

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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REVISION TO THE TESTS AND AWARDS SCHEME

The Tests and Awards Review Working Party, reported on in previous issues of CoDe, presented its outline proposals to the BCU Conference at Lakeside, The SCA Coaching Conference in Glasgow, the WCA Conference in Llangollen, and at a meeting of CANI members in Belfast, during November and December. Besides this, the formula was put forward at two Examiner forums, and a Coaching Panel meeting.

Why was the working party appointed ?

Various issues have arisen during the past three years of 'stability': the automatic transfer of Instructor status has been criticised; as has the ad hoc way in which various awards have been 'bolted on'. The last comprehensive review took place in the mid 1970's and so the Coaching Committee took the view that it was time to make a thorough appraisal of the requirements of canoeing, with no 'sacred cows'!

It will be seen from the following that in total the ideas put forward represent a rationalisation rather than a radical departure from what currently exists. The present system has to an extent, 'grown like Topsy'. This has not, however, been the result of myself, or anyone else, sitting in an office remote from reality, and dreaming up schemes to impose on the 'grafters' out there doing the job, for the sheer hell of it!

All the 'bolt-ons' have been the result of highly involved and committed enthusiasts convincing the Coaching Committee that their interests were not being properly addressed, or that we were ignoring a strongly-indicated need.

No major criticisms, or 'spanner in the works' observations have arisen at the Conferences. Some alternative approaches have been articulated both at the SCA Conference, and in letters, and a summary of these, with the Working Party's responses, will be published in the next issue.

In the light of the measure of consensus so far indicated, however, the Coaching Committee has given the Working Party the 'green light' to proceed with putting the flesh on the bones.

The Examiners Forums in the autumn of 1993 and the spring of 1994 will be used for the presentation of the detail, and, together with the 1993 Conferences, will be the forums whereby final approval is measured.

At the very earliest it will be late Spring 1994 before the agreed changes are implemented, and it is more likely to be Spring 1995 as it will be important to have all the supporting syllabus' and resources in place before the launch - we don't want a 'National Curriculum' situation!

Comments must arrive before 1 March please. May we apologise in advance for not being able to knock on all 8,000 members' doors and spend an evening discussing the issues personally! All opinions are, however, taken into account.

The outline of the proposals continues through pages 2-6.

REVISION TO THE TESTS AND AWARDS SCHEME

What about NVQ's?

Mind your language please! An article explaining the rationale behind this government initiative intended to improve the training of the workforce will appear in the next issue. The working party took into account the fact that we may wish to align our awards with the requirements for recognition by the National Council for Vocational Qualifications, but this has been a parallel exercise, and not the prime reason for the proposals which follow.

A decision on whether or not we wish to seek NCVQ status has still to be taken. This will be done when the full financial and logistical implications are known.

What no 'Coach'?

Comment has already been made that the presentations did not include detail of the Coach (Recreation) level. This is because there is a separate annual working party of examiners who agree the development of the Coach award. The detail will be incorporated. A separate report will be carried in April CoDe following the next get-together of the Coach Award Examiners.

How about the Competition qualifications?

The relationship of these to the recreational awards has not yet been addressed. Input from National Coaches is required. There are those who feel that they can and should be incorporated and this concept will receive careful consideration.

So what are the proposals so far?

- 1 That we recognise that there are three different types of craft from which the sport and pastime of canoeing is practiced: Open cockpit kayak; closed cockpit kayak; canoe.
- 2 That we recognise that there are different environments on which the sport and pastime is practiced: very simple water; simple water; difficult water of increasing grades.
- 3 That we require four levels of qualification to cater for the different grades of water:
Level 1 - Very simple water
Level 2 - Simple water
Level 3 - Difficult water
Level 4 - Very difficult water

- 4 That the terms 'Supervisor' and 'Placid Water Teacher' be dropped, and replaced by 'Leader (Closed Cockpit Kayak)', and 'Leader (Open Cockpit Kayak)' respectively.
- 5 That the Leader (Closed Cockpit Kayak) be trained and assessed to supervise canoeing in Canoes and Open Cockpit Kayaks also.
- 6 That the holding of a first aid certificate should be a requirement. (Three Conferences have debated this issue and voted overwhelmingly for the requirement)
- 7 That the Safety/Rescue Test need not be a requirement if first aid is incorporated on the grounds that:
 - 1 Resuscitation is covered by the first aid certificate.
 - 2 Canoe to canoe (or kayak) rescues are well covered in the awards training.
 - 3 Reach/Wade/Throw can easily be incorporated in the awards training.
 - 4 The possession of life saving techniques as a swimmer should be a matter of personal choice
- 8 That the training/assessment programme should be presented in a 'modular' form so that unnecessary repetition is avoided.
- 9 That the 4 and 5 Star Tests be discontinued and replaced by Proficiency and Advanced Proficiency. The favoured nomenclature, however, is 4 and 5 Star.
- 10 That a simple journeying element be built progressively into the Star Tests, but not to the extent that it would detract from their current ease of assessment.
- 11 That a 'testing techniques' module be included in awards training courses so that Instructors are better equipped to test 1-3 Star and Senior Instructors may test 4 Star (Proficiency) without further requirement.
- 12 That Examiners be called Assessors. Before being graded as Assessor I it will be necessary to attend an Examiners Training course (1 day) probably presented by the National Coaching Foundation as a generic course for sports coaches.
 - 1 There should be no change to current 'rights'.
 - 2 New examiners who are Senior Instructors to train/assess Leaders/Instructors only.
 - 3 New examiners for SI training/assessment to hold the Coach qualification.

A schedule for implementation will be carried in the next issue of CoDe - we are at the very least 12 months away.

**a Coaching Scheme is
a means of identifying and disseminating
the collective wisdom of the main stream
of the practitioners of the sport**

LEADER (CLOSED COCKPIT KAYAK)		
(A Leader (CCK) is able also to supervise canoeing in open cockpit kayaks and open canoes)		
Closed cockpit kayak	Open cockpit kayak	Open canoe
A closed cockpit kayak is a kayak (or decked canoe) designed for use on white water, where a spray deck is normally fitted, and where it is desirable for capsizing drill to be practised at a relatively early stage	An open cockpit kayak is a kayak designed for touring, or racing in a straight line on simple water, where the legs are not engaged under the decks - in the event of a capsizing the paddler falls freely out	An open canoe is a vessel derived from the North American Indians, which has no deck, and which is normally propelled with a single bladed paddle
S/NVQ LEVEL ONE ? The BCU LEADER Award		
LEADER (OPEN COCKPIT KAYAK) (a Leader (OCK) is able also to supervise canoeing in open canoes)		
Open cockpit kayak	Open canoe	
An open cockpit kayak is a kayak designed for touring, or racing in a straight line on simple water, where the legs are not engaged under the decks - in the event of a capsizing the paddler falls freely out	An open canoe is a vessel derived from the North American Indians, which has no deck, and which is normally propelled with a single bladed paddle	
LEADER (OPEN CANOE) An open canoe is a vessel derived from the North American Indians, which has no deck, and which is normally propelled with a single bladed paddle		

ENTRY REQUIREMENTS FOR ASSESSMENT:

- 1 Be 16 years of age. Those under 18 are only allowed to instruct without direct supervision when working under the auspices of an authority or organisation which permits this.
- 2 Become a member or pay an annual registration fee.
- 3 Hold the relevant 2-Star Certificate or show logged experience and ability to the level of 2-Star.

