boat as

normal, and the palm roll is executed at this point to allow a bow draw to be started on the same face of the blade.

I have learnt most of my open canoeing in the state of Maine, USA, where the palm roll seems to be quite commonplace. I even taught open canoeing there for two seasons. To me, the technique of flipping the blade over is only something I feel comfortable doing with bent shaft paddles, and I would be very interested to hear any comments to the contrary on this.

Incidentally, we had a great discussion on this technique during an S.I. training course at Mobile Adventure. Colin Broadway also mentioned that he finds the compound backstroke easier, and less effort with a palm roll.

I would be very interested to hear any other opinions on this subject.

ANDY COOK, Sevenoaks

Dear CoDe,

I would like to reply to Peter Lacey's letter entitled 'Today's Canoeing Youth' published in October issue of CoDe.

In his cynical letter he refers to "commercial instructors" and makes a sweeping generalisation, accusing them of operating solely for financial gain, and exploiting their pupils. By comparison (and another generalisation) he extols the virtues of the club instructor, who gives 100% voluntary contribution to the coaching scheme. Making sweeping generalisations is not only dangerous, but they need substantiating by hard facts.

In every walk of life there is a requirement for the full-time professional to supply a service or product to those who demand it, and will readily pay for it. In a democracy people have a *choice* and in my own experience, working at both club level on a voluntary basis, and as a commercial instructor for the last five years, people will opt for the latter, and readily pay for good instruction. This is because the commercial instructor offers a fully reliable professional service supported by careful marketing and administration.

The commercial instructor is devoted full-time to his/her work and the service is readily available throughout the week. They have to be fully updated with the latest coaching skills, technology, new innovations and developments in their field. Many full-time instructors also readily give their time free to the coaching scheme and their clubs.

If there are those who 'rip' others off for purely financial gain then their working life is short-lived. The way you earn a living is based upon your reputation and repeat business.

In order for our sport to grow and develop it needs the dedication of full-time instructors, and they, in order to live, need remuneration for it.

GREG PARKES, Birmingham

Dear CoDe,

It would seem that Pete Button took exception to my comments regarding freelance instructors.

He would have us believe that his motivation is purely altruistic! The truth is that he prefers to teach canoeing than earn a living in some other way. There is nothing wrong in that unless you delude yourself that you are some sort of martyr.

Unfortunately, he missed the main point of my letter which was "that the real future of canoeing is within the club system". A point which was emphasised in the last edition by the Director of Coaching.

The fact is that many freelance instructors have no club involvement and supplement their income from instruction fees.

As to his challenge, well he is 22 years too late! At the age of 35 I went to college as a mature student, giving up a well paid job and supporting my family on a very meagre grant. However, I did not pretend I was doing it for any other reason than "it was what I wanted to do".

PETER LACEY, Lyme Regis

GIVE YOUTH A CHANCE

pleads GEOFF SANDERS

Geoff Sanders was the first Chairman of the Coaching Scheme, and has been an elected member of the BCU Council, its Chairman, and Chairman of the Executive Committee for a number of years. He is also currently Chairman of the National Council for School Sport.

Sport is under attack! There is a danger, much publicised of late, that young people will be deprived of opportunities to participate and progress in sporting and active leisure pursuits in the future. The problems begin in the schools, which are reeling from a surfeit of imposed change. They have been facing the demands of GCSE, a new national curriculum, additional pupil records, profiling and the like - all of which have made excessive demands on teachers - together with new powers for governors, including management of their own funds: all at a time when resources and access to sporting facilities are being limited.

Canoeing under threat? Canoeing, as part of the curriculum or as an extra-curricular activity, could be seriously effected by such 'threats'. Not only will the youngsters suffer; it could effect the recruitment of young enthusiasts to our sport, (and remember that, as well as this possible reduced priority for P.E. and sporting activities, there will be a million fewer 16-24 year olds in this country's population by 1993.

Meeting the challenge. Clearly there must be endeavours to solve such problems from the school side, and already strategies and campaigns are being organised. But sport must play its part and we in canoeing can make a vital contribution by promoting opportunities for young people to take part in our sport. At the same time we will be building firm foundations for the future of canoeing.

The school Sport Forum in its report *Sport and Young People* emphasised the need for PARTNERSHIP between sport, schools and community ventures - at local, regional and national levels. With such joint action provision can be made for young people to take up and continue sporting activities when they leave school.

It's a local problem. For it is the local level that really matters when it comes to fulfilling the basic requirement - in our sport - of getting people into boats. What form can such co-operation take - particularly at local level?

