

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

Editor: Director of Coaching

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

- 2 Feedback from the consultation
- 4 Report on the Coach Award (Recreation)
- 5 Notes on March NCC
Schedule for implementation of Review
Statistics and Financial Report
- 6 Redefinition of the Coaching Scheme ?

TIM MIDWINTER

- 7 Notice Board

- 8 Dear CoDe
- 9 Star Tests Survey
The Tragedy at Lyme Regis
New Weight Training Poster
- 10 The Bell Boat **DAVID TRAIN**
- 11 First Aid Certificates - the requirements
- 12 Diet during preparation for competition

SLALOM DEVELOPMENT

Did you know that you can use any sort of kayak or canoe for Division 5 events ?

A comprehensive information pack is available - FREE - from the Slalom Development Officer, 117 Preston Road, Chorley PR6 7AX.

The pack contains a series of good quality A4 display handbills, which give all the information necessary to encourage new-comers to the sport.

The Coaching Development Group

Ray Croft is chairman of a small group of coaches which is working in support of Alan Edge, whose main responsibility is the Olympic Slalom Squad, to ensure a proper provision of courses for the encouragement and training of slalom coaches, and for coach education.

The group has met on three occasions so far and is forging a policy, reviewing the syllabus and system, and creating plans for improving the situation, for agreement by the Slalom Committee and NCC.

RACING DEVELOPMENT

Richard Ward has recruited and called together a group of coaches to oversee the provision of courses for, and general rejuvenation of, the Placid Water progression. The promotion of Race Trainer and Coach awards also comes within the group's remit.

CRIB CARDS

The popular Instructors' Crib Cards are available from the BCU Coaching Office at £5.95 per set. The cards, A5 size, in sets of 12 in a ring binder, are encapsulated in waterproof plastic, and cover the basic skills for kayak, or canoe, and remind the instructor of the salient teaching points. They include the 'wriggle' test.

Please send a cheque with your order, and stipulate whether KAYAK or CANOE is required.

*** NEW ***

PLASTICISED

STAR TEST MARKING SHEETS

The new plasticised marking sheets for Star Tests were introduced at the International Canoe Exhibition, and proved immediately popular. The sets of 5 cards on a ring binder, on A5 encapsulated in plastic, provide the syllabus and marking sheets for the 1-3 Star Tests, and the Inland Proficiency.

Stipulate whether for KAYAK or CANOE, and send cheque for £5, please, to the BCU office.

FEEDBACK FROM THE CONSULTATION ON THE PROPOSED REVISIONS TO THE TESTS AND AWARDS

The name 'Star Tests'. Too dated. Brings back memories of infants school and being good.

'Star Tests' is a name widely used and understood from Athletics (where it started) to Ski-ing. It's difficult to find an alternative. The 'Level Tests' or the 'Grade Tests' doesn't convey anything.

Call levels 4 and 5 Expedition Test and Guides Test. They are different to the pure 'skills' tests and should have a separate identification.

They are only different for inland kayak and canoe. If we want to achieve consistency and avoid a proliferation of names, the proposals achieve this.

Allow Instructors to test 3 Star. The teaching skills would need to be strengthened, but it would not be too difficult and would make the award an end goal in itself.

Worth considering.

Existing rights should be maintained. Why should an examiner have had to have worked on an SI course in past two years to maintain status, as well as attend an assessors course ?

If an examiner has not been working within the last two years at the right level is he or she still in touch with the standard ? The requirement for all assessors (including those with existing 'rights') to attend a training course is a requirement of NCVQ. For the purpose of the proposals it was presumed that we would be seeking NCVQ approval.

Why drop 4 and 5 Star and replace with Proficiency and Advanced ?

In 1992 only 40 4-Star and 5 5-Star were taken in the whole country. They are not cost effective. The proposal is made for the sake of simplification and streamlining.

E2 seminars are of dubious value. Sharing points of view can be better done on the training and assessment courses.

There is constant complaint and concern about variation in standards. The establishment of the E2 seminars was a first attempt to improve consistency.

The new 4 and 5 Star Tests must incorporate the existing 'river wise' elements of the two proficiency tests.

That is the intention. The content will be the Proficiency tests syllabus' - the name is suggested as Star Tests for the reasons stated above.