Note: A Leader (OC) or Leader (OCK) who wishes to qualify in another discipline needs only to obtain Module 3 or hold the BCU Lifeguards Canoeing Safety Test in the type of craft concerned.

THE PURPOSE OF THE BCU LEADER AWARD (NVQ level 1 ?) IS TO PROVIDE A QUALIFICATION FOR TEACHERS AND YOUTH LEADERS WHO WISH TO INTRODUCE OTHERS TO CANOEING AT A 'TASTER' LEVEL ONLY, USING SMALL, SHELTERED, SIMPLE WATER SITES ONLY.

MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
(6 hours - ?) AQUATIC FIRST AID (Equivalents exempt): First Aid at Work St John's Red Cross St Andrews	(3 hours - ?) THEORY History Awards structure Canoe Sport Equipment Placid Water Progression Environment Access to Water Buoyancy Aids Weather Hypothermia Clothing Hazards Choosing the site Group Control Teaching people who are disabled	(3 hours - ?) SAFETY AND RESCUE (BCU Lifeguards Canoeing Safety Test in the craft concerned, exempts) Boats and buoyancy Lifting Simple deep water rescue Reach/wade/throw Swim ashore Swimmer to canoe rescue	(6 hours - ?) PRACTICAL TEACHING Equipment (personal) (boat) (paddles etc) Buoyancy Aids Warming up Getting afloat Elementary skills Group Control Activities / games / progressions

(MODULES 1 AND 2 ARE GENERIC - MODULES 3 AND 4 ARE DISCIPLINE SPECIFIC)

OSAL

third draft - October 1992/1

S/NVQ LEVEL TWO

The BCU INSTRUCTOR Award

INSTRUCTOR (Closed Cockpit Kayak)

An Instructor (Closed Cockpit Kayak) is also a Leader (Open cockpit kayak and open canoe)

A closed cockpit kayak is a kayak (or decked canoe) designed for use on white water, where a spray deck is normally fitted, and where it is desirable for capsized drill to be practised at a relatively early stage

INSTRUCTOR (Open Cockpit Kayak)

An Instructor (Open Cockpit Kayak) is also a Leader (Open Canoe)

An open cockpit kayak is a kayak designed for touring, or racing in a straight line on simple water, where the legs are not engaged under the decks - in the event of a capsized the paddler falls freely out

INSTRUCTOR (Open Canoe)

An open canoe is a vessel derived from the North American Indians, which has no deck, and which is normally propelled with a single bladed paddle

ENTRY REQUIREMENTS FOR ASSESSMENT:

- 1 Be 18 years of age (16 for training)
- 2 Become a comprehensive member
- 3 Hold the relevant 3-Star Certificate
- 4 Hold a current first aid certificate
- 5 Have attended a BCU Instructor training course or show suitable experience
- 6 Show at least 20 hours relevant instructional experience

THE PURPOSE OF THE BCU INSTRUCTOR AWARD IS TO PROVIDE A QUALIFICATION FOR THOSE INTRODUCING OTHERS TO CANOEING ON SIMPLE WATER (small lakes, canals and rivers, not involving the shooting of, or practising on, weirs or rapids) INCLUDING SIMPLE JOURNEYING.

MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR	MODULE FIVE
(6hours) AQUATIC FIRST AID (Equivalents exempt): First Aid at Work St John's Red Cross St Andrews	(3 hours -?) THEORY History Awards structure Canoe Sport Equipment Placid Water Progression Environment Access to Water Buoyancy Aids Weather Hypothermia Clothing Hazards Choosing the site Group Control Teaching people who are disabled	(4 hours -?) SAFETY AND RESCUE (BCU Lifeguards Canoeing Safety Test exemptions) Boats and buoyancy Lifting Simple deep water rescues Reach/wade/Throw Swim ashore Swimmer to kayak rescue Kayakist to upside down kayakist rescue	(6 hours - ?) PRACTICAL TEACHING Equipment (personal) (boat) (paddles etc) Buoyancy Aids Warming up Getting afloat Analysis and teaching of skills Group Control Activities / games Other craft Progressions Journeying Towing	(2 hours - ?) TESTING METHODS The testing of 1-2 Star Skills
module one of Leader Award exemptions	module two of alternate Instructor award exemptions	discipline specific	discipline specific	module five of alternate Instructor award exemptions

Note: The Instructor Award is discipline specific. Once the award is held in one discipline an additional award may be gained by obtaining the relevant 3 Star Test and passing the assessment of modules 3 and 4 in the alternative discipline

Third draft October 1992/2

S/NVQ LEVEL THREE

BCU SENIOR INSTRUCTOR

SENIOR INSTRUCTOR (Closed Cockpit Kayak - Inland)

A closed cockpit kayak is a kayak (or decked canoe) designed for use on white water, where a spray deck is normally fitted, and where it is desirable for capsized drill to be practised at a relatively early stage

SENIOR INSTRUCTOR (Open Cockpit Kayak)

An open cockpit kayak is a kayak designed for touring, or racing in a straight line on simple water, where the legs are not engaged under the decks - in the event of a capsized the paddler falls freely out

SENIOR INSTRUCTOR (Open Canoe)

An open canoe is a vessel derived from the North American Indians, which has no deck, and which is normally propelled with a single bladed paddle

SENIOR INSTRUCTOR (SEA)

A sea kayak is a kayak designed specifically for sea canoeing, or a closed cockpit kayak adapted for use on the sea through the inclusion of additional (total) buoyancy and suitable fittings.

SENIOR INSTRUCTOR (SURF KAYAK)

A surf kayak is a closed cockpit kayak adapted for use on surf through the inclusion of additional (total) buoyancy and may include certain adaptations.

SENIOR INSTRUCTOR (SURF SKI)

A Surf Ski is a board, propelled by a paddle, on which the paddler sits.

