CoDe

the magazine of the BCU Coaching Scheme

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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.

IN THIS ISSUE

The death of Trevor Bailey, BCU Director, 1986-91

Trevor was in the process of completing an application form for the Coaching and Touring Conference, when his tragic death intervened.

It was typical of his desire to become involved in, and gain an understanding of, all aspects of our sport.

His gift for obtaining an immediate grasp of the issues involved, summarising them, and then presenting and defending them in a firm but friendly way, was a great asset to the BCU, and many were the initiatives which he was pursuing with vigour on all our behalfs when death so cruelly intervened.

Tribute has been paid in *Focus* to Trevor's personality, his pursuit of the best interests of the Union at considerable personal cost in terms of time and effort, and yet his still managing to make time for his family.

Our hearts go out to Margaret, Nigel and Simon.

Why did Trevor drown ?

The autopsy has failed to reveal any medical cause, and so at the present time we do not fully understand the reasons. He started to swim, without fuss, from the swamped K2, the 50-60 metres to the bank. The wind was about force 3, and the waves about 6" - 9" in height.

After about 10 metres Trevor suddenly shouted for help. His partner left the K2 he was towing, and swam to him. At first, a simple 'tired swimmer' push with Trevor holding himself at arm's length against his partner's shoulders, was sufficient.

Presently, however, a couple of waves splashed in his face, and he exhibited signs of distress. His partner then had to apply a life-saving hold. Initially this was under the chin, but the slipperiness of the short beard made it impossible to keep a firm hold, and a cross-chest hold was applied.

From then on, Trevor was passive but became progressively heavier, to the point where both swimmers were submerging and the rescuer had to fight their way back to the surface. After the fourth such effort, Trevor became too heavy to hold, and his partner had to let him go to save himself, finally reaching the bank totally exhausted.

Where was the buoyancy aid ?

It would be difficult to argue that the wearing of a buoyancy aid would not have prevented this death.

However, Trevor was a mature person with sufficient experience to decide for himself whether or not he felt that a buoyancy aid was necessary. He was born and brought up in Portsmouth, swam regularly in the sea as a boy, and had continued to swim all his life. In spite of his assertion that 'he was not a strong swimmer' he had taught his own sons to swim. He had swum in the slalom course without any sign of anxiety, and enjoyed a water fight in the swimming pool with the best of them.

So far as we can ascertain, this is the first drowning recorded from a racing kayak on still water. In fact, in spite of the non wearing of buoyancy aids by the racing fraternity it is necessary to go back some 15 years to find the last fatality - in a swollen Thames.

It is hoped, therefore, that a proper perspective can be kept, in spite of the high profile, and the obvious human tragedy involved.

The Sermon on the Bell and Cell

by DAVID TRAIN

'We, (parents, teachers, politicians, employers) want our children to succeed in prosperity with the skills they must have to compete. They are our future; we are theirs. The shift is seismic: and cultural, not political.' **The Guardian**

To all my fellow teachers,

I need you on the water with me. I need your fair competition to improve, develop and then implement an idea. With a little co-operation I believe we can start the cultural and seismic shift needed for our children's future.

We, as members of the British Canoe Union Coaching Scheme, are a body of people over eight thousand strong. We come from a wide variety of interests, but we have one thing in common. We all teach young people in our spare time - and sixty percent of you teach as a profession.

Earlier this year I gave a talk to some senior members of the Coaching Scheme. It was about the 'Fladbury Philosophy'.

My talk was supposed to be about the 'Placid Water Scheme,' but I widened it a little to a philosophy of Craft, Sport, Science, Industry and Life.

I condensed my experience of life, in industry and sport, into a symbol. The symbol represents the process of life. I believe an understanding of the philosophy behind it could help transform the culture of the 'Anglo Saxon world', and in turn much of the world beyond.

Widening the field

My talk was well received and afterwards I wrote to a few people in sport, industry, science, politics and other walks of life. I suggested an idea which uses the symbol.

Knowing that a prophet is never recognised in his own country, I sent my work to America, and have now been asked if I can get it published. I was pretty pleased about that,but before I do I would like your comments, criticisms, or whatever and get a debate going through this magazine. I would hate to export anything less that a quality product to our friends in America.

To get us onto the water some of my thoughts are in this article. A fuller version is available from the British Canoe Union. I start with canoeing on the placid River Avon, go through into physiology, to biology, the way we teach our teachers, the way we organise ourselves within the British Canoe Union and our country and eventually to cosmology.

The 'Fladbury Philosophy' rests on the rock of the symbol. I am asking you to test its strength with all the skills and power you can muster form your massive combined experience in the competitive and turbulent waters of life.

The philosophy of Karl Popper

In the course of my work I was introduced to the work of Karl Popper. He is said to be the greatest philosopher of science.

Karl Popper believes that ideas can come from anywhere. They may come from scientific research, form committees or by the intuition and experience of individuals. Where they come from is not important. What counts is whether they work. He believes we should have the courage to set our theories and ideas up for examination, expose them to attack and from that position modify or reject them for a better idea.