Six hours practical teaching is insufficient.

The detailed syllabus' for the proposed modules have still to be produced. Once the working party gets down to this, we may well find that some of the suggested time periods need a re-think.

Dealing with pinned boats should be included as a specific safety item on SI courses.

A 'white water safety' module has been devised, and it is intended that this will be included.

Why is there a requirement to cover teaching people who are disabled ? Contact with disabled people is minimal for most instructors.

This is a requirement of NVQs. We prefer to refer people to the specialised courses on the basis that 'a little knowledge can be dangerous'.

There are insufficient coaches to meet the demand for SI courses. There is no good reason to debar good SIs who do not wish to spend the time and money involved in obtaining the Coach qualification from running SI courses.

Over 30 people have come forward for Coach training this year. There are several regional courses planned plus three national courses. At present we have more than twice as many SI courses programmed than the demand merits. Because existing E2s will be able to continue to train and assess SIs it is most unlikely that there will be insufficient examiners available in the future. There is a logic in allowing award holders to train and assess awards one level below that which they hold.

Is the training module for assessors and the week's Coach training course one and the same thing ?

No. As stated, the assessors training course is an NVQ requirement, and will be a generic course run by the National Coaching Foundation. The RYA have already started to train their assessors and verifiers.

The modules should each be given a unique number to aid identification and avoid confusion.

Very good idea. This has been taken on board.

Why were the Coach proposals not available at the same time as the others ?

Because we do not have the time or resources to do everything at once. There is a separate working party of coach award examiners which meets annually and monitors the development of the Coach award. Its recent report, listing the proposals which have been accepted by the National Coaching Committee is carried in this edition of CoDe. The current requirements for the Coach award have always been available to all enquirers on demand.

The surf ski awards should be discussed with the British Wave Ski Association.

The BWSA is not an officially recognised governing body.

The present SI Placid Water embraces the use of both open cockpit kayaks and open canoes on water likely to be encountered on marathon races. The new award should do the same.

It does. No change is envisaged.

Is there a need for a SI (OC sailing) award ?

Probably. But we don't intend to propose one !

Why change the names Supervisor and Teacher for the sake of it ?

To achieve consistency. 'Leader' is a title which fits with the Central Council of Physical Recreation's well known and used 'Community Sports Leader'.

The title 'Coach' is anomolous when applied to recreational canoeing. A 'coach' is one who works with a given paddler or paddlers over a period of time with a view to improving performance.

There have been numerous discussions with regard to this, but no suitable alternative has ever been agreeable. The suggested title of 'Chief Instructor' is not universally liked. The Coach course is, in any case, geared very much to improving 'coaching' technique in the true sense of the word.

The tests should be integrated, with a progression through from open cockpit kayaks to closed cockpit kayaks, or alternatively, racing boats.

That is not the way canoeing is generally taught. We would be trying to impose a system - involving the purchase of craft - which the vast majority would consider artificial and unnecessary. The system proposed puts a lot of emphasis on the advantages of the 'placid water progression' for those operating only on flat water. Education is integral, revolution has been discounted.

The skills tests do not assess 'safety' or experience on the water.

Not directly. Their current success indicates that they fill a need, however. The fact that a candidate can perform the skills to a certain level should enable an instructor to confidently identify suitable situations into which to lead the candidate for the essential experience to be gained.

As part of the review we should determine which type of people are under-represented within the BCU and take those steps that are achievable to widen the tests and awards structure to encourage them, or to avoid discouraging them.

Advisory panels have been set up for women and for people who are disabled. The BCU does its best but cannot undertake to provide syllabus' in Urdu and a variety of languages as one socially keen Instructor once demanded. If those experienced in working with ethnic or disadvantaged groups would like to comment on specifics, this would be very helpful and will be taken into account.

How necessary is a written paper ? It presents a barrier to those with dyslexia, or who are otherwise inhibited by an 'exam'.

There is already a provision for such people to have the exam covered orally. This can be made more clear. The written paper is a 'time-effective' means of obtaining an over-view of candidates' all-round knowledge.

A Leader in one discipline should have to prove themselves at a level of competence in an alternative craft. It is not right that a 'closed cockpit Leader' can automatically operate open cockpit kayaks and canoes without at least holding 2-Star in the alternative discipline.