I hope that BCU regional committees and their coaching panels will review carefully (particularly with the appointment of District Organisers) what is on offer in the way of canoeing activities and clubs in the different parts of their region. After a full examination of strengths and weaknesses, youth strategy plans can be drawn up appropriate to circumstances in the different localities, and possibilities for outside assistance or sponsorship can be ascertained.

...which needs a personal response! But may I invite all canoeists involved in club canoeing, coaching, school and youth work to peruse the check list given below. Please consider whether it opens up any possible lines of partnership and action which could lead to opportunities for youth participation. And do remember that partnerships can work both ways - help in coaching school pupils, for example, might well result in access for canoeists to school pools and gymnasias.

'OPERATION YOUTH' CHECK LIST!

FIND OUT - the extent to which canoeing is being offered in your local school(s), colleges and youth groups.

WORK OUT - whether you, your club or group are in any position to help by taking canoeing to the schools or youth groups in the area.

CAN YOU

- o find out (eg. from local sports associations, regional Sports Council) whether canoeing features in their programmes? Are there any local/regional initiatives which you can join? (Discuss possible developments and ascertain whether any finance is available for new projects)
- o liaise with local education authorities (eg. P.E. or Outdoor Activity advisers) and youth organisations to ascertain where help might be appreciated?
- o identify schools or youth groups where you might be able to help?
- o make contact with those you have identified? (Start only with one school or group and use it as a pilot scheme?)

- o offer encouragement, advice and support to those who show interest?
- o offer coaching? and courses? - for youngsters? - for teachers and youth leaders? BCU qualifications will be necessary)
- o offer the organisation of canoeing activities and events?
- o market canoeing and canoeing activities available in your area? (eg. to P.E. teachers and youth leaders)

ARE YOU IN A POSITION TO:

- o appoint a Schools/Colleges Liaison Officer? - or **officers...** ideally one for each school or college - a personal adoption! (or clubs adopt schools?)
- o make available displays in local public libraries and school libraries and keep them informed of canoeing events and activities which are to take place?
- o help produce canoeing information resource packs for schools?
- o provide a canoeing demonstration team (eg. for swimming galas?)
- o organise youth/junior events within the structures of club and regional canoeing activities?
- o help establish a club at school, college or a canoeing group in existing youth clubs and leisure centres?
- o offer school holiday courses/sessions?
- o invite youngsters to visit your club or centre? - and, if possible,
- o organise ... 'come and try it' sessions ... fun sessions (to show how enjoyable canoeing is!) with (*N.B. most important!*) ... follow-up sessions for those who wish to take their new interest further.
- o offer opportunities for tests and awards to be taken - courses/testing?

PEOPLE are at the heart of the operation!:

ENCOURAGE

- o canoe club members, teachers, youth group leaders to take BCU coaching awards - and CCPR sports leadership awards if appropriate.
- o young canoeists to help... they can, under appropriate supervision, make excellent ambassadors for the sport. In the role of assistant instructors they will also become more conscious of their own techniques and performance!
- o young people to recruit their peers

Local circumstances will determine what can and cannot be done. Some adult clubs, for example, will be anxious lest they be overrun by young members - and may search for a youth leader who will provide special activities for the younger element. Many clubs have had great success in attracting families to join as members - this has proved to be a most attractive way of producing a healthy mix of ages, with parents giving support to youngsters and the club ... and hopefully doing some canoeing themselves!

Every encouragement should be given to local authorities to set up staffed watersports centres where canoeing features as one of the activities. Such facilities can be used by schools and colleges during the day and youth club and adult groups in the evenings and weekends.

The present problems concerning young people and sport provide a challenge to us all and, if we can work together, will at the same time offer opportunities for development of our sport. It would be helpful to share ideas and know of schemes that have been successful in different parts of the country - we can learn from each other and profit from each others mistakes as well as achievements.

Please let me have your thoughts and experiences (quick jottings will be fine!) so that I can collate them for publication in *Focus*..

Geoff Sanders, 4 Barston Lane, Solihull, West Midlands B91 2SS

Canoeing in the Isle of Man

by ROY HITCHINGS

The North West Region's contact with the Isle of Man was, until recently, a reference in the computer print-out of members to a Shane Lucas.

The situation changed in July 1988 when a character by the name of Les Milne applied to join the North West Region sea canoeing weekend in Anglesey. He even came back for more in 1989!

During this period there were embryonic rumblings back in the Island which culminated in the formation of the Manx Canoe Club. An enthusiastic canoeing fraternity had emerged under the chairmanship of John Sugden. These canoeists felt strongly enough about their canoeing and the BCU that they decided to invite three members of the North West coaching panel over to the Isle of Man to carry out a training and assessment programme.