THE PURPOSE OF THE BCU SENIOR INSTRUCTOR AWARD IS TO PROVIDE A QUALIFICATION FOR THOSE INTRODUCING OTHERS TO CANOEING ON GRADE 2 WATER AND ABOVE, OR EQUIVALENT CONDITIONS ON THE SEA, INCLUDING EXPEDITIONING

MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR	MODULE FIVE
(6 hours) AQUATIC FIRST AID (Equivalent's exempt): First Aid at Work St John's Red Cross St Andrews	(3 hours -?) THEORY History Awards structure Canoe Sport Equipment Environment Access to Water Buoyancy Aids Weather Hypothermia Clothing Hazards Reading water Choosing the site Group Control Teaching people who are disabled	(6 hours -?) SAFETY AND RESCUE (BCU Lifeguards Rescue Test exempt's part A) A: Boats and buoyancy Simple deep water rescues Swim ashore Swimmer to canoe rescue Throwing rescues B: White water rescues or rescues at sea	(6 hours - ?) PRACTICAL TEACHING Equipment (personal) (boat) (paddles etc) Buoyancy Aids Warming up Getting afloat Analysis and teaching of 3 Star skills Group Control Activities / games Other craft Progressions Expeditioning Towing	(4 hours - ?) TESTING METHODS The testing of 4 Star Skills
module one of Leader Award exempt's	module two of alternate SI award exempt's	discipline specific	discipline specific	module five of alternate SI award exempt's

ENTRY REQUIREMENTS FOR ASSESSMENT:

- 1 Be 18 years of age (16 for training)
- 2 Be a comprehensive member
- 3 Be a BCU Instructor (unless exempt)
- 3 Hold the relevant 4-Star(Proficiency) Certificate
- 4 Hold a current first aid certificate
- 5 Have attended a BCU Senior Instructor training course or show suitable experience
- 6 Show at least 30 hours relevant instructional experience

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Note: The Senior Instructor Award is discipline specific. Once the award is held an additional award may be gained by obtaining the relevant 4-Star test and passing the assessment in the appropriate modules.

TESTS

AWARDS

ASSESSOR GRADES

1 STAR (Beginner)

2 STAR (Improver)

3 STAR (Intermediate)

4 STAR (Proficiency)

5 STAR (Advanced)

LEADER

INSTRUCTOR

SENIOR INSTRUCTOR

COACH

ASSESSOR 1 / 2

ASSESSOR 3 / 4 / 5

DELIVERING THE TRAINING MODULES

INSTRUCTOR AND SENIOR INSTRUCTOR

NVQ LEVELS II and III

Practical teaching and journeying - 1 day

Safety and Rescue - 1/2 day - Other craft - 1/2 day

Theory 1/4 day - Testing methods 1/2 day - Theory 1/4 day

Training will have increased by 1 day, but there is no requirement for the Canoeing Safety Test, and the first aid module is excused for those holding an equivalent test. In practical terms the training time has therefore reduced, but is more specific to the needs.

All newly qualified Senior Instructors will be authorised to test for 4 Star (Proficiency).

Existing Senior Instructors not holding grade I Examiner status will need only to complete module 5 to be qualified to test for 4 Star.

THE AFFECT ON CURRENT AWARD HOLDERS

Instructor No change (except as may be required to re-validate awards as S/NCVQ approved)

Senior Instructor Needs to obtain module 5 in order to test for 4 Star (Proficiency)

Senior Instructor E1 Becomes Senior Instructor - able to test for 4 Star (Proficiency). On completion of assessors training module becomes A1.

Senior Instructor E2 Provided candidate can supply evidence of having worked as E2 on Senior Instructor Training or Assessment within the past 24 months, will be classified A3 once training module for assessors has been completed. Otherwise, will be classified A2 on completion of assessors training module

Senior Instructor E1/3 On completion of assessors training module becomes A1(5 Star)

Senior Instructor E3 Provided candidate can supply evidence of having worked as E2 on Senior Instructor Training or Assessment within the past 24 months, will be classified A3(5 Star) once training module for assessors has been completed. Otherwise will be classified A2(5 Star) once assessors training module has been completed

Coach E2 On completion of assessors training module becomes A3

Coach E3 On completion of assessors training module becomes A4

Coach E4 On completion of assessors training module becomes A5

THE PROPOSED ASSESSOR GRADING SYSTEM

Senior Instructor Is able to test for 4 Star (Proficiency). Undertakes a training module for Assessors to make them Assessor 1.

Assessor 1 (SI) Able to assist on Leader/Instructor training or assessment courses, and is eligible for appointment as Assessor 2.

Assessor 2 (SI) In charge of training/assessment on Leader/Instructor level courses. Able to assist on SI training or assessment courses. On obtaining Coach award is eligible for appointment as Assessor 3.

Assessor 3 (Coach) In charge of SI training or assessment courses. Can assist on 5 Star (Advanced Proficiency) courses and is eligible for appointment as Assessor 4.

Assessor 4 (Coach) In charge of 5 Star (Advanced Proficiency) courses. Assists on Coach Training Courses and is eligible for appointment as Assessor 5

Assessor 5 (Coach) In charge of Coach level courses.

If NCVQ recognition is sought and obtained there will obviously be a necessity to 'convert' existing qualifications. What those requirements will be has yet to be determined. It is most unlikely that a full re-assessment will be involved. Also, it will be a matter of personal choice as to whether or not an individual finds it desirable or necessary to change.

Several of the above provisions relate to a small number of examiners only, with particular discretions. Please don't get too concerned about trying to understand a recommendation if it does not apply.

An Alternative Zen

by Simon Dawson

I was delighted to read the article by Ray Goodwin last issue about "Zen and the art of Kayaking". It was obvious that Ray has been enthused by the subject, and found it a major stimulus to his work as a coach.

For me too the study of Buddhism, essentially Zen Buddhism, has been a major influence on my work. But it is interesting that although I have read the same books as Ray, I have come to very different answers. This is not a problem. Buddhism teaches the art of awareness through non-judgemental comparison. There are many routes to the same goal, and it may be interesting to compare two different journeys.

The first point to make clear is that a study of Buddhism need not entail a religious conversion. All we are doing is studying the different ways that people think about the world. In the West all of our institutions have been heavily influenced by Christianity. In early days Christian priests were intimately involved in education, government and all other aspects of life. Our Schools and Universities often started as religious foundations. It is not surprising that elements of the Christian way of thinking about the world can be seen in the behaviour and activities of most Westerners, even those who do not believe in God.

Similarly, Buddhist principles of thought can be perceived in all of the activities and behaviour of many people from the East.

If we are involved in coaching at any level we should be students of people and their thoughts, not simply students of canoes and their performance. By studying the different religions all we are doing is comparing the different ways that people think, to see what we can learn from this to use in our own coaching. It does not mean that we have to adopt the ethics or behaviour of the religion ourselves.

Buddhism as a religion advocates pacifism, vegetarianism, and the sanctity of life. Bushido, the training methods and culture of the Samurai warrior, depends intimately on Zen Buddhist philosophy, (and there is a lot that sports coaches can learn from a study of Bushido) but nobody is suggesting that Samurai warriors are either pacifist or veggy. In the same way we can benefit from a study of different thought processes to ours, without needing to accept the actual way of life that we study unless we wish to.

The problem with discussing Buddhism or any other spiritual subject with British canoeists is in the embarrassment that they feel when the subject is mentioned. Americans have no problems with this and readily discuss their inner psyche at the drop of a hat. Europeans similarly find few problems. The average Briton however will congeal into an embarrassed silence at the first mention of anything remotely religious. There is a need to translate any ideas into a language more acceptable to such people. This will often mean a two stage translation.