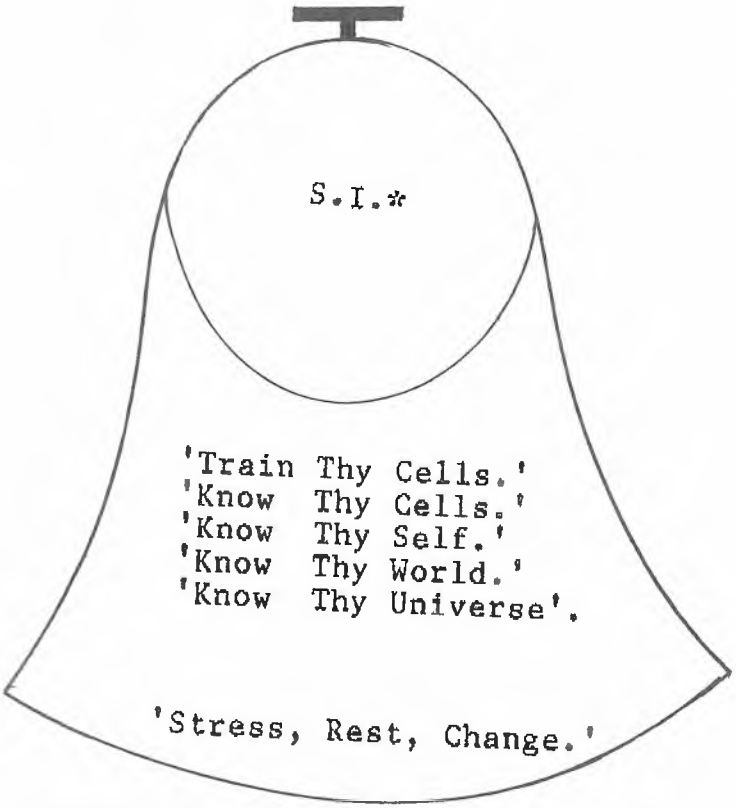
Having so often been first on the water, with the subsequent accusations of being called a heretic, I start this turbulent voyage in a cheery mood, knowing I have Popper with me in the crew.

So feel free to challenge, whether you be craftsman, scientist, engineer, psychologist, physiologist, sports scientist, educationalist, teacher, civil servant, a person of faith, business school expert, philosopher, politician or paddler.

If by sharing our information we can arrive at a better or simpler philosophy, and the means of getting it across to the 'new generation', I will be delighted. If not I ask you to accept the 'Silent Bell'.

I ask you for your time in reading this article, your time to think, your expertise and your experience.

The Fladbury Philosophy is about a symbiotic process, which means needing and feeding of each other to mutual advantage. In the fuller version of this article I outline an idea of how to use the 'Silent Bell', in a scheme which takes people, involved in major sectors of the community, through the process of co-operation to the improvement and benefit of all.



The challenge

Twenty years ago a young man knocked on my door and asked me about my 'duty to the community'. I am now knocking on yours. We need our combined wisdom and commitment to 'Save the Children'. They are our future; we are theirs.

Good paddling,

The Secret of the Silent Bell

If you wish to learn the secret of the 'Silent Bell', send for *The Sermon on the Silent Bell* by David Train. The publication is free on receipt of stamps to the value of 36p at the BCU Office.

The Fladbury Philosophy

Craft, Sport, Industry, Science, Life

Fladbury is a beautiful village between Evesham and Pershore. It lies in the soul of England, on the placid River Avon, twenty miles downstream from Shakespeare's Stratford, thirty odd miles from Ironbridge, the seat of the Industrial Revolution, and thirty miles from Birmingham, the heart of what used to be Britain's industrial might. It has a population of under a thousand people, two pubs, an ancient church, two mill houses, and one of Britain's best known Canoe and Kayak clubs.

I first started to teach canoeing when I went to live in Fladbury. The young Rector, appropriately called Goode, saw me on the river and asked me to help in a youth project. I said I hadn't the time because of my work in industry. he was very persuasive, said I could use his garden to gain access to the river, and reminded me of 'my duty to the community'.

The teaching method I evolved fro canoeing became known as the Fladbury Philosophy: In March 1991 I gave a talk to some senior members of the eight thousand strong teaching scheme of the British Canoe Union. I was to hand over, into their care, the 'Placid Water Scheme' and my task was to give my audience some inspiration, so that they could sell the message throughout Britain.

Overcoming resistance

After twenty years' work trying to change the culture, and often against massive resistance, I had won my 'Battle for British Canoeing'. I decided that after all the work I should give my audience a little more than canoeing to think about, and extended my talk to a philosophy of craft, sport, science, industry and life. I asked my audience not to take notes, gave my sermon and then handed them a single piece of paper. On it was a symbol about the process of life as I understood it.

Some of my audience came to see me afterwards, and said they had never seen life explained in such terms before. I shared my information with them, and in return they inspired me to write down my talk. From that, a larger 'Battle for Britain', started to emerge. It is a battle about liberty, and the quality of life, and I have some ideas to get you all on the water with me.