We were anxious not to create a 'nonsense' by saying that a Leader, Instructor or SI (Closed Cockpit Kayak) must not use OCKs or OCs. Under the present system we state that these awards cover the use of OCKs and OCs at 'Supervisor' level, but that the relevant course should be attended in order for the full potential of the progression to be realised. We need to carry this message over, and sensibly restrict the terms of reference under which CCK qualified instructors may operate the alternative craft.

Have you 'flipped' ? Are you insane ? Do you not read the Coastguard statistics ? As written a PW SI can go to sea without having covered any of the essential theory.

The theory modules at SI level will be broken down in two ways. 1, to ensure that knowledge gained at a lower level is not repeated; and 2, to separate out that which is discipline specific and must be undertaken for any transfer between awards.

A REPORT TO NCC FROM THE 1993 WORKING PARTY OF COACH ASSESSORS

A meeting of Course Tutors for the BCU's Recreational Coach Award took place at the BCU Offices on Monday 15 February 1993 and made the following recommendations, which were agreed by the National Coaching Committee on 6 March.

- 1 The formula for the Coach course should continue to revolve around the provision of training and opportunities to enhance the understanding of candidates as to how motor skills are learned, and in looking in a practical and theoretical way at a variety of methods of coaching. A wide range of interest is presumed, and coaching from a variety of craft and in a variety of situations, is included. Two days are usually spent working at advanced level in the discipline for which the candidate holds the advanced test, but with the emphasis on approaches to coaching in that environment.
 - 1.1 Due to the generic nature of the training it is to some extent irrelevant as to which craft the candidate chooses to operate from, except from the practical need to be effective in the environment chosen to coach the specialist discipline involved.
- 2 Following the training course each candidate who has met the necessary pre-requisites and who has satisfactorily completed the course is appointed as an Aspirant Coach and referred to a Coach Tutor. A report from the Course Tutors will highlight areas of ability or knowledge in which the course tutors felt that a greater level of understanding or performance was desirable. The Coach Tutor would then work with the candidate, as mutually convenient and agreeable, on those areas, until he or she felt able to recommend that the full award should be given.
- 3 A form of evaluation, suitable to the needs of the candidate, would then be determined by the training course staff in consultation with the coach tutor and the candidate. The evaluation to take place a minimum of 6 months, and a maximum of 3 years, following the course.
- 4 The title of the award holder to be 'BCU Coach'. Areas of specialisation will be denoted in brackets following the title. These will be determined by the candidate, depending on what he or she is actively involved in, and normally related to the advanced proficiency test(s) held: eg BCU Coach (Inland kayak) or (Canoe) or (Sea). Such identifying endorsements to be included at the discretion of the Director of Coaching (in consultation with an advisory panel). The endorsements could also embrace other areas of activity - eg Canoeing for Disabled - and be extended to take account of future expansion in canoe sport: eg Squirting.
- 5 The Coach course should continue to be available as a regionally presented option, to be known as 'Coach Development Programmes'. The content and approach to be the same as for the 'national' courses. There should not be more than two such courses running at any one time, and their availability should be rotated from region to region.
- 6 Regionally presented courses should be subject to an approval system as follows:
 - 1 Those acting as tutors on the course must have been involved with Coach award training courses as currently structured.
 - 2 A suitable person to be appointed as Regional Courses Co-ordinator, and to be consulted during the programme planning stage.
 - 3 The programme and reports from the pilot courses to be studied by those organising a proposed regional course, and a programme drawn up for agreement at a meeting to be convened between the course tutors, the Regional Courses Co-ordinator, and the Director of Coaching.
 - 4 The Regional Coach Development Programmes would normally bring the award to a conclusion, but could assign 'Coach Tutors' in certain cases, if this was the best way ahead in particular cases.

Pre-requisites

- 7 Pre-requisites before acceptance onto a national training course or a Regional Coach Development Programme, to remain as:
 - Minimum age 21
 - BCU (or National Association) Comprehensive member
 - Senior Instructor
 - Advanced Proficiency (or equivalent validated ability where no advanced proficiency certificate is available) in 1 discipline
 - Proficiency in 1 alternative discipline
 - Grade 1 Examiner with experience in helping on at least 1 Senior Instructor training or assessment course.