The first stage translates the language from the original source into English, but still leaves the phrasing intact. This is the task of the interpreter. A coach then translates the ideas into an idiom accessible to the audience. The challenge is in disguising the source of the inspiration, whilst letting the humour, humanity and awareness of the original shine through.

The original texts use "Koans" or parables to explain ideas, with stories about princes and priests and travelling through the mountains. The articles I wrote in Canoeist Magazine were based heavily on Buddhist inspired thought, but I have had to use cars and aeroplanes as models in my "parables" with raft guides and train-spotter as examples of personality types. Without this form of translation I found that the audience simply stopped reading.

The Control System Model

There are two main ways in which Eastern thoughts have influenced me. The first way has resulted in the Control System model, which is fundamental to the Kayak Control Coaching syllabus. This model is explained in the accompanying box. It is a complete subject in itself, and easiest to explain without breaking up the flow of this main article. It is the second area of interest that I want to concentrate on here.

The paradox of Buddhism is that it sets out to teach ideas which it says cannot be taught. There are certain truths in life which exist and are of value, but they are so complicated (or so personal to each individual) that they cannot be described in words or studied by scientific method. It is for each student to gain these truths for himself by his own experience and by meditation. The master cannot instruct or lead. He can only provide advice and clues on the way, or set a personal example of how to find the goal. Eventually, and no-one can predict when, the student will gain enlightenment and understand the truth through his own intuition.

Can this idea be used to make us better coaches?

There are things in canoeing that can certainly be analysed, and clearly described in words. There is the sweep stroke, or the bow rudder, or the best way to use a throw bag. Each subject can be easily described and taught, and the students assessed if required.

But surely we don't go canoeing simply to learn the sweep stroke or bow rudder. Why do we go canoeing? What are the "values" or "qualities" of the sport?

Try asking yourself what are the values of family touring, or of slalom. What is the attraction to us. You would probably agree that these values do exist. They are real. If a student comes to us to learn it is important that they pick up the values of the branch of the sport that they choose. It is the underlying value or quality of the activity that we enjoy, and which provides the motivation to come back, not simply the paddle-strokes and the technical performance.

But can these values be scientifically analysed, or taught to a student. If these values are so important can they be examined as part of the Three Star or Proficiency award? I think the answer is no.

Think back to your own canoeing. Can you think of an instant when everything unexpectedly went well. A golden moment when you were exhilarated by your first surfing trip, or you saw the reflections of a sunset in a mountain lake. A moment when you gained an awareness of the values of the sport. A time when you achieved enlightenment.

Think of a time when your friends were simply playing on the water when one of them bust into an uncontrollable grin, the eyes suddenly sparking with life. Or they came off the water at the end of the day with a placid contentment in their face. They had somehow reached a new level, broken through to a different understanding of the values of canoeing. Awareness again. It cannot be taught. It cannot be predicted. But it is important. What on earth can we do to encourage it?

Images and Experience

One answer could be in providing experiences. We cannot teach enlightenment. We cannot plan a course and say that at 3.30 on Sunday the students will become aware of the values of the sport, just before tea. We can only provide experiences, A wide mix of different and enriching experiences, and then give the students the time and space to develop their own routes to understanding.

The other answer may be to provide the students with images. A picture paints a thousand words. I asked you earlier to think of the values of family touring, or of slalom. I cannot easily put these values into words myself. I would need to be an artist or a poet, not a coach. But I can bring images to mind. An open canoe on the Trent with a mother and two smiling children, or Richard Fox bursting through the gates at Holme Pierrepont. These are two pictures from my own experience which have definite meanings for me, but which could also have a meaning for beginners.

BUDDHISM

In the Christian and Moslem faiths there is an external power or God, guiding human behaviour, and making judgements on their performance.

Buddhism teaches that there is no God, we are on our own. If we are to live properly we must guide ourselves by training our own minds to become more aware of the world and our own position in it. This is not to judge ourselves and others, but simply to make it easier to do the right thing.

There are many schools of Buddhist teaching, just as there are many types of Christianity. Some are spiritual and mystic, some more practical and down to earth. The most accessible school to the Westerner is probably Japanese Zen Buddhism. This often presents the truths of the way of thinking through some other sport or activity.

There have been other images as well. Jan Kellner shredding a stopper at the Augsburg International Rodeo, showing there is no difference between playboats and squirt boats. You can do any move you like if the water is big enough. And the image of a fibreglass touring K2 on Loch Morlich during the Coach Course, prowling across the water, silhouetted against the mountains, with all the resonances for me of the wartime "cockle-shell heroes". Forget the analysis and study. You know when something intuitively looks right, and it has a powerful motivating effect.

Two or three years ago, when I first started writing articles in the canoeing press, my main complaint was that the Coaching Scheme was too structured. We tended to concentrate only on the bits of the sport that could be scientifically analysed, discussed, instructed, and assessed. The teaching of paddle-strokes was one obvious example, as was the plethora of white water rescue courses. Nothing is more open to discussion and analysis than the merits of Z drags and three way purchases.

There is nothing wrong with structured teaching, but such teaching is not the only requirement. Paddle-strokes by themselves are ultimately sterile. Every course we run needs to be mixed with a mass of experiences and images. We must let each student become aware of the values of the sport, as well as the techniques.

This to me is the reason for the Touring and Recreation Committee and it's mass of tours, rallies, rodeos and other organised events. It makes it easy for a canoeist at any level of skill to attend an event,

meet other paddlers, see new ideas, learn new techniques, and be motivated by witnessing good examples of the sport.

One final point on this topic. Students always learn. We do not always need to teach. There are times when an experienced instructor will stand back to let the students discover. This does not mean that the instructor is not working. You could be giving support to a nervous paddler by sitting there silently but reassuringly. You could be holding back deliberately to let someone make their own mistakes and thus develop a knowledge of their own judgement. Or you could simply take somebody paddling with you as a partner. How well do you know yourself. Is your ability high enough to let someone learn simply by being with you, and being inspired by the force of your own personal example. Although all of these techniques can encourage the students own sporting awareness, the last one is the ultimate coaching technique, the one we should all aspire to.

I am delighted to see that the Coaching Scheme has itself seen the problems of over-analytical coaching, and is taking corrective action. Whilst there is still the odd dinosaur in the backwoods, most of the Coaching Scheme is evolving a much more open, flexible and accessible style.