Philosophy comes from two Greek words meaning 'love' and 'wisdom'. It was the love of his flock, and the wisdom to see that young people needed activity to keep them out of trouble, that drove the young Rector of Fladbury to alter the course of my life. It was my love of canoeing, and the wisdom to alter the method of teaching, that changed the culture of canoeing in Britain and made it available to all.

In the National Coaching Foundation's first small book, the opening chapter is about philosophy. It makes some interesting points: 'Philosophy in sport is like air in the carburettor -you may not see it, but if it is not there the car won't go'.

It goes on to say, 'philosophy is a bundle of thoughts, tied up with string and paper, of what you think the world is about. Don't make the bundle too tight - don't have a wrapped up bundle at all! Let your thoughts flow everywhere. Philosophy is your view of the past, your opinions of the present and your expectations of the future.'

As any prophet or marketing man knows, if any message is to be remembered and have any effect, it must be put into as small a package as possible.

Culture is the message one generation passes to the next. They do that by pictures, by craft, by word of mouth or by the written word.

The first cell of western philosophy started in Ancient Greece. Those first philosophers made it their job to question established beliefs, saying that order and logic should be the basis of explanation. Their job was to ask 'why?' The Greek sages left their message to the world on the lintel of the Temple of Apollo at Delphi. It was 'Know Thyself'.

Three thousand years later my symbol is an attempt to improve on the Greek sages' message. A lot has happened since they wrote their motto.

I am a grandfather now, and I asked what message I would like to pass on to the next generation? My motto hangs above the lintel of a small shed in the middle of England. It is craftsmanship, it is a picture, it has words. It is a little bit of culture for the new generation, whatever their age, sex or handicap.

The symbol

The symbol is a silent bell. Its message is in the shape and the words.

If any of my youngsters ask. 'Why?' they will have taken the first step in learning about sport, their first step in learning about themselves, their first step in learning about life, their first step into becoming a philosopher. And as I explain its meaning I will achieve the tasks of any coach. I will have helped give them a long term ideal, I will have shown them the steps to achieve it, I will have explained the process, I will have started to share my knowledge and energy. I will have helped them to take the first step.

So this is my philosophy, based on my lessons in craft, sport, industry, science and life, added to by a sabbatical year's 'pause for thought'. It's about why I coach and it's called after the youngsters who have sustained my spirit and hope, in a world where so many of the adults of my generation, the most privileged ever to live, and never having had to face a war, slowly, by the promotion of internal conflict, and not recognising the true nature of competition, have weakened themselves, their freedoms and their country. It is about the evolution of a 'bundle of thoughts', packaged into a shape, with a few words. It's the Fladbury Philosophy and its' symbol is the 'Silent Bell'.

** An S.I. within the British Canoe Union Teaching Scheme means a Senior Instructor. Within the 'Fladbury Philosophy' it means 'Share Information'. It is the fundamental requirement of a good coach and is the basis for the development of all life and civilisations. A Senior Instructor who learns how to share, becomes a Coach.*

NOTICES

COMPETITION COACHES CONFERENCE

Please reserve the date: 1-2 February 1991 - Holme Pierrepont.

NCF COURSES

A very full country-wide network of courses has been set up for 1992 by the National Coaching Foundation. Phone the hotline, 1300-1700 Monday to Friday (0800 590381) for full information on the courses available in your area.

SCA COACHING CONFERENCE 2-3 November

The SCA Coaching Conference is to be held at Faskally from 2-3 November. The theme: safety. Full details from Tony Cook, Muir of Lownie, Kingsmuir, Forfar, Angus.

The SCA Coaching Scheme annual general meeting will take place during the Saturday evening of the Conference.

EVERY BODY ACTIVE CONFERENCE

This national Conference on good practice in the provision for participation and integration in sport and recreation at all levels, particularly for young people with physical and sensory disabilities is to be held at Darlington on Wednesday 27 November. Details from: Sports Council, Aykley Heads, Durham DH1 5UU (091 384 9595)

Dear CoDe

Dear CoDe

i was interested to read Geoff Good's concerns about those Wing things (CoDe 40). I realise that Geoff was to an extent taking a 'devil's advocate' stance - but I feel that his specific points about Wings are not based on sound evidence. Please understand that I am not a sprinter (I've never done a regatta) but I have been fascinated by paddles since I first canoed and have used a variety of Wings on and off since February 1986 when they first appeared at Crystal Palace.

I put the following points in defence of Wings and against Geoff's more general line of argument about regulating technology for the good of competition.