This invitation was extended to the Regional Coaching Organiser (myself), Roy Sherrif (Local Coaching Organiser for Merseyside - the area includes the Isle of Man) and Barbara Hitchings (female instructor).

We duly set sail from Liverpool Pier Head, the Isle of Man Steamship Company taking some four hours to transport us across the Irish Sea - we thought we could almost have paddled as fast. Perhaps another time!

The Friday saw us paddling from Flishwick Bay on the South West Coast via the Calf of Man to Port St Mary. This was the expedition planning and leadership exercise to test the would-be Senior Instructors, and an accompanying sea proficiency candidate. The coastal scenery provided much geological and industrial archeological interest. An intermittent sea mist also provided opportunities to utilise the compass as an aid to navigation.

The August Bank Holiday Saturday and Sunday were spent at Ramsey completing the assessment, as well as undertaking an Instructor Training programme with five candidates. Numerous other paddlers appeared and offered their 'services' as 1-2 or potentially 3-star candidates.

The Island now has two additional Senior Instructors to carry on the promotion of canoeing, Les Milne and Simon Read.

Comments from the Recipients

One Senior Instructor plus two instructors on an island with 70,000 inhabitants does not seem to lead to anything spectacular; so how about inviting the big white boss over - **THE REGIONAL COACHING ORGANISER** - to carry out some training and assessment, stick his big paddle in, and generate lively activity - he might even pass one or two!

So came the great day, the RCO plus the LCO and, to boot, a lady instructor (a rare breed) all arrive on the Isle of Man.

The first day - a day for would be proficiency paddlers dawns misty and calm, and the two aspiring SI's, slightly nervous with the microscope upon them, are full of fears and forebodings, which don't really materialise.

After a short recovery from our proficiency trip around the Calf of Man we embarked on days 2 and 3 of the programme, each full of frenetic activity, teaching, coaching, rescuing, and assessing. All sorts of canoeists appeared out of the woodwork, to assist, be examined or just to join in the fun!

The Instructor training group all started off with too much disinformation and bored the spray deck off big Roy. Try it this way, says he, as we all shrink into our buoyancy aids. As the first day progressed we began to develop our paddling, teaching techniques and abilities to analyse strokes. The Saturday afternoon was spent with Roy Sherriff practising all the Canoeing Safety Test skills - I'm sure that Roy was a fish in his previous life.

Sunday was for real, the weather had deteriorated, and we were able to put our local knowledge of Ramsey Bay to use in the choice of a sheltered teaching site. The morning dealt primarily with teaching styles, or how to teach without boring the ass off the students! We heard about KISS, EDICT, and IDEA and great emphasis was placed on keeping the group's interest, particularly with the use of local knowledge.

After lunch, and our lecturettes, we completed the Canoeing Safety Test, and the sun blessed our endeavours. Finally, everyone joined in a games session on, off and in the water.

The three day programme was a first for the Isle of Man and it certainly won't be the last.

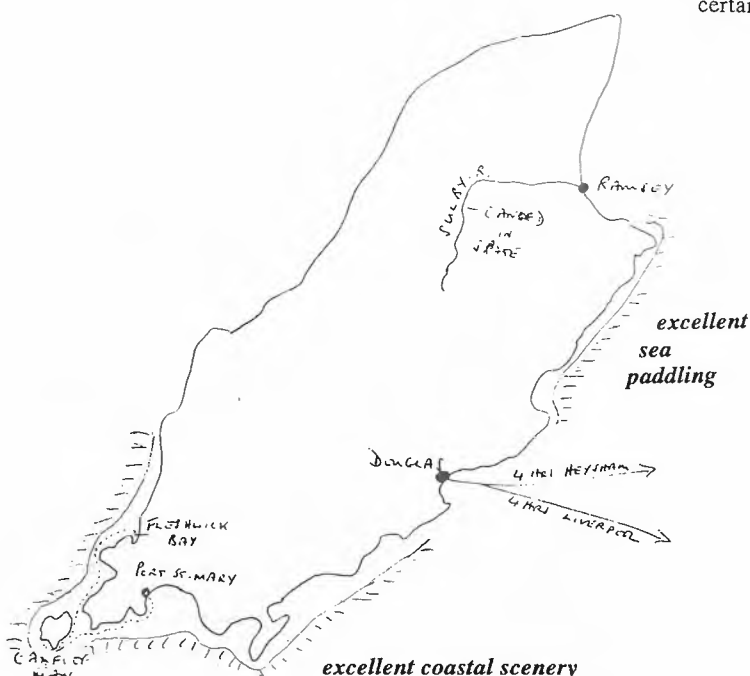
Final Comments

The North West Panel were very encouraged by the enthusiasm exhibited by all the canoeists we met and felt that our stay had been very worthwhile.