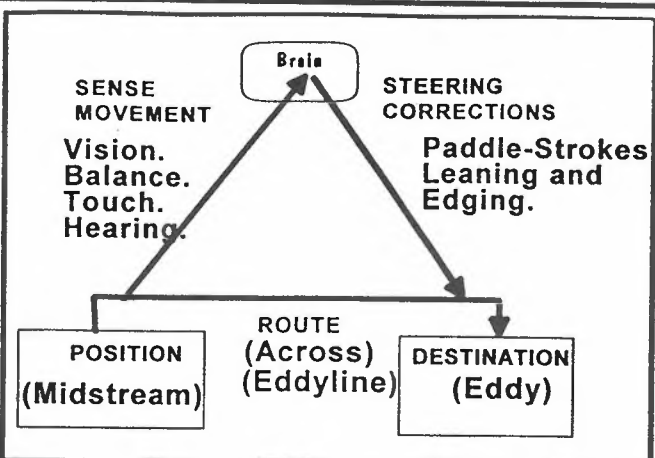
(Try this dinosaur test yourself. Think back to the last course you ran. No doubt it included instruction on the techniques of the sport, either in the boat or ashore. But what about the other side. The values of the sport. The bits we can't teach or describe..... Did the course include a mass of experiences to influence the students, and did you provide

The Control System Model

Most of this article describes the existence of values that cannot be analysed or taught, but it says that we should not be afraid of this fact. We can still help our students achieve an awareness of these values by providing the experiences of canoeing. In fact too much detailed instruction may sometimes get in the way of a proper intuitive awareness of the sport.

Despite this theory, is it actually possible to analyse parts of our coaching? Can we make a scientific study of awareness? Look at the diagram below. It represents a plane coming in to land at an airfield, and tries to describe the different parts and procedures in the planes "control system".

This system has three stages. Firstly we need to know our start position and the target to aim for, and to work out the route in



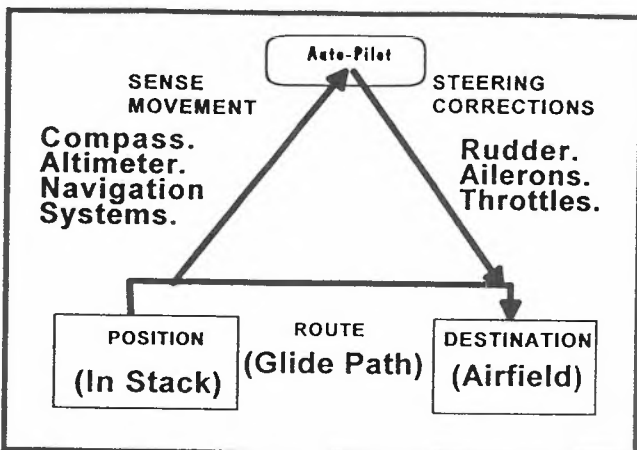
stream, with the target somewhere in the eddy. Stage two measures what happens to the kayaker as the eddy line is crossed, using the human senses of balance, sight, touch and sound to monitor what is happening to the boat. The paddle strokes then come in phase three, controlling the kayak with a bow rudder or body lean.

To me the fundamental value of this model is in the order in which the stages come; position and route awareness first, sensing second, paddle-strokes last. I believe that we should teach canoeing in the same way. We should focus on the movement of the boat, not the movement of the paddle.

We are all trying to become intuitive paddlers, reacting smoothly and automatically to the water's effects. Could intuitive paddling simply be defined as a well trained personal control system, developed by working on all of the stages described here. We teach stage three, the paddle strokes very well. Stage one is often taught to white water paddlers, but not with the same emphasis. But how good are we at coaching stage two?

There is another well known coaching model which describes the training of intuitive sporting performance, known as the Inner Game. This also has been heavily influenced by the study of Eastern religions. One part of inner game theory also concentrates heavily on non-judgemental sensing and awareness, sensing both your movement and the world around you.

For those who are aware of this theory, the question to ask is this. Does the inner game work because the body actually does have a movement control system, and these techniques simply improve it's efficiency, ie is inner game theory part of a simple control model of movement, or is there a different and more complicated system at work.



between these two points. Stage two is sensing, using the various instruments available to us to check where we are, and to work out if we are still on track or deviating off it. After a few calculations in the plane's auto-pilot we get to stage three, the steering.

If we want to study the movement control of any other object or body we can apply the same three stages: study the route, sense position and movement relative to this route, apply steering corrections.

A canoeist's control system is shown in diagram 2. The canoeist's body is just like any other physical object, and obeys the same control system principles. The first stage is an awareness of the position and the route to follow. The position could be in mid-

inspiring images (in your own performance or the performance of others) to move your students towards awareness. Are you encouraging enlightenment, or are you a dinosaur heading towards extinction).

Although I think that as a Coaching Scheme we are getting better at letting our students learn by intuition and observation, I am not sure how good we instructors and coaches are at intuitive learning ourselves. We live in a changing world. Kayaks change shape, and personal behaviour and values change also. We need to occasionally update the techniques that we teach, and the way that we teach them. But we work in a structured, stable system, how can we learn what new ideas to use?

One answer is to look at canoeists outside the scheme, experienced tourists or recreational paddlers. They will have learnt by intuition, or by watching other canoeists. Perhaps they may have developed new techniques, more suited to modern craft. The one thing that has dismayed me in my work in the Coaching Scheme is the way that many experienced and intelligent coaches find it impossible to accept the value of studying such paddlers. These coaches are always making judgements:

"That new style is not what we teach, therefore it is wrong."

"That paddler cannot explain why he paddles like he does, so the style is not of value."

"That style has not got maximum performance, so it is not the best"

All I ask is that we increase our own awareness. Take a bit of time to sit on a bank and look at some groups of modern paddlers. Do not make judgements. Do not decide what is best. Simply see what you see, and take time to think what you think.

What are the techniques of these canoeists? How do they use their boats? (Be careful, do not make judgements, do not compare it to your ideal model, just notice what they do).

What are the values of these paddlers? Can you describe the values fully, or perhaps just pick some descriptive words, or get an image in your mind. Are these canoeists achieving their values? If they are then how can the style be wrong?

What are the values of the students that you teach? Are the techniques that you teach matched to the student's values, or are they perhaps matched to your own values rather than theirs?

There can be no single correct answer. There should be no judgement of best or worst. There should be, simply, awareness.

NOTICES

NOTES FROM THE NATIONAL COACHING COMMITTEE

Junior Instructor. Following representations from a number of sources it was agreed that those under the age of 18 (minimum 16) could be assessed as Instructor where their 'employers' find this acceptable. To be known as 'Junior Instructors' those aged 16 or 17 would not be qualified to offer their services as an Instructor 'on the open market' in a situation where they were not under the direct supervision of an Instructor or Senior Instructor, or working directly within the jurisdiction of their school or organisation.

On attaining the age of 18 Junior Instructors will automatically become Instructors.

This provision has immediate effect. (Please send sae to the BCU office for details on how to proceed if this is of relevance to you).

The wearing of buoyancy aids. There was concern over reported complaints from candidates on awards courses that some examiners declined to wear buoyancy aids.

The Coaching Committee agreed that for reasons of example, Examiners must wear buoyancy aids at all times when instructing on relevant awards courses, whatever their personal choice.