* Wings are no more expensive than equivalent constructions for other forms. You can pay from £70 to £200 for decent kayak paddles these days regardless of blade or purpose. All paddles are expensive! Furthermore, it would be naive to view even £200 as other than a small percentage of the total cost of competition - even domestically.
* The best Wings are just as durable as any other design. The case against Wings seems to rest on the original Swedish construction and that of some early low-tech manufacturers. In the last year I have bought Rasmussen style Wings from Australia, Czecho, France, NZ, Poland and the UK - and am totally satisfied with the construction. Indeed I have paddled a whole White Water Racing season with a single set of Australian 'back yard' carbon blades that cost me £100 - and they are still race quality.
* All this concern over technique is a mix of paranoia and a marvellous scam perpetrated by those who first made the change. How gullible are we? Who has tried switching back and forth for real? Melvin Swallow has, Neil Stamps has - and their results have not demonstrably suffered. Indeed I myself (not renowned as a kayak technician!) have done so several times. Sure, to stick with one thing may well give better long term results - but it does not have to be a one way flite!
* Wings may possibly be viable at all levels in the 'generic sport' - certainly in the Rasmussen form. They are proven viable on flat and rough water, on the sea and in the surf. They may be a problem for the specialists in slalom and ski competition - but given time I even doubt that! Furthermore they may have a place in doubles Canoe paddling. In the same way that the 'cranked' shaft is proving of generic value so also the possibilities of Wings are becoming steadily unfolded and the myths dispelled.
* Indeed, let's not forget the 'cranked' shaft in this debate - such as Wild Water's 'Double Torque' (which I also like very much). Every one of the anti-Wing arguments applies equally to that development. A combined onslaught led by Geoff could therefore remove the majority paddle from the world leaders in marathon, slalom, sprint and white water. And then think of all the money the converts would have to spend to go back to flats (of similar quality) - yes, it is years too late for the financial argument now.
* Most worrying, I believe, is the suggestion in a coaching forum, that Wings do 'not move the sport forward in a useful and positive way'. For us as coaches a prime concern should be the quality of paddling (ie good technique that makes the participant's chosen level more enjoyable and their objectives more attainable). The majority of BCU members are interested, I believe, in placid water recreation. That majority and nearly all competitors could benefit from improved straight line paddling technique. In that majority context, experience suggests that Wings offer significant benefits to the practitioner which can be intuitively transferred to any other kayak or canoe paddle - benefits such as disciplined placement, use of large muscle groups (especially controlled use of rotation and back muscles) and enhanced 'feel' of the water.
* Finally, on the regulatory front, does the BCU really believe it can take on the canoeing world and especially the ICF? This is hardly a struggle like the winged-keel against a single rival. Furthermore, can Wings be that easily identified - when is a lip (for example) not a lip and what about the filled-in aerofoils that the Swedish researchers felt to be equally effective?

I do hope you were joking, Geoff ....

DAVE KAY, STOCKPORT

PS. Geoff's article also touched on the issue of 'competing on equal terms'. That is a whole other debate - perhaps even more absurd in reality than banning Wings. It may be useful for CoDe to open it up - though it may prove much too embarrassing. For what it's worth, I firmly believe that the essence of competition negates equal terms. Then there are the practical details - consider for example regulating how much training is allowed, or how much work you may do to earn the money to buy the kit as an alternative to training. Think about it ... nature or nurture ... or ..

Geoff Good responds: Thanks for your very informed comments, Dave. The article was a 'filler' and largely 'tongue in cheek'. I must admit that it was first drafted when wings were fairly new and there were problems with breakages and hence, added expense. There is no question of a 'campaign' by myself, or BCU, or whatever.

However, there are, I believe, serious questions raised by not constantly addressing the issue of the influence of technology and specialisation - and hence escalating costs - on our sport.

We were unable to identify six young wild water racing paddlers in the whole of the East and West Midlands of sufficient ability to invite to the Midlands School of Sport in August. How much is this due to demographic changes, and how much to the now relatively high costs of 'getting started' in competition ?

I am surprised that Dave feels that endeavours to seek to achieve fairness in competition are 'absurd'. I had always assumed that the rules of play, control of artificial aids, and doping, were designed, and welcomed, to do just that !

Dear CoDe,

I recently attended a Div 3 slalom. During the event I chatted to a fellow competitor and discovered that he would like to take the 1, 2, 3 Star tests. I took him to the end of the course and tested him. We found a 'victim' for the rescue. The 'victim' also wanted to take the 3 Star test and so was also tested.

Is there an untapped market for star tests?

Should I have a placard saying 'get your star tests here?'

Could every slalom have a resident star tester?

FRED WONDRE, Oxford

SCA COACHING ORGANISERS PLEASE NOTE

Registration feesare payable by training candidates for all courses

testing for canoe safety test

Please note that Senior Instructors must be grade I examiners in order to assess for the Canoe Safety Test.

CANOEING AND THE NATIONAL CURRICULUM

by Geoff Sanders

What is the National Curriculum

It is to be taught to all pupils in maintained schools between the ages of 5 and 16. Each subject is to have its appropriate attainment targets and programmes of study for achieving them. Most subjects in the curriculum now have their 'orders'.

Physical Education

This is of particular interest to us and the proposals for the subject have been published in August 1991 by the Secretary of State for Education and Science and the Secretary of State for Wales. (*1) It is intended that the sections concerning pupils in the age limit 5-14 should be introduced into schools in Autumn 1992, whilst those in the age range 14-16 will be operative in Autumn 1995. It is the aim that all pupils should receive a broad and balanced programme of physical education which is differentiated to meet their needs and which coincides with their interests.