I cannot conclude this report without reference to the wonderful hospitality afforded by all the people on the Island, and in particular Marjorie Milne, John Sugden and the Venture Centre at Maughold, which provided our accommodation free of charge. The Venture Centre is run by Mr and Mrs Read and provides bunkhouse type accommodation. It runs comprehensive adventure and management training programmes. Anyone wishing to develop a new environment for their activities can ring me on 0270 69040 for further information.

Finally, the Manx Canoe Club would only be too pleased to welcome any canoeists from the mainland, and would relish the chance to show off their wonderful coastal scenery.

Best wishes to all Manx canoeists.



KAYAK INSTRUCTOR TRAINING WEEKEND with the American Canoe Association

by JACK ELLIOT

Since emigrating to America from England in 1988 I have planned to convert my instructor certification from the British Canoe Association to the American standard. First I joined the American Canoe Association and started to receive their bi-monthly magazine "The American Canoeist". It soon became apparent that this is a vast country and that the ACA was covering all possible aspects of kayaking and canoeing. I read articles about the Marathon Nationals in Wisconsin, kayak training with the Atlantic Whitewater Club, and sea kayaking with the Georgia Paddling Club, plus canoe sailing and canoe camping.

I wrote to the ACA about training "locally" and my letter was passed on to Tom Foster. Tom is the chairman of the ACA National Instructor Committee and ACA instructor trainer. He is also the editor of the "Canoeing and Kayaking Instructor Manual" which is the bible for would be instructors in the USA. (It is also a very informative book for anybody interested in kayaks and canoes). Tom invited me to attend one of his courses - "Instructor Development Workshop" on June 2-4 1990, at his base "The Outdoor Centre of New England" in Massachusetts.

It took us approximately 7 hours from Rochester, New York State on the Inter State thruway Route 90 to reach Massachusetts. The "OCNE" was founded by Tom eight years ago. It is situated on beautiful grounds in Miller Falls and is a very professional centre. A canoe outfitters shop, which he added, a year ago is well stocked with a wide range of top quality boats and equipment. The whole centre is run by a professional staff as a training centre for all aspects of canoe sports. This is very different from the club environment I am used to in England, where on occasions I have worked with groups of kids and adults using borrowed equipment, leaky boats and looking forward to dinner prepared on a wood fire.

Saturday morning a group of six of us would be instructors met our instructor trainer David Su and his assistant Kim Whitley. We spent sometime introducing ourselves, sharing our previous experiences, and explaining our purpose for being in the course. From then on until Monday evening we were subjected to some very indepth training both on the water and in the classroom.

We worked until late nights and spent a lot of time talking and analysing what we had learned and experienced. The staff put on excellent meals with some dishes I had not experienced before - eggs cooked in cheese sauce for breakfast and pasta with turkey sausage for dinner. Beautiful interesting salads and fresh fruit appeared for each

lunch and dinner. The climax came on the Sunday evening with a clam bake and a large lobster for everyone - this was as close to heaven as a food loving lad like me could get.

On Saturday we drove to a local lake and learned teaching techniques and analysed paddle strokes. We all demonstrated our eskimo rolls to Dave Su who recorded each attempt on video. This we reviewed during the evening much to the amusement of all concerned and very informative. On Sunday we progressed to moving water grade 1 and practiced moving water paddling techniques - again this was videoed. It is amazing what you learn about your style when you see what you have done and learned from constructive criticism, why you did it and what you should do to improve.

Monday was the big day - more advanced white water training on grade 2 to 3 water. The weather was perfect but this brought out the famous "black flies" that grow well on human blood. I didn't take much notice at the time but spent the rest of the week scratching hundreds of bites. It was a wonderful experience for me to paddle a beautiful white water river with temperatures in the 70 to 80 degrees f. - normally white water rivers in England are only accessible in winter and most of my white water experiences have been with snow in the air and very cold water. One grade 3 drop formed a strong stopper or suck hole that when approached from down stream by hard paddling against the current would grab a kayak deep enough for a good "pop out". This always resulted in a capsized loop and roll up for me. This was where the instructors and more experienced paddlers demonstrated their skills. This type of play has been developed into "hot-dogging" and the production of special "squirt" boats. Great fun, but very tiring.

Then we returned to base for a debriefing session. Monday late afternoon we departed for home much the wiser and tired.