Change of title ? Geoff Sanders, Chairman of BCU Council, past Chairman of Coaching and editor of the Coaching magazine, was present, and suggested that the title 'Coaching Service' should be considered as an alternative to 'Coaching Scheme'. The thinking is that 'scheme' implies an entity in itself, whereas its purpose is to provide a service to all aspects of the sport.

National Canoeing Day. The overall success of the day, which was reported on in *Focus*, was noted, and it was agreed that Saturday 4 September 1993 should also be declared 'National Canoeing Day'

Various suggestions for improving on the information and resource pack were made.

1993 Paddlers Conference - 9-10 October 1993. The offer of the London Coaching Panel to stage the 1993 Conference was accepted. It is anticipated that there will be some concentration on polo, marathon, touring and rolling clinics, besides a cross-section of the other activities which have become established.

Four Year Development Plan. The coaching submission for the 4-year development plan which is being put forward to the Sports Council to seek funding for our aspirations for the sport, was reported on.

The strategic objectives are:

- 1 To evaluate and as appropriate update the BCU Tests and Awards and with a view to making them suitable for endorsement buy the National Council for Vocational Qualifications.
- 2 To complete the provision of resource material for award courses and make revisions to existing material as necessary.
- 3 To actively promote placid water paddling and identify two key organisers in each region.
- 4 To develop a more cohesive coaching strategy for performance and excellence to better integrate competition coaching within the wider BCU Coaching Service.

Supervision in swimming pools. Concern was expressed over the level of qualification now required for supervision of canoeing groups in swimming pools.

Examiners for Canoeing Safety Test. It was noted that the possession of any current first aid certificate which included resuscitation, allied to E1 status, was sufficient for the assessment of the Canoeing Safety Test.

Women in canoeing. It was noted that 'female friendly' courses would be surveyed by means of a questionnaire. That LCOs should be asked to try to put female trainees in touch with a 'tutor' and call panel meetings of female instructors. That special arrangements should be made for the re-admittance of instructors who drop out due to maternity leave.

A copy of the minutes is available from the BCU office on receipt of a sae.

ANNETTE, MARK AND HENRY

Members will be pleased to learn that our Coaching Clerk, Annette Cluley, gave birth to a bouncing baby boy, weighing in at 9 lbs 1 oz on Sunday 13 December. Annette is on maternity leave until October, but plans to be with us at the Exhibition..

Her dulcet tones were replaced by Mark James, a law student wanting a fill-in post. Unfortunately - although fortunately for Mark - he was suddenly faced with 'an offer he couldn't refuse' and is leaving at the end of January for Herrera. Our thanks and good wishes go with him.

Mark has been replaced by Henry Sawyer, another graduate who wants to cycle round India, commencing in the autumn. We welcome Henry, who will, I am sure, find 'the troops' as pleasant and amiable to deal with as always !

1993 COACH COURSES

Plas by Brenin: 15-20 August. 14-19 November.

Glenmore Lodge: 16-23 October

The revised system of not assessing during the course, but passing the trainees on to a 'Coach Tutor' has proved popular. Over 30 candidates came forward during 1992, filling both the national courses, and two regionally based courses. Please send sae to BCU office for details.

Dear CoDe

Dear CoDe

I am a youth worker with Wiltshire youth service, I am also the coaching officer for the Stonehenge canoe club. In that capacity it is my responsibility to organise the two one hour a week pool sessions for the children aged between 6 and 13 years.

Over the last two years we have been running these sessions and have always had a very good attendance, however our retention was poor. This was a matter of concern to us. Was our programme too boring? Were our instructors finding it difficult to teach young children? So in conjunction with Pewsey Sports Centre we decided to have a good look at the problem.

The results were interesting, it seems the problem was due, in the main, to the start award scheme in relation to short one hour sessions.

Adults and older children appear to have no problem with the star award scheme and the contents are good for all ages. Our main problem with the scheme is that there are only three levels and all must be tested on a river, which is right, but does not cater for young learners in the pool.

Of course we do paddle on the river but the club only has access to the river for three hours on the first Sunday of each month, so when we test them we try to make sure that they are ready. To fail a young child can put them off for a very long time. Children do not cope with failure as well as adults do.

It is also very important for young children to have some way of measuring their achievements and to be able to show others. Only having three awards we found to be demotivating as there is too long a period between awards. Some of the younger children could sometimes only achieve one stroke in the hour.

We considered all these points and came up with an enhancement to the award scheme. We broke the 1-3 star award scheme down to its bare strokes and put them in a book form, each stroke having a place for a signature by it.

For example "Right hand drawstroke _____"

The instructor would then sign it on completion of the stroke being tested in the pool. Every stroke in the 1, 2 and 3 star is included in our scheme and no part of it is exempted from any part of the BCU star awards. We still use the star award scheme and run our enhancement in conjunction with it.

The club has placed a chart on the wall of the sports centre, showing the current achievements of each club member.

We have been using our award scheme now for some time and we have already found the retention has improved considerably.

We have also found that because we have eight instructors teaching the younger members, by keeping records of all the members' achievements it is easier to assess when a member is ready for testing.

As a result of the success of our scheme, local schools have adopted it. They have found the scheme is ideal when they only have limited teaching time in a pool. Additionally, by maintaining personal records the school is more able to keep track of each student's ability throughout the term.

A copy of the Pewsey Vale school personal profile scheme has been sent to the BCU office. Other than the cover it is the same as ours. We feel that this answer to our problem may be just what some other clubs and schools need. With that in mind may we please ask your opinion of our system and its potential.

KEITH BRIGSTOCK, Stonehenge CC



Dear CoDe,

I read with interest David Wheatley's letter and your reply.

As a BCU Approved Centre, we have employed Dave, a talented instructor, on numerous occasions. More importantly, Dave has always keenly volunteered to help us run 'activity' days for disadvantaged and disabled children.

Correct me if I am mistaken, but does BCU policy mean that because of Dave's financial position, he will not be available to us in some way? Not, I would have thought a great advertisement for the BCU.

In your reply, there appeared to be a circular argument - you appear to be taxing instructors because of a poor membership take up - presumably, like Dave, causing them to quit.

Meanwhile, my MLTB and RYA qualifications remain mine - tempting me to join.

CHRIS ALLEN, Wray Castle

Editorial note: The talent and dedication of instructors was acknowledged in my reply, and I fully understand the feeling that is sometimes articulated - 'the BCU should be paying us'! After all, I have been there myself!

The flaw is, however, who is supposed to pay to enable the BCU to operate? If we don't need a central organisation, then fine. But if we do - and it's difficult to see how a system of coaching qualifications, for instance, could operate without one - it has to be paid for.

Should the tax payer cough up even more for governing bodies of sport so that the practitioners don't need to pay a subscription?

'There is no such thing as a free lunch' is a well worn phrase. But it is true. If some do not pay, others have to pay more to make up for it!

Presumably Chris Allen's centre is able to operate, and the staff get paid, because he charges clients for their courses - and maybe some are subsidised by a local authority, and maybe there is charity money or sponsorship involved, I don't know. What I do know is that if the total money coming in from whatever sources does not match up to the cost of running the Centre, it will go bankrupt.