The programmes of study are to include six areas of activity:

- athletic activities
- dance
- games
- gymnastic activities
- outdoor and adventurous activities
- swimming

At the end of each 'key' stage of a pupil's education (at the ages of 7, 11, 14, 16) an attainment target is specified:

eg- by the end of stage 2 (11yr olds) pupils should be able to show that they can swim at least 25 metres and demonstrate an understanding of water safety.

Other targets tend to have broader terms:

eg- stage 3 (14yr olds) .. that they can adapt and refine existing skills and develop new skills across the activities in the programmes of study

eg-stage 4 (16yr olds) .. that they can increase competence and performance in their selected activities.

Does Canoeing Feature?

Most definitely . . . primarily under 'outdoor and adventurous activities', but competition canoeing could appear under 'athletic activities', and many aspects of canoeing could feature with other subjects on 'cross-curriculum' themes, both in curriculum and extra-curricular programmes (*2).

All pupils between 5 and 14 are required to undertake some 'outdoor and adventurous activity' as a part of each year's curriculum. In the age group 11-14, for example, it is suggested that pupils should:

- o experience at least 2 outdoor and adventurous activities,
- o be taught the techniques and skills which are specific to the activities undertaken
- o be taught to recognise and adapt to potentially hazardous or changing situations
- o appreciate and respect the environment in which the activity takes place and learn the appropriate codes of practice
- o experience a variety of roles in each activity, including officiating, leading, being led and sharing.

Between the ages of 14-16 pupils study at least 2 of the 6 activities listed above ... and so an 'outdoor and adventurous activity' may or may not be chosen. If it is, the recommendation reads that pupils should:

- o be taught the effects of exercise, fitness training, nutrition and climatic conditions on the body through the activity(ies) undertaken.
- o be taught more complex techniques and safety procedures appropriate to the activity(ies) undertaken, how to use the appropriate specialist equipment, clothing and materials and how to adapt their skills to different types of weather and terrain
- o be given the opportunity to plan, prepare and undertake safely a journey encompassing one or more activities in an unfamiliar environment
- o be given opportunities to develop their own ideas by creating challenges for others.

And We Can Help

The choice given to pupils is largely dependent on what the school is able to offer - by way of staff expertise and resources - *but it should be possible, with the agreement and co-operation of the school, for one of the chosen activities to be undertaken off site* . . . eg with a local club. *However the school should always retain overall responsibility for the activity and for the assessment of the pupils involved.* Similarly, *the use of coaches in schools should be encouraged, but their role should always be to support teachers, and not as a substitute for them.*

The report lays great emphasis on PARTNERSHIP IN PROVISION (ch 12 and Appendix C) . . . *We welcome this growth, and look to schools to ensure the closest co-operation with outside bodies to give the best possible chances to all young people.*

We have an important part to play and I hope that we can accept the challenge! (*3)

References

*1 National Curriculum - Physical Education for ages 5 to 16. Copies may be obtained, free of charge but subject to availability,by writing to: National Curriculum Council, Information Section, Albion Wharf, 25 Skeldergate, York. YO1 2XL

Views on the proposals can be sent to this address (omitting 'Information Section') by 1 November 1991.

*2 For example, see Dudley Courtman's article on Canoeing in the Curriculum in CoDe 39 (June 1991).

*3 Suggestions for action are made in my article Give Youth a Chance which appeared in CoDe 37 (February 1991).

+ (Reprints are available on receipt of sae to HQ).

DESIGN COMPETITION

For a new style Coaching Scheme sweater

Entry open to all

Senr you ideas for type, style, colour, and motif to the BCU Office before 30 October

Prizes as described.

Mabs and Annette, Coaching Clerk and Secretary, have decided that we are too old fashioned. The dear old v-neck sweater, which has been in fashion of over 20 years, now appears suddenly to be out of fashion !

What do you think should be on offer ? Sweat shirts ? What should the design be ?

Please send your ideas to the BCU Office. The winning design will be rewarded with a free Coaching Scheme cag and new sweat shirt, and the two runners up will each receive one of the new sweat shirts..

Physical Preparation for Canoe Slalom

by JIMMY JEYES

Once a high level of specific slalom skill has been developed, to gain further progress within the sport, detailed attention to the physical aspects of the preparation is necessary. As time and commitment allow for more training, some major mistakes are all too often made. Foremost amongst these is over use of high intensity (anaerobic) training sessions and thus not allowing sufficient recovery from these training sessions.

With many of the people we are coaching, a main theme of their training is the use of alternate days of aerobic and anaerobic work, thus allowing good recovery from each type of training session. This is extremely important to avoid over training and consequent deterioration in performance.

Anaerobic Lactic Training

Anaerobic sessions can take many forms, including full runs during and leading up to the season, and other shorter high intensity courses with varied rest periods. During these anaerobic days most of the paddlers are doing more than one anaerobic session in the day to ensure sufficient overload to aid development. These sessions are evenly balanced from a fatigue point of view. It is the equivalent of doing two half sessions within the same day.