The role of the Coach

- 8 It is suggested that RCOs should call a meeting of Coaches in their region, and put together a programme of 'coach education' for instructors who wish to become SI, or Senior Instructors who wish to enhance their skills, using the talents of the available Coaches.

Coaches should be seen as a resource by all involved in canoe sport in their area. They should be encouraged to offer their services to the Coaching Panel in order to enhance the level of training already provided.

Registering endorsements

- 9 Initially a notice to be placed in CoDe inviting Coaches to register their interests, in order for the data-base to be updated. (This will be clarified in a later issue of CoDe - please don't write in yet !)

The appointment of a panel of Coach Award Course Tutors

- 10 The grade 4 examiner status to be discontinued, to be replaced by a 'Panel of Coach Award Course Tutors' which would be subject to continuous updating. (This is, in fact, what happens in practice at the present time).

The appointment of Honorary Coaches

- 11 It was felt that the device of 'Honorary Coach' should be retained, but that it should be used sparingly for the recognition by the Coaching Committee of those who had a great deal to offer the Scheme, but were no longer involved in paddling at advanced level in a particular discipline.

NATIONAL COURSES FOR 1993

Plas y Brenin	15-20 August;	14-19 November
Glenmore Lodge	18-23 October	

The main thrust of the one-week course will be to impart an understanding of how motor skills are acquired and enhanced, and to evaluate and develop individual coaching styles.

Candidates should possess proficiency (3-Star) level skills in the various alternative disciplines of canoeing in order to gain maximum benefit from the course. It is not a requirement that the relevant certificates be held, for more than one alternate discipline, however.

Completion of the course will normally give the candidate Aspirant Coach status. The Aspirant Coach will then be allotted to a Coach Tutor, who will arrange to work with the trainee, based on a report from the course, which will have been agreed with the candidate.

When the Coach Tutor is satisfied that the training has been assimilated, that any tasks which may have been set are accomplished, that the Aspirant Coach has gained what he or she requires from the system, and that the system is likely to benefit from the work of the coach, a recommendation will be made concerning the granting of full Coach status. This may involve a formal appraisal of coaching skills.

Please send sae to the BCU office for full information.

NATIONAL COACHING COMMITTEE

Notes of the March meeting

Automatic Transfer of Instructor status

It was previously notified that a resolution was being put forward to stop the automatic transfer of Instructor status, through the production of a 3 Star or Proficiency Certificate in the alternative discipline. NCC agreed that from 1 May 1993 it would be necessary to obtain the alternative 3-star or Proficiency Certificate and attend either an assessment or training course for recognition as an Instructor in the alternative discipline.

Course Approval

NCC again debated the problems associated with the over-provision of courses for Senior Instructor Training and Assessment (some 100 courses in the current Yearbook for 150 candidates!). It was agreed that an earlier distribution of the Course Authorisation application forms, to enable regional meetings of course organisers to be convened, should lead to a rationalisation. Figures to be made available showing which of the courses programmed actually ran.

Suitable conditions

It was agreed that November-March were not suitable months for the staging of Supervisor and Instructor courses. The courses include an emphasis on progressions, confidence building exercises, and use of a variety of boats, which could not be enjoyed in order to achieve full potential, in cold conditions. It was noted that candidates at this level were unlikely to possess suitable protective gear.

Competition Coaching Developments

Racing

It was noted that Richard Ward had identified a panel of assessors to promote the Placid Water progression, and that a constructive meeting had taken place.

It had been agreed that the tests should revert to the original progression. (A revised leaflet is available on receipt of a SAE at the BCU office).

The 'Bell Boat' had excited considerable interest in the Fladbury area, with a number of junior school Heads making use of it for National Curriculum purposes. The Placid Water Teacher award was being used to 'qualify' the helmspersons.

Two successful Racing Coach courses had been run, and a programme of developing resource material for Trainer and Coach courses was under way.

Slalom

A slalom coaching development group has been formed to support the National Coach. It has met twice and is working on a programme of development to ensure an adequate provision of courses, coaches, and opportunities, for the sport.

Review of the Tests and Awards

DoC reported on the feedback from the consultation process. A comment and response paper for publication in CoDe, was noted.