There are a great number of people around who can't afford the fees for a course, because they are unemployed. Is Chris going to accept them for free? Based on his argument concerning the BCU, he should do so.

I have the greatest sympathy personally with those in our society who are suffering the often soul-destroying experience of unemployment, and would be more than willing to pay extra in tax to ensure that a reasonable level of support was available.

However, if the BCU itself is to survive, it has to continue to insist on its current rules regarding membership.

In spite of the recession, and in spite of all the Union's shortcomings, the fact of the matter is that membership has continued to increase. The 'poor membership take up' quite clearly referred to the comparative number recruited against the total who are put into canoes each year. However there are other factors involved, such as whether or not such participants then go out and buy a boat. Set against annual boat sales our membership recruitment appears, in fact, to be quite good. It is always necessary to keep comments in their context, when debating, rather than select them out in order to make a point, as the point then becomes irrelevant.

Unfortunately the total numbers recruited each year do not reach the extent where you, the Union, can afford to say that as Coaching Scheme members we do not need to pay an annual fee. It remains a fact that instructors can pass on their costs to those whom they teach or test.

It is noted that Chris is only 'tempted' to join the RYA!

CANOEING INSTRUCTORS

Residential and non-residential vacancies at children's watersports centre in Surrey. 4-9 weeks in July and August. Excellent salaries and enjoyable working environment. *Further details:*
Fretime Leisure Limited. Tel 0483 740242

Dear CoDe

As a Senior Instructor (Inland) I have recently been coaching and introducing groups all ages to the sport of canoeing on canals, lakes, ponds and rivers.

Like most SI's, I have developed a programme of dry land preliminaries to run through before approaching the water. One part of my programme is to inform the group about Weil's disease. It is at this stage that problems have occurred particularly with younger students. The eyes go wide, mouths drop, looks of disbelief, he's joking really, he's not going to take us canoeing if I can catch that, questions of do I have to canoe today and finally the look which says "you will never catch me canoeing again". I was even asked by the leader of one group "why did you bring that up, you don't want to frighten the children do you?"

In all cases when I mention Weil's Disease I try to take it lightly, how it is carried, what the symptoms are, that if they should get these symptoms they should see a Doctor immediately and most importantly how rare it is, but that if it is not treated it can make one seriously ill and can be fatal. The fatal bit I do not usually raise unless specifically asked about what can happen if it is not treated. In addition I usually make the point that I and many of my friends canoe every week of the year.

I know for a fact that some Instructors and Senior Instructors do not inform their students about Weil's disease. My reason for writing this letter is that I was beginning to believe that perhaps I was being too careful and over cautious in telling my groups about Weil's disease, was I frightening away possible future canoeists.

A member of my local canoe club is now recovering from Leptospirosis. In our club we regularly make sure all members are aware of the symptoms for Weil's disease. Both he and his parents were aware of the symptoms of Weil's disease, so they realised that this was not just a touch of "flu". A visit to the Doctors was urgently arranged, however the first Doctor seen did not know of the disease, a second Doctors opinion confirmed, it may e Leptospirosis. His symptoms were rapidly becoming worse and he was immediately hospitalised and at this stage was indeed very ill.

The early diagnosis and immediate hospital treatment of the disease meant that he did not develop full blown Weil's Disease, jaundice with subsequent liver and kidney failure or meningitis. Blood tests confirm he only suffered leprospirois, which having visited him in hospital I know is bad enough. After five days in hospital which included tests for meningitis (not very pleasant) and several weeks at home convalescing, he is now nearly fully recovered.

How would I feel, if I had not informed a group and a member of that group picked up leptospirosis and thought it was just a case of "Flu" and subsequently suffered full Weil's disease with the possibility of meningitis and jaundice with liver and kidney failure.

My own views have now changes. I will always inform my groups about Weil's disease, even at the expense of putting people off canoeing. I was personally surprised at how rapidly the disease can progress and how important early diagnosis is. Fortunately the symptoms are clearly recognisable, Flu like symptoms with vomiting, diarrhoea, red eyes and pain in the calf muscles and legs.

I am interested in the views of other instructors, how do they approach the subject of Weil's Disease or do they just ignore it and hope it will go away.

MIKE PHILLIPS, Bewdley

Director of Coaching comments: Weil's Disease will not go away. It is a very serious illness which is why we have spent so much time researching and publicising the symptoms, and carry the warning in the *Members' Yearbook*.

However, the illness is also very rare, which is one of the major problems with diagnosis. As Mike has illustrated, very few gp's will have seen a case in their lifetime, and so many illnesses involve 'flu-like' symptoms at the outset.

Another difficulty is that the way in which it is 'picked up' is very haphazard. Dozens of people may well use the same site at the same time - in one case, over 250 - and yet one person only contracts the illness. The site then continues to be extensively used, with no further cases arising.

With only 3 canoeists per year on average being diagnosed, out of the 500,000 to 1 million people we estimate to be 'having a go' annually, over-emphasis is obviously misplaced. Early treatment, however, is vital, and so balanced attention should always be drawn to the risk. Detailed information is available from the BCU office - sae please.

COMPETITION COACH - RACING

by JACKIE WYNNE-FREER

Jackie Wynne-Freer reports on two courses:

On 10-11 October, three of us, Kevin Coleman, James Wingfield and I (Jackie Wynne-Freer) went on a Coach assessment weekend at Nottingham.

We were to be assessed as Competition Coaches for Canoe Racing, based to a large extent on the work we had done in past years, with coaching people from beginners up to fairly high levels of competition in sprint and marathon racing.

In addition, there was assessment at the weekend of our knowledge, attitudes, and our ability to give an interesting 'lecturette' on a given subject, and the weekend included some refresher and updating material on paddling technique, diet, physiology of exercise, cardiovascular training, muscular training, interval training, racing tactics, flexibility, and prevention of sports injuries, etc. For some of the sessions we split into two groups, as some of us were there for assessment as coaches and others as race trainers, the first level qualification towards coach.

The weekend was conducted by Richard Ward, the National Marathon Coach, and George Oliver of Nottingham Kayak Club, Richard being responsible for the final assessments.

The course proved to be very interesting and full - we could have easily done with an extra day, as there was much input for discussion from the dozen people on the course, in addition to the prepared programme. It is very beneficial to get coaches together for discussion - everyone agreed that this is a useful learning and 'food for thought' area, and also helps to keep standards consistent.

We three came home having satisfied Richard of our competence, and feeling that we had had a very interesting and worthwhile weekend.

RACE TRAINING CAMP

Weekend of 17-18 October

This time we based the weekend in Conwy at the Scout HQ in the Morfa Bach Car Park off Lanrwst Road. This proved to be quite a convenient location. The format was similar to the weekends we had held at Plas Menai, although in less luxury and more "do it yourself" surrounding. About a dozen people attended, some being experienced racers, some new to the sport, and some experienced paddlers just looking to get more miles to the Mars Bar.