High repetition weight training is also used. These days are followed by days where the aim of the sessions is to be lactic free.

Aerobic Training

A good aerobic capacity is necessary in order to develop a high anaerobic capacity. On the non lactic days the paddlers are doing sessions at or below their anaerobic threshold level - these sessions being guided by pulse rate and the use of a test (Conconi) to establish their anaerobic threshold level. These sessions are about 30-40 minutes duration, the work being divided up into lengths of anything from 3 min approaching races to 20 min during the winter with only 1 - 2 min rests during the session.

ATP-CP Alactic

Other sessions on these non lactic days are stressing the ATP-CP system working form 5 - 15 seconds high intensity work with long rests 1 - 2 mins.

These days also fit in well with heavy weight training provided the reps are low and the rest long.

The Weekly Programme

This can be arranged to try and avoid over-training and allow recovery of energy stores. Each training session is usually a very gradual progression of the previous work, either in intensity, length or number of repetitions used.

Within this structure there is a great deal of choice as to what sessions to use, often with quite different sessions achieving the same results.

It must be stressed that the quantity of sessions shown are for a high level performer, who has usually built up to these amounts over a period of months or years. Often skill development work would be added onto this programme as extra sessions or done in replacement to some sessions during the off season.

To incorporate this programme for the use of lower level athletes it would be wise to emit or replace some of the anaerobic sessions with skill development type work as that is usually where the greatest gains will be made.

Day 1	Rest day or very light session	
Day 2	1 *High Quality	2 Aerobic
Day 3	1 Anaerobic	2 Anaerobic
Day 4	1 Aerobic/Recovery	2 ATP-CP/Aerobic
Day 5	1 Anaerobic	2 Anaerobic
Day 6	1 Aerobic/Recovery	2 ATP-CP/Aerobic
Day 7	1 Anaerobic	2 Anaerobic

* High quality sessions. To produce high quality race performance, race simulation session or other high speed session.

* Session 1 on the day 3 may need to be a recovery session depending on the severity of the high quality session on Day 2.

Aerobic/Recovery: A session performed below aerobic threshold level.

Out of Season

A similar structure can be used, but the balance of aerobic/anaerobic/ ATP-CP work is biased more towards the ATP-CP and aerobic training. #A small amount of maintenance anaerobic work is done during the off season, with the main anaerobic work usually introduced between eight to sixteen weeks before major competitions.

Peaking

At top level it is important to target only a few major events per year, to be peak performances. It is all too easy to try and produce a peak for each and every event. If this is done, when looking back at the season as a whole it would be seen that major parts of the paddler's training time would be spent resting and easing up for non important events, thus losing a lot of training time. The result of this strategy is usually mediocre results throughout the season. The main point is to have these systems developed to optimum levels in time for major events. This often means sacrificing some event and performances, which is hard to accept mentally but necessary from a physical point of view.

Approaching a major event the paddler gradually cuts down the amount of work starting from 2 weeks to a few days before the event depending on the paddlers condition, severity of the previous training and the importance of the event. Also the rest during the sessions is sometimes increased to enable the paddler to move at a faster rate. Another option is to do slightly less amounts of work than before, and to spread the work into more sessions within the day or week. This is an excellent way of producing quality.

Recovery

As well as the sessions broken into alternate days to allow recovery, a rest day each week is usually necessary. This is probably best taken the day after an anaerobic session, and the day before the usual race day. This helps to form a pattern for both the paddler's mind and body, leading up to race day, thus providing a mini peak each week, from which the paddler can do some high quality work, (usually a race simulation session or other high speed work).

Stretching and massage, as well as helping to prepare for training and competition, can play an important part in the recovery process.

Eating and drinking soon after training is also useful, as that is when the body will most absorb and need energy.

Technique (within this structure)

Every gate session should be a technique session to some extent. During repeated gate courses many of the techniques used in racing become almost totally automatic, often performing hundreds of moves and gates in one session. The main point is to be a thinking paddler, even in the most intense and pressured situations.

Because of the very often repetitive nature of much of the physical development work, and bearing in mind that this is when often the final touches in coordination and grooving of technique are put together, it is extremely important during these highly physical training sessions to either:

1 - pay attention to technique;

2 - make the courses very easy;

3 - do a non gate session, in order not to undermine good technique.

Technique development is best achieved when the paddler is fresh and able to concentrate. The paddler is usually ready for this after an aerobic day, or rest day.

Good technique is anything that is the fastest, and can be consistently repeated on race day. A main aim of technique work is the development of conservation of momentum within each move, and the run as a whole. By the time of major events, the paddler should have a very clear idea of what is possible, both technically and physically.

Monitoring and Testing

In order to carry out and adapt the training programme it is important to have feed-back to indicate progress or decline in efficiency of the programme. It is necessary to have this information quickly, accurately and specifically, to achieve the performance required. It is also extremely important for motivation. To achieve this result we have developed a slalom specific test.