This was a very enjoyable weekend and the OCNE can offer kayakers and canoeists training at all levels. I would recommend any of the courses offered to help anybody develop their skills in their chosen field of kayaking and canoeing.

Jack Elliot is a Senior Instructor with the British Canoe Union who now lives in Rochester, New York State. He has recently restored a 1939 'Old Town Yankee' canoe with the help of several friends, and with his wife Irene has joined the 'Wooden Canoe Heritage Association'.

The Yearbook and you

The *BCU Members' Yearbook* circulated with this CoDe, again contains a list of all the Canoe Clubs currently registered.

It is hoped that members will make good use of the list to put those whom they teach into contact with their nearest club.

The criticism is often made of Centres, in particular, that there seems to be no correlation between the numbers taught, and continuation into the main stream of the sport - only 9.6% of BCU members state that their interest in canoeing was first realised on a course !

Let's make this 'the year of the club and continuation in the sport'.

CANOEING INSTRUCTORS AND DIRECTORS

Residential and non-residential vacancies at children's watersports centres in Surrey and Hampshire. 3-6 weeks in July and August. Good salaries. Further details: Leisurework Ltd, PO Box 367, Woking GU21 1AH. (0483 721211).

CANOE EXPEDITION - CANADA 91

Keen canoeists (not kayakers) required for expedition to the Algonquin Park, North Ontario, 27 August to 11 September 1991.

Cost £135. Interested ? Write to:

Paul Reaney, Parson House Farm OPC, Longshaw, Sheffield S11 7TZ

THE EFFECT OF GROUP DYNAMICS ON WHITE WATER COACHING

by SIMON DAWSON

INTRODUCTION

The study of White Water Safety as a subject in its own right became popular about four years ago. This study led to great benefits, such as the increase in our knowledge of canoe design, and our improved ability to effect competent rescues of trapped canoeists.

There is a growing feeling, however, that the study of pure safety has become too dominant. There is now a large body of paddlers with a good knowledge of rescue techniques and equipment, but whose basic paddling skills leave a lot to be desired. The coaching emphasis needs to return to the importance of pure white water paddling technique.

This essay seeks to show why safety and rescue based courses have become so popular, and how an awareness of these factors can be used to encourage paddlers to attend courses based on teaching pure paddling skills.

In this essay the following definitions will be used.

White Water Rescue Course

The study of the rescue of a canoeist in difficulty, using equipment such as throw bags, ropes, specialist buoyancy aids etc.

White Water Skills Course

The study and teaching of paddling skills; break outs, ferry glides, stopper techniques etc.

White Water Safety Course

The study and teaching of all the skills required to descend a river safely; choice of equipment, inspections and route choice, paddling technique, rescue technique, bank support etc. A good example of a safety course would be an Advanced Proficiency Training Course.

It is of concern that whilst many canoe schools have no difficulty filling rescue courses, and there are a reasonable number of candidates for safety courses such as the Advanced Proficiency, very few centres run an appreciable number of skills based training sessions.

TYPICAL COURSE STRUCTURE

Although there will always be exceptions, the three types of course given above nearly always conform to a set pattern or structure.

Skills courses are nearly all practical. The coach or instructor sets tasks for the individual paddlers, depending on the particular stroke being taught, and then offers advice on improving technique and overcoming faults.

Rescue courses normally start with theory, teaching about good canoe and equipment design, and the use of rescue equipment. The course then develops into a series of practical sessions, where the whole group are given the task of rescuing a canoe or paddler in an artificial "dangerous" situation.

Safety courses combine the two styles of teaching. Normally the group is taken on a real river trip and put into a series of situations to which it has to react; some real, some artificial. The paddlers are assessed both on how they work as a group, and on their individual performance.