The course consisted of a mixture of paddling, eg. time trials, paddling technique practice, racing tactics, K2 paddling, running, and indoor work such as critical comment on the video of the technique sessions, exercises for flexibility and warming up, technique practice on a bench (with video assistance - very useful technique), videos on diet, etc. and lectures on subjects such as fitness training, paddling technique and racing technique, plus the fitness test, for which we used a "shuttle run" test. This has been purchased by the club for the regular fitness testing of members in the future).

Two similar weekends will also be held in South Wales during next year, one on 5-6 February and the other date to be announced.

NATIONAL COACHING FOUNDATION

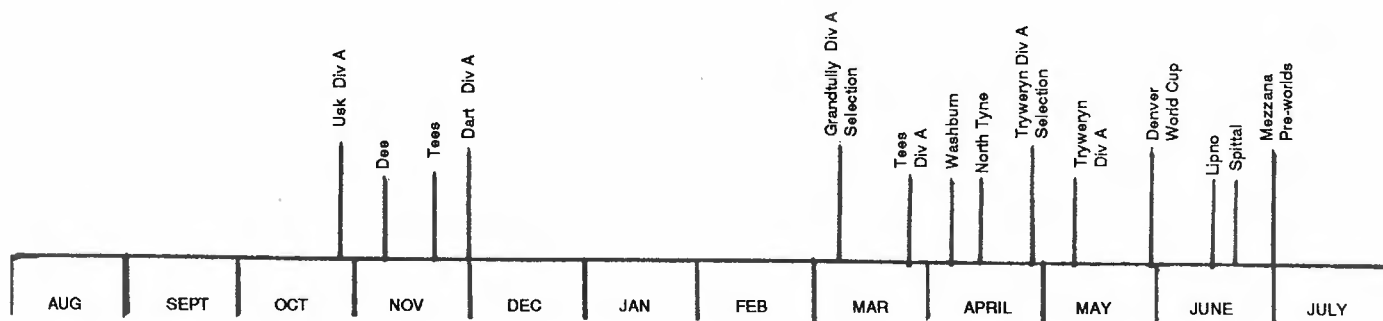
The 1993 programme of Key Courses and Advanced Workshops is now available under the headings:

Coaching methodology; Fitness for sport; Analysing performance; Sports injuries; Sports psychology.

Phone the hotline - 0800 590381 for details of the courses in your area.

P • E • R • I • O • D • I • S • A • T • I • O • N

by TERRY BENTON



(WWR 1992)

FIG.1

To be effective, a training programme needs to be organised and systematic. This planning of training is called periodisation and allows an athlete to arrive at a targeted event in the peak of mental and physical condition. The process consists of working backwards from a long term goal and periodising the time between that calendar date and the designated starting date. Each period thus created will then have its own targeted race or event and allows for the systematic organisation of all training leading up to those intermediate targets and the ultimate long-term target. The whole period is termed a **macro-cycle** and the intervening periods are termed **meso-cycles** which are themselves complete but consist of a series of **micro-cycles** which are made up of the actual work in the form of **training episodes**. Thus, the work along the road to the stated long term target can be planned and followed by the athlete in the sure knowledge that he or she should arrive there fully prepared both mentally and physically.

The step is to select the ultimate target event and draw a linear calendar from the present date to the date of that event. Next, suitable

intermediate targets are marked on the training calendar and this then automatically breaks the total period of time down into manageable chunks or meso-cycles within which the athlete's training can then be planned and organised (Fig 1).

The second step is to organise these chunks vertically into layered pyramids with wide bases and dated peaks. These pyramids represent complete meso-cycles which can then be organised into the necessary constituent micro-cycles and then finally into the actual training episodes. These meso-cycles fall into definite **phases**: preparative, competitive, recuperative and/or transitional according to their position in the calendar. Each completed phase or meso-cycle acts as a support or ladder to the next one, representing the athlete's arrival at another higher intermediate peak or plateau of preparation. Each layer consists of a complete micro-cycle

representing the steps or path to that aforementioned peak. As the targeted event approaches, the pyramids become smaller as the intermediate goals are reached and passed. (Fig 2).

The base layer always consists of long slow distance aerobic paddling. In the second layer, anaerobic work is introduced in the form of fartlek and interval training but the emphasis is still on aerobic work. In the third layer, the emphasis changes to anaerobic work but a regular element of aerobic training is retained. In the fourth layer the emphasis is entirely on anaerobic work and this then leads finally into the final peak micro-cycle of pure speed using the ATP/CP system (Fig 3). In other terms, the emphasis changes progressively during each full preparatory meso-cycle or pyramid from quantity (duration and volume) to quality (intensity and frequency).

In the planned WWR year (Fig 2), Phases 1 and 3 would be full five-layered pyramids and would be preparation phases; Phase 4 would consist of only the top three layers of conditioning, allowing some transition and recuperation; Phases 2, 5 and 6 would consist of only the top two layers and would be competition phases.

The whole process has definite advantages for both the coach and athlete as it enables them to work with manageable chunks of time and work and also ensures correct peaking for the selected target events within the WWR calendar year. Thus, with correct management and planning, the downriver racer is able to ride the adaptive waves of training and recovery formed by the micro-cycles and achieve a controlled cumulative effect to arrive at each targeted river race at a physical and mental peak.

References:

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WYLIE J. *The Theory and Practice of Training*. Moray House College, 1988-1989

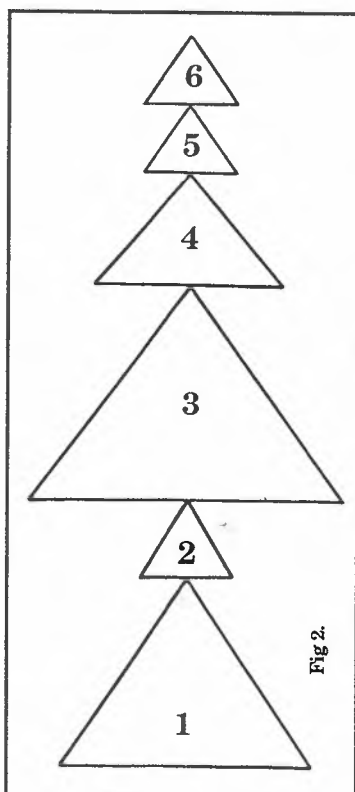


Fig.2.

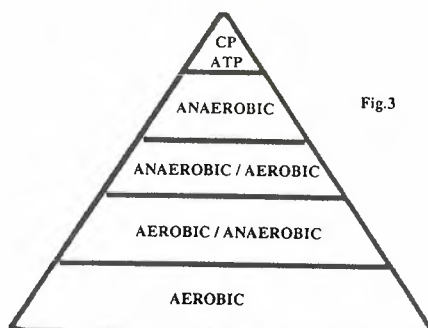


Fig.3