The result of the test is probably of most relevance if taken the day after the rest day. This being the usual race day and peak performance for the week.

The test requires the athlete to negotiate two gates in a figure of eight pattern on a continuous loop basis on flat water. The gates are hung on a single line and set six metres apart (measuring from the two poles nearest each other). The pole heights are set at 15cm above the water.

The athlete wears a recording pulse metre during the test which is translated into graph form for later analysis to assess the results of the test and training.

The athlete paddles at a pace dictated by an audio cassette tape emitting bleeps. The tape was originally developed as part of a running test. (*1)

Starting the Slalom Performance Test

Start the cassette player. At the beginning of the tape, two bleeps indicate an accurately timed one-minute interval. Use this to check that the tape has not stretched, and that the speed of the cassette player is correct. Accuracy to within 0.5 seconds either way is sufficient.

The tape continues with a brief explanation of the test, leading into a four-second countdown to the start. Thereafter the tape emits a single bleep at regular intervals. The athlete should aim to be at the opposite gate to the start by the time the first bleep sounds. They should then continue paddling at this speed, with the body being within the gate line of one gate or the other each time there is a bleep.

After each minute, the time interval between bleeps will decrease, so that the paddling speed will need to be increased. The first paddling speed is referred to as 'Level 1', the second speed as 'Level 2', and so on. Each level lasts approximately one minute. The athlete should continue until they can no longer keep up with the pace of the bleeps.

Analysing the results

The first result, which is easily accessed and compared even without the use of the pulse meter is a good measure of the athlete's overall endurance capacity, and is shown by the maximum level achieved at the end of the test.

The second result is shown by the pulse rate graph, revealing the level of exertion,, both aerobic and anaerobic, at various levels during the test. These are especially interesting at high sub maximal level of speed and exertion, as they relate well to slalom racing, because many race runs are performed at sub maximal pace due to the skill demand of the course. Also, these sub maximal readings are of great value, as it is often difficult for the athlete to perform at maximum intensity on a regular basis. A graph from a previous test is very easily compared with a present performance.

The third result is simply the number of penalties incurred during the test. It is also interesting to look at what level of exertion pertains when the penalties are incurred. There is a point at which skill control deteriorates very quickly, due to the build up of lactic. Knowing this, will help as a guide to future pacing of race runs. These penalties may also be due to concentration problems, also often related to fatigue.

Future Developments

As more tests are carried out, we will be able to see to what extent there is a correlation to race results.

To align results with the paddlers VO^2 maximum lab results, and draw a set of tables to show which level is equivalent to which VO^2 max.

To experiment with different gate lay-outs, and extend the test on to consistent and repeatable white water situations, thus making it even more specific and accurate.

To use the test for comparison of boat and paddle performance as well as athlete.

*1 Leger, L.A. and Lambert, J., 1982 *A Maximal multistage 20m shuttle run test to predict VO^2 Max.*. Eur. J. Appl. Phsiol 49, 1-5

Reference: Janssen, Peter G.J.M. *Training Lactate Pulse Rate*

Glossary

Conconi test: A test used to establish the anaerobic threshold without taking blood samples.

Aerobic energy supply: Energy supply with sufficient oxygen. No lactate accumulation.

Anaerobic energy supply: Energy supply with insufficient oxygen. There is an accumulation of lactate.

Lactate: By-product of the oxidation of glucose with insufficient oxygen.

Anaerobic threshold: When performing above this level lactate accumulation takes place rapidly.

ATP: Adenosine triphosphate:High energy compound.

CP: Creatine phosphate: high-energy phosphate present in muscle cells.

Champions: Richard Fox and Miriam Jerusalmi (Mr and Mrs Fox)

THE SURF TESTS AND AWARDS SCHEME

By Dennis Ball
National Surf Coach

Over the last year or so I have received an increasing number of enquiries concerning the new Surf tests and awards scheme. Most of the initial response has been positive and welcoming although some have been wary and suspicious. Either way, it seems that the muted launch of the scheme has resulted in an unhelpful gap in the information available, so what follows is an attempt to redress this situation.

The scheme was formally approved by the INational Coaching Committee towards the end of 1989 and, following some further 'tweaking', was launched in the Spring of 1990. This coming-of-age of the surf scheme only constitutes the final act of what has been a lengthy evolutionary process, involving many players and an enormous amount of dedicated, voluntary effort.

Early Developments

The present schemes antecedents can be traced back twenty and more years ago to when Oliver Cock and his surfin' contemporaries used to meet up at Bude each September for an informal 'Surf week' of fun and competitions. These gradually developed into the beginnings of the present BCU Surf Competition structure and spawned the BCU Surf Committee. During this time, those most closely involved thrashed out a basic criteria for manoeuvres, safety and organisation of surf sessions which has survived to this day.