BCU Lifeguards had expressed concern at the proposal to drop the Canoeing Safety Test or Rescue Test as pre-requisites. There had been substantial comment from the Touring Committee, the Bedfordshire Panel, and the SCA Conference, all of which required further consideration by the Working Party. In the main, however, no objections had been raised which 'threw a spanner in the works' so far as the general thrust of the proposals was concerned.

A schedule to progress the work was agreed.

Supervision in Swimming Pools

DoC reported that an approach had been made to Sports Council for a meeting with the joint SC/H&SE working party, to consider the realistic requirements for the lifeguarding of canoeing sessions in pools.

A copy of the full minutes is available on receipt of a SAE at the BCU office.

TESTS AND AWARDS REVIEW

Planned schedule for implementation

The following schedule is the most optimistic. There is a great deal of work to be achieved, however, and we do not want to go off at 'half cock'.

Each CoDe will carry details of how the work is progressing. Please be patient and realistic - there is one full time person only involved, who is permanently over-committed, assisted by a handful of over-committed volunteers. If the following schedule works, it will be a miracle! However, it is intended that at worst the final launch of the revised scheme will be January 1995.

April/May 93	Practical working parties to be convened to review the tests syllabus' for each discipline
1 June 93	practical working parties report back
Late June 93	Review Panel reconvenes to consider the work of the practical working parties, and submissions from the field regarding the proposals, and the counter-proposals
July/September 93	Detailed syllabus', guidance notes, resource material produced
9 October 93	Report and first presentation of final proposals to Paddlers' Conference
13 November 93	NCC makes final decision on way ahead with regard to revised tests and awards and NVQs
Nov/Dec 93	Training of first tranche of Assessors/Verifiers for NVQs
January/February 94	Examiner forums combined into areas for presentation to Examiners of revised scheme
1 April 1994	Launch of revised scheme

1992 STATISTICS AND FINANCIAL REPORT

Star Tests have continued their steady climb, totalling 26,613 against 24,944 last year - an increase of 6.7%.

Within this total, Canoe Tests went from 1,878 to 2,204 - an increase of 17.5%.

Placid Water Tests totalled 1,070 against 1,204 the previous year.

Proficiencies continued to decline with a total of 785, compared to 927 last year. This has, however, been mirrored by an increase in 3-Star.

Total awards remained steady against last year at 3,528.

(Over a 10-year period the number of tests taken has doubled, whilst the awards have increased by a factor of 4).

Total expenditure was £60,809.92, not including salaries and related overheads, whilst income totalled £85,223.55, not including Hand-book sales or Sports Council grant.

SEA CANOEIST REQUIRED

Small, privately owned Activities Centre in Orkney has a summer vacancy for an instructor experienced in Sea Canoeing, Windsurfing and Rock Climbing.
Sea Canoeing qualifications and driving licence essential.

**Apply in writing please to:
The Everdale Centre, Orkney
Scotland KW17 2PJ.**

Redefinition of the Coaching Scheme Awards

TIM MIDWINTER, LCO Suffolk, suggests an alternative approach

Having read some of the recent articles in CoDe regarding the redefinition of the coaching scheme, I feel a more radical approach is at least worth some deliberation. Hence I am proposing a scheme which throws away much of the existing structure by redefining the roles of the Instructor and Senior Instructor in a manner more akin to the RYA scheme.

Introduction

For me the debate really started when Instructors from my local canoe club (Deben) started to try and train for the Senior Instructor award. Why did they want to be Senior Instructors? Was it to lead groups down Grade II white water? NO. They wanted to be able to assess the types of test they were already very proficient at, namely 3 star, Canoeing Safety, Rescue Test, etc, and they want to be allowed the flexibility that being an SI gives when organising a large group on the water. Would white water experience have been any use to them? - definitely NOT.

At this point I started to consider the Coaching Scheme in a rather different light. Did a Senior Instructor need white water experience? - only if they lead on white water was the obvious conclusion. My next idea was to look at the Instructors in the county and see how many could contribute more to the sport if they were allowed to teach and assess 3 star, Canoeing Safety, Rescue Test, Trainee Instructor.