THE EFFECT OF GROUP DYNAMICS

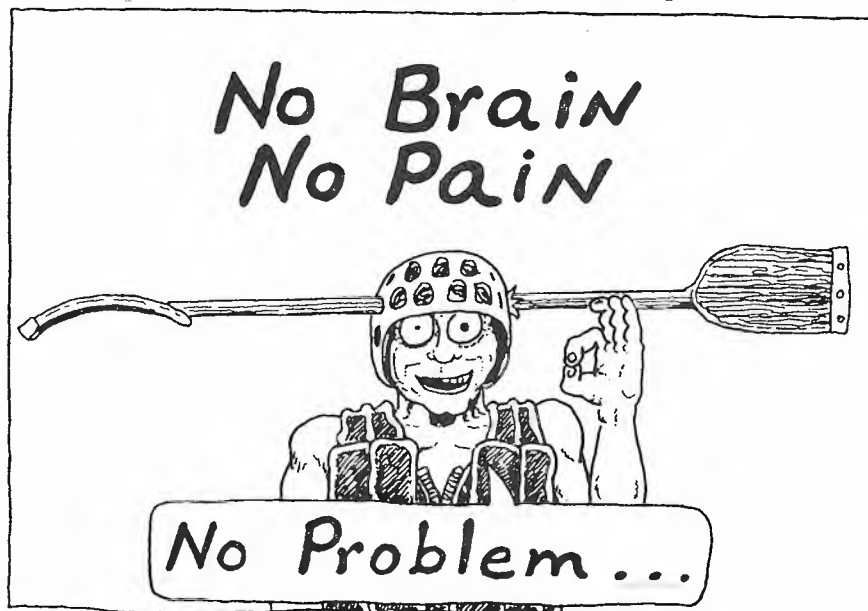
It is interesting to study the differences between the types of course when looked at not in canoeing terms, but in terms of the differences in group behaviour and group dynamics; ie the interaction between the members of the group being coached. It is easiest to use the sort of group management theory typically used on management courses, well known to many outdoor education instructors.

The rescue course candidates, in their practical sessions, are working closely together as a team. The aim of the group is clearly defined, ie the rescue of the canoe. The aim is perceived as being achievable. The increasing amount of rope and ironmongery used in many rescues gives a constant feeling of progress being made. At the end of each session the aim of the group is actually achieved, giving a strong sense of satisfaction and bonding. Finally, as the tasks set to the group become harder one by one, the feeling of progress and development is constantly reinforced.

It can be seen that the structure of the rescue course has developed, almost by accident, into providing a situation which reinforces positive feelings of teamwork, development and progress. A rescue training session will often lead to the candidates leaving the course with a strong feeling of satisfaction and personal achievement. But note that this sense of achievement is totally independent of the skills learnt or used. An incompetent rescuer who did nothing but pull on ropes when ordered by his more experienced colleague would still feel part of the team, and still get a positive feeling about the course.

By contrast, the skills training candidate normally arrives on course feeling that he is a reasonably strong paddler. But unless the coach is exceptionally competent, the paddler will learn about the ideal theoretical paddling technique at a much faster rate than he can personally develop it. Often he will have to "unlearn" poor technique before adopting a better style. Both these factors will cause the candidate to feel that he is regressing and not improving. While he faces these problems the candidate will be very aware that he is relying entirely on his own skills and ability. No one else can do it for him.

the card below was received from Stuart Bell during his Churchill Scholarship visit to Canada to study canoe lore. His opinion of kayakers has not gone unnoticed!



The skills candidate therefore might have made real progress in his paddling, but be much more aware of the gap between the ideal and his own skills, and therefore leave the course without the feeling of achievement or satisfaction that would make him want to repeat the course.

It can be shown therefore that the sense of achievement and enjoyment gained from a course can be totally independent of the candidate's improvement in canoeing knowledge and ability. The success of a course is often determined more by the way in which a course is structured, or the way in which the course members interact. These factors nearly all work to the benefit of rescue type courses, and against skills coaching courses. This may help to explain the undue popularity of rescue courses.

MODIFICATIONS TO COURSE STRUCTURE

Having seen how group dynamics affect the different types of canoeing course, it is possible to make recommendations on how to improve the training given.

Safety courses

In any group rescue task, one or two stronger personalities will emerge and dominate the group. These persons should be identified in the first task. In subsequent tasks their influence should be reduced to allow all members to get an equal amount of experience and training. If a group achieves an aim quickly and efficiently it normally means that one leader is dominating, and that the remaining members of the course are not participating fully. A long, inefficient and argumentative rescue will mean that more candidates are taking an active part, and that the session will probably be of better training value.

It is easy for the course instructor to get caught up in the enthusiasm for these tasks, and invent increasingly difficult and complex rescues. This will be responding to the group's desire for development and progress, rather than the group's actual need to learn about canoeing. The instructor should resist this temptation, and ensure that the tasks are set to teach specific and sensible rescue techniques, rather than develop into complex leadership exercises.

Skills courses

When trying to increase the enjoyment and satisfaction given by a canoeing course, two of the most important concepts are progress and teamwork.

If a single candidate is only available for a single session or a short course, it is very easy to try to cram in too much, and to coach across the entire paddling syllabus. This can be counterproductive, as seen above, leading to a feeling of lack of progress. It is often better to concentrate on one specific topic. This ensures that real progress can be made, and be perceived by the paddler. He is thus more likely to return for work in other areas.