Initially this development focused on the development of Kayak (displacement hull) surfing. In 1970 Surf-kayaks (planing hull) craft began to appear, thus giving rise to new possibilities and refinements. In 1976, the excellent one-off magazine *Kayak Surfer* was produced by Mike Clark. This state-of-the-art document should be seen as the first available training resource for would-be surfers. It contained articles on design, technique, wave-theory and handling skills by Frank Goodman - who was also the UK's foremost surf-kayak manufacturer of the day. John Hermes also put together a clear statement on contest rules, judging and safety.

As soon as a state-of-art comment is made, it is rendered obsolete by the next generation ! The thinkers in the sport moved into action. Tony 'Piggy' Blackwell, who was the designer of the Ripper and Stripper surf-kayaks took a look at the latter, tore off the deck piece, and forged a recessed, open deck to the existing hull. As far as I am aware, the UK (and possibly the world ?) had its first surf-ski. Tony did not move into production, but Frank Goodman did ! He turned his popular 'Moccasin' surf-kayak into a production ski . . . the 'Skeet'. The rest is history. Ensuing ski designs got smaller and much more manoeuvrable, enabling the paddler to attain a performance potential which rivals that of board surfers.

During the '70s, a number of prominent competition surfers were beginning to look seriously at the recreational, coaching and safety aspects of the sport. Their concern led to the first coaching courses for 'surf-trainers' and 'competition coaches'. With the effort focused in the South-West, those first in on the act were John Meardon, Claire Allan, Malcolm Stone and John Hermes. Their efforts were taken up and worked on by Mike Keeple (England), John Mold (Scotland), Viv Cox (Wales) and Ronnie Sheehan (Eire) . . . often in isolation from each other.

Unfortunately, the rich bodies of knowledge and course designs that they developed were often not written down or passed on, and to this day there is little that is available to the enthusiast or student of surfing to refer to for information, (a lack which I am currently attending to - look out for the Book !)

The main repository of all this accumulated wisdom in the late '70s - early '80s was the brilliant *Beachbreak,* the house-magazine of the BCU Surf Committee. Voluntarily edited first by Viv Cox and later by Mike Keeble it carried many useful and amusing articles, and, although never intended as a coaching document, served as a n invaluable stimulus for the sport. Unfortunately, the demise of this mouthpiece for the sport in the mid-'80s coincided with an explosion in the ski market, an upsurge in the number of paddlers going surfing, and an increase in the number of reported incidents, injuries and tensions.

Problems of People - Pollution and Bad Practice

As more and more people turned to the sea for their sport and recreation, it suddenly began to feel that in some areas the ocean was not big enough ! The burgeoning interest in surfing, particularly amongst paddlers, was starting to be reflected in a number of unpleasant ways: friction and occasionally fighting was on the increase between boardies and paddlers, and sometimes between each other. There were escalating reports of injuries being inflicted on surfers and swimmers, by other surfers, some very serious. The countless examples of inept and irresponsible surfing was there for all to see !

Of particular concern was the risk posed by kayaks in general, and some kayak paddlers in particular. Without a doubt, in skilled, experienced surfers' hands, kayaks in surf are no problem at all. Such people know their skills,know their own, and their craft's limitations, and can make the fine judgements necessary or safe surfing.

The problems arise where those without this level of skill, experience and judgement go surfing in conditions they cannot handle, where there are other surfers, or where conditions are too much for them. For some this arises from ignorance, for some from disregard for others, and for some, from both.

As a direct result, some local councils with busy surf beaches had banned kayaks from their beaches in the summer season, and others were considering similar actions.

Clearly something needed to be done to improve this deteriorating situation, and on the premise that it would be better if paddle-surfers put their own house in order before someone else did, a number of other experienced surfers and myself decided to act. At this time (1985ish) most of those who had been active in the coaching side of surf had retired (or moved into wind-surfing !) and having retired from competition, I had the time and the motivation to pick up the reigns of the work that had gone on before.

Recent Developments

On the basis that a solution to the problems would be better found through good education and training, rather than external enforcement and legislation, a small team was put together to work at establishing a surf coaching scheme that would be useful and acceptable at National lever, hopefully to be adopted by the BCU Coaching Scheme. And that is what happened.

Over the last five years, through a process of wide consultation, the present scheme has been pulled and pummelled into shape. This has included researching and writing up a body of knowledge, setting standards, designing the syllabus, the running of trial training and assessment courses, more drafts and redrafts of papers, and so forth. This was presented to NCC in 1988, and following another year of changes and negotiation, was approved and adopted in 1989. Much credit for this work is due to Alun Page and Paul Deighton who helped run the courses, and stood for endless hours on the beach, as others did their thing on the waves.

Having established the scheme, we now needed a competent team to implement it. This was appointed from the existing coaching team, plus some experienced Sea Coaches with wide knowledge and experience of surfing. Following the rigours of a Surf Coaches conversion weekend at Widemouth in May 1990, the following team was confirmed:

South Wales	Paul Deighton and Alun Page
North Wales	Nigel Foster and Howard Jeffs
North and East Coast	Kevin Danforth
Cornwall	John Hermes

Clearly, as the scheme gains momentum, it will be necessary to address the gaps in the map. (Some of these are already in hand).

The detail of the awards will be explained in the next issue.