The conclusion was that there were a considerable number of very competent paddlers in Suffolk who for one reason or another did not like white water. It was then suggested that they should become SI's through the placid water progression. However this turned out to be equally stupid, as the club paddlers were no more interested in sprint racing than in white water paddling. What they enjoyed, and were good at, was CLUB PADDLING, ie teaching others to canoe, at a very high standard, on their local waters.

A Proposal

The basis of my proposal is to change the current award scheme as follows:

Instructor

The Instructor teaches canoeing at all levels. The basic award is similar in scope to the current Instructor award. However there are also endorsements for:

- White Water
- Surf
- Sea
- Life Saving
- Racing
- Open Canoe
- Instructor Training and Assessment
- SI Training and Assessment

The list above is not meant to be exhaustive and if this type of scheme was introduced there would obviously be great debate about the precise nature of each endorsement. However, the concept is clear. The basic teaching award is the Instructor award and individuals acquire endorsements suitable to the types of canoeing they perform.

Senior Instructor

The Senior Instructor award would be reserved for paddlers who are heavily involved in running centres. It would concentrate on the skills necessary to manage a large group of Instructors, organise courses and run events. The Senior Instructor would still be expected to have good paddling skills, with all their strokes at a good 3 star level, but there would be no emphasis on any special skills (white water, surf etc). The SI would also be allowed to delegate responsibility (as at present) to others who are, in the SI's assessment, safe to operate in the prevailing conditions. Hence, it can be seen that the Senior Instructor becomes an organiser rather than a white water paddler.

So, where does this leave our club paddlers. Well, initially they would have to work their way up to the Instructor award, much as they do currently. However, once they achieve this, they can then progress along their chosen path to acquire endorsements suitable to the types of canoeing they wish to perform. If white water is their cup of tea, then they would acquire the white water endorsement(s). However, if they are club paddlers based somewhere like Suffolk, they would

probably progress to the life saving, sea, surf endorsements instead.

After a few years they would probably have built up enough experience to be considered for SI status, as they would be in a position to assess others on their abilities to take groups in the prevailing conditions and should have the organisational skills required to run a canoeing centre.

I believe the proposals listed above would have the following effects:

- a) The contribution of many instructors would increase as they became qualified to teach their particular specialisations.
- b) Instructors would continue improving their paddling, as there would be a sensible progression for them. (The current Instructor to Senior Instructor hurdle is so high for paddlers who do not have a great love of white water that many of them give up trying to jump it!)
- c) As more Instructors become qualified to teach a wider range of subjects, the load on the existing staff will reduce or the quantity of people trained will increase - either scenario is a welcome step forward from the current position.

Conclusion

I have discussed a proposal to change the basis of the Instructor and Senior Instructor awards somewhat more radically than most of the articles published to date. This is not due to a perverse desire to smash the existing system, but out of a firmly held belief that we are currently wasting a considerable quantity of talent by putting unnecessary obstacles in the paths of people wishing to progress from the Instructor award to teaching some of the more demanding awards. To teach Canoe Safety well, an Instructor must be good at lifesaving. However, their white water ability is completely irrelevant. I would go further and state that to teach Canoe Safety properly, they probably need a much better safety grounding than is currently offered by assisting with one previous assessment - RLSS or BCU Lifeguards training should probably be recommended (required?)

Director of Coaching Comments

The difficulty I have is in trying to understand how an Instructor could have such a high level of competence on flat water as to merit the title Senior Instructor, without being competent on grade II white water!

If it is merely a matter of very experienced instructors being permitted to test 3 star and life-saving, the system proposed by the Working Party could allow for this by making the 'Testing Methods' module cover that eventuality.

The other main issue is that Tim's proposal does not appear to address the fact that there is a requirement for separate progressions - he assumes everyone is happy to be a closed-cockpit Kayak Instructor and accommodates the alternative disciplines from that standpoint. This is not the case, however.

In fact, it creates the incongruity of providing a special hierarchy for paddlers using white water kayaks on flat water only - why don't they change to the Placid Water progression, it makes far more sense!

If 'Senior Instructor' denotes an organisational and testing role, as opposed to defining technical competence, presumably the designation would be:

- Instructor (CCK - flat water)
- or Instructor (CCK - white water)
- or Instructor (CCK - sea)
- or Instructor (CCK - surf)
- or a combination of the above.