The concept of teamwork, helping each other, is best introduced with a group of friends or colleagues who will be paddling together once they have finished the course.

Most of the basic paddling concepts can be easily taught. The failure to obey one of these rules is obvious to anybody who knows what to look for. He need not be a highly trained coach. Common examples are:

Not leaning downstream when breaking in

Not travelling fast enough across the eddy line when breaking in or out

Not leaning on the paddle when stopper surfing

It is quite possible to teach a group to look out for these faults in each other, and to coach each other when faults are seen. The group can then leave the coaching session with the feeling of teamwork enhanced, and knowing that they can still make more progress even after the formal training has finished.

Safety Courses

It is interesting that the popularity of safety courses is about halfway between that of rescue and skills courses. It could be argued that this is to be expected on a course which commonly matches equal amounts of group based and individual training.

The typical advanced proficiency training course contains a very useful mix of individual skills training within the framework of a group descent of a river. This mix is ideal, and needs no change when it's group dynamics are studied.

RIVER NOISES

COACHING GRANTS

Barclaycard/NCF grants are available to coaches who work voluntarily with competitors of proven ability who are expected to represent their country in European/World Championships (senior or junior) or the Olympic Games. Send sae to BCU office for details.

BRITISH INSTITUTE OF SPORTS COACHES

The Institute is growing in strength and status, and making its voice heard where the wider interests of coaches and coaching are involved. Send sae to the BCU office for membership details.

NCF COURSES

A full schedule of National Coaching Foundation courses at a centre near you is now available. Sae to BCU office, please, or phone the 'hot line' (free) on 0800 590381 (BCF, 4 College Close, Beckett Park, Leeds LS6 3QH).

TESTS AND AWARDS SYNOPSIS

Leaflet CB.551 (p 2-6 of the Directory) has been revised for the current *BCU Members Yearbook*. Please see p51-56.

RIGGING FOR RESCUE CLINIC

Information is to hand concerning a specialised rope-work course being held in Canada from 11-18 May. Please send sae to BCU office or write: Box 399, Invermere, British Columbia, Canada VOA 1K0.

FROM THE NATIONAL COACHING COMMITTEE

EXAMINERS LOGS NOW AVAILABLE

The terms of reference for achieving examiner status after 1 May 91 were agreed. Examiner logs are now available, setting out the requirements. Sae to BCU office please.

An executive committee has been constituted to advise the Director of Coaching on action involving policy which cannot await a full meeting, and to determine the priority order of agenda items and make recommendations as appropriate to assist decision-making.

The Women in Canoeing initiative has now been passed to the English Regions Management Committee, although NCC will still liaise direct with the Standing Advisory Committee on coaching-specific matters.

The National Council for Vocational Qualifications. The BCU is shortly to submit its awards system for approval.

Approved Centres. It was agreed to tighten the wording on some of the requirements for approval, and to insist upon staff being qualified according to the type of canoeing being undertaken.

Survey of Organisers. A survey of coaching organisers has revealed that the volunteers dealt with a wide cross-section of enquiries which would otherwise mainly end up at HQ, totalling some 90 per day.

Financial report. It was noted that the total number of tests undertaken had increased by 4,400 (20%) over the previous year, although Proficiencies had dropped by 700. This was to be expected as a result of changing the entry requirement to Instructor from Proficiency to 3-Star.

Coaching award candidates were up overall by 1100 (50%) with considerable increases in Supervisor and Trainee Instructor level, but a decline in Senior Instructor training.

Promotion of the Placid Water Scheme. A working party was convened to consider how best to rejuvenate the promotion of the Placid Water Scheme. (This has since been held, and a widening of the availability of courses, supported by the production of resource material, has been agreed).

1991 Conference. It is planned to hold the 1991 Conference in Devon, and to cover inland, sea and surf aspects - both coaching and touring. Please reserve the date: 12-13 October.

Standard closing date. It was agreed that a standard closing date for coaching awards courses should be promulgated of 3 weeks in advance, to try to avoid the difficulties created by courses being cancelled at the last minute.

A COPY OF THE MINUTES of NCC 59 will be forwarded upon receipt of a sae at the BCU office.

SPECIFIC STRENGTH TRAINING IN KAYAK: INDOOR

by JEREMY WEST

The text of a talk given to the National Trainer Regatta Happerswill, Switzerland, by Jeremy West, Britain's 1,000m World Champion

When I first agreed to give this talk it was just after Zsolt Gyulay had given a talk about his training at the conference in Hungary last autumn. At that time I was asked to give an informal talk "from an athletes point of view" about the training I did when I was still competing. This is exactly what I plan to do.