We would then have Senior Instructors, some of whom were technically qualified for flat water only, training, testing, and organising - although presumably restricted to the competence to which they, themselves, were qualified.

As mentioned previously, we would still need separate progressions for canoe and open cockpit kayak.

Whilst not dismissing the concept, which has been referred to the Working Party, and thanking Tim for the time and effort which has gone into producing the suggestion, I must say that on first appraisal there appear to be more snags than advantages!

NOTICE BOARD

'DISABLED' ENDORSEMENT COURSE

Thamesway Canoe Club, supported by Thamesdown Borough Council, is staging an endorsement course for instructors and helpers working with people who are disabled from 15-16 May for residents of Wessex coaching region.

Details from Terry Cripps, 9 Grindal Drive, Grange Park, Swindon, Wilts SN5 6HD. Large sae please.'

RCO/LCO ELECTIONS

The following posts are subject to election/re-election. Current Coaching Scheme members from the regional or local panel concerned are invited to submit alternative nominations, which must be proposed and seconded.

Nominations must be received by the Director of Coaching at the BCU office on or before Friday 30 April 1993.

In the event of no further nominations being received the appointees listed will be confirmed. Should alternative nominations be made, a ballot will be announced in the next edition of CoDe.

RCO East Midlands

Graham Wardle has retired. Keith Sykes, 39 Daleside, Woodside Park, Cotgrave, Notts. NG12 3QN has been appointed subject to election.

LCOs West Midlands

Birmingham and Solihull area

Greg Parkes has retired.

Nick Peter, 31 Snowhill Drive, Cheswick Green, Solihull, B90 4JT has been appointed subject to election.

Worcestershire

Previously vacant.

Peter Brough, 11 Pedmore Close, Woodrow South, Redditch B98 7XB, has been appointed subject to election.

Herefordshire

Vacant

Wolverhampton

Dave Hart, Sneyd Water Activities Centre, Vernon Way, Bloxwich, Walsall.

Nominations/alternative nominations, proposed and seconded by current members of the Coaching Panel concerned, may be made as outlined above.

Unless proposed and seconded by LCOs, nominations for candidates for RCO-ship must be signed by at least 5 current members of the Coaching Region.

SERVICES EQUIVALENTS

The Joint Services are planning to dispense with separate qualifications and use only BCU awards for canoeing. Final agreement concerning the mechanism for ensuring consistency of delivery is pending.

The equivalents agreed, which will continue for those with existing qualifications once the new system comes into force, are:

ACU Instructor	exempts the candidate from the BCU 3 Star or proficiency for entry to an Instructor Training course
Joint Services Instructor	recognised as BCU Instructor upon the candidate joining the BCU as a comprehensive member and supplying evidence of holding the Joint Services Instructor award.

THE STAGING OF AWARDS COURSES

Please note that all courses for the training or qualifying of candidates for BCU awards, must have the prior approval of your Regional Coaching Organiser. Send, in the first instance, to the BCU office for a Course Authorisation Application Form, and requirement details.

'Closed' courses may be staged - eg courses for the staff of a centre, school, club or college - but these must still be authorised by the RCO, and must, of course, conform to the requirements for the number and grade of examiners. Two months notice is normally required.

Course Authorisation Applications for 1994 will be circulated to all coaching organisers and course organisers listed for 1993, in late August, and a reminder included in CoDe.

SOUTHERN REGION SEMINAR

Members of Southern Region who require minutes of the recent Examiners Seminar, please send sae to Les Porter, The Thatched Cottage, Shooters Hill, Pangbourne, Reading, Berks RG8 7AE.

There will be no forum in the region in 1993, due to the plan to hold 'cluster' forums regarding the revised scheme in 1994. Please note there is an automatic extension for examiners who need to attend a forum this year, as a result of this policy.

COMPETITION CONFERENCE

The Conference held on 6-7 February proved successful, with a great deal of useful information and ideas arising from the debates on youth development.

A report is being produced which will be circulated to all who attended, and is available on request - please send £1 to the BCU office.

NCF KEY COURSES

A full programme of key courses for Coaches is available throughout the regions. 'Delivering the Goods', 'Planning Your Programme', 'Coaching Children', 'An Introduction to Structure of the Body', 'Developing Endurance', 'Developing Strength and Speed', 'Developing Flexibility', 'Nutrition for Sports Performance', 'Introduction to Sports Mechanics', 'Analysing Performance', 'Prevention and Treatment of Injuries', 'Motivating Your Athlete',

'Understanding and Improving Skills', 'Mental Preparation for Performance'.