I started my canoeing career at the age of 13 and finished it last year at the old age of 28 so I have 15 years experience of training. During this time I have experimented with all sorts of training. I experimented with different types of techniques, methods of periodisation, quantities of water, land and gym training and of course I have experimented with different sorts of weight training.

As a youngster I was directed towards weight training with lighter weights and higher repetitions in a circuit situation and this almost only in the late autumn, winter and early spring. As I got older I increased the amount of training that I did and not only did I do the previously mentioned circuit type training but I started to include medium heavy weights lifted in sets of between 15 and 20 repetitions. From the age of about 17, I introduced, in winter, what I call heavy weight training.

From this stage in my canoeing career until I was about 25, my weight training consisted of twice a week circuit training and three times a week heavy weights sessions.

These heavy weight sessions consisted of about 7 or 8 different exercises each repeated 3 or 4 times. Each set I worked with a weight that I could only just manage but still complete the set. This method of training I started every year in October and worked through until March, then as soon as it was more comfortable to do more work on the water (about the middle of March) I stopped training in the gym and concentrated on work in the boat.

Then in the season of 1986 I carried on, for the first time, heavy weight training throughout the whole of the season. Of course I could not concentrate quite so much energy and time to weight training during the racing season, the weight training had to fit around the regattas. For example on Friday before a regatta I do not weight train.

My aim in that year was not to lose the strength that I had gained throughout the winter. In that year I had some success and until the end of my active career I continued to do heavy weights throughout the whole of the year, however I might add that I did not stop experimenting with different ways to furthermore improve my weight training methods.

At this point I would just like to mention a fact that you might not all be aware of. In 1979 I won the silver medal for the K1 500m at the Junior World Championships. I mention this for the following reason. As a junior, with regards to the weight training, I did many different things. I did both circuit training and heavy weight training through the winter and this only through the off season. But what is common to both periods of my career was the success. My point is that weight training is not the most important type of training that a canoeist can do: CANOEING IS.

Before I carry on I would just like to say that I am satisfied with the weight training that I did during my career. My only regret is that I did not start sooner to do more heavy weights through the summer months.

I came to the conclusion that the only type of strength training on land that I found beneficial was raw strength training, and this should be practised throughout the whole. I came to this conclusion because I found that the development of muscular endurance and speed strength could be much better achieved on water or with the aid of a paddling machine. Furthermore I found that circuit training in the gym with normal weights was not a good form of complementary training for paddling. Circuit training does have its place in an athlete's training schedule when he is a youngster (to introduce the athlete to work safely with free weights) and/or when he does not have the possibility to train with a good paddling machine, in a paddling tank or in the canoe.

I believe that heavy weight training has two major purposes:

To develop the volume and strength of the muscles specific for canoeing.

To develop some of the muscles not specific for canoeing, to keep the body balanced, allow it to develop further and do this free of injuries, or at least with an absolute minimum of them.

To these ends I've developed my heavy weight training. I would like to point out that I did not always do exactly the same exercises, every week. Instead I rotated the exercises to keep boredom out and to achieve a balanced overall training.

However, I always trained the larger muscle groups before the smaller ones. In general I trained three times a week: Monday, Wednesday and Friday, but in some phases of my training I also trained up to four times a week, but always with a day's rest between each heavy weights session.

The types of exercises I would like to rotate in my training sessions are the following:

Bench press	Single arm Rowing	Shoulder press
Lying down Rowing	Biceps curls	Triceps curls
Sitting Rowing	Rotations	Sit ups
Pull overs	Back exercise	Bench flies Machine
Pull ups	Dips with Weights	Quadriceps Exercises
Stomach Exercise	Hamstring Exercise	Hyper Extensions

COACHING SCHEME PRICE CHANGES

Please note the following price changes. A complete list is contained on pages 75-76 of the *BCU Members' Yearbook* circulated with this edition of CoDe.

STAR TESTS	£2.50
PLACID WATER TESTS	(including badge and certificate)
CANOE TESTS	
SURF TESTS	£20.50 per set of 10 (cash with order)

PROFICIENCY TESTS - £3.50 members - £5.00 non-members
(no longer includes basic youth membership for under 18s).

The fees for coaching awards courses have also been changed and rationalised - please see p75-76 *BCU Members' Yearbook* for details.

It is important that full names are clearly spelled out on test entry forms. Some authorities have found that brothers or sisters have been falsely using governing body certificates, and seek our co-operation.

We also hold a constantly growing file of test entry forms containing no address.