**Available in home learning format.*

The courses are staged at National Coaching Centres throughout the country, or can be delivered for your club or group, by arrangement. Please contact NCF, 4 College Close, Beckett Park, Leeds LS6 3OH for full information (hotline 24 hour number: 0800 590381).

There are introductory study packs for those just starting out on coaching.

RUNNING SPORT - PROGRAMME OF SHORT COURSES

The Sports Council is offering a series of courses around the country under the headings 'Working with People', 'Personal Effectiveness' and 'Money Matters'. The courses are working towards the development of a formal qualification in sports administration based on standards required by NCVQ.

For further information sent to Running Sport, the Sports Council, 16 Upper Woburn Place, London WC1H 0QP.

SPORTS MATCH

Sports Match is a government sponsored scheme whereby for sponsorship money raised, the government will match it £ for £.

For further information contact Sports Match, Francis House, Francis Street, London SW1P 1DE.

Dear CoDe

Dear CoDe,

I decided to take up the sport of canoeing for a number of reasons, the excitement, thrill and enjoyment are just three of a long list. The main attraction of this sport is that it presents equal opportunities for both male and female alike. For example a grade five rapid draws no distinctions between the male and female paddlers the trashings are the same and the swims just as wet.

It is for these reasons that I feel comment must be made on the February 93 edition of CoDe. When I read with shock horror the short article on women in canoeing.

I believe that rather than having female friendly courses surveyed by means of a questionnaire we should have 'student friendly' courses. The idea of LCOs putting trainees in touch with tutors should be applauded as this will enhance the development of the potential instructor. However, the idea that this should only be for female trainees is in my opinion nothing less than positive discrimination. Are you saying that the female needs more training or even requires special training as opposed to our magic males that obviously don't need progressive development. As for the calling of panel meetings for female instructors where is it all going to end. On our local panel there is 'not by design' a very strong active female involvement, that do not sit and ponder on female only activities but work jointly with their male counterparts for the betterment of our sport.

This brings me to my last point, once again in principle I don't disagree on a method of temporary lodging of BCU membership for a person whether male or female, likely to be rendered incapacitated for long periods of time due to illness, pregnancy and so on. To restrict this to maternity leave only, in my opinion would be totally morally wrong and could be argued as another case of positive discrimination.

To conclude my letter, some advice. If I am unable to do something it is not because I am female, if a man is unable to do something it is not because he is male. So I'll help you carry your boat and you help me carry mine. Lets be happy to paddle together.

SANDY BURTON, Humberside

Anne Palmer, chairperson of the standing advisory panel on women in canoeing, comments:

In response to Sandy Burton's letter I must say that I can see how she has got the wrong impression from the Coaching Committee notices. Unfortunately, in the process of precis-ing the detailed proposals, the points made have been inappropriately expressed and do not accurately reflect the original document at committee stage. Such misinformation is of great concern to me and to the many others who have and are still working hard to encourage more women into coaching, and keep those who are already there. Coaching statistics tell us that there is a great shortfall in female coaching stock at the moment, and consultation has told us in no uncertain terms that positive discrimination on a short-term basis, is necessary. A movement towards equity would ensure more role models being available in coaching which in turn will encourage more women into coaching. Women are so under-represented in coaching that a recent policy paper was issued by Sports Council and funding made available by them to address this issue.

The temporary lodging of BCU membership is not a new measure. It has been available for some time for other categories. Maternity has been added as an additional category.

I can see that further space is needed to explain more fully the recent proposals and developments raised in this letter and I would be glad to include them in more detail in the next issue of CoDe.

Dear CoDe,

I have followed with interest and concern recent letters in *Canoe Focus* regarding the back-dating of Full Membership Status for instructors who, for whatever reason have been absent from the teaching of canoe skills (injury, career, unemployment, etc...).

I feel it is somewhat harsh (and very Union 'Closed Shop') to ask someone to back-date payments over a period when they have been unable to teach; similar to demanding car insurance over a period of not owning a vehicle.

I realise that the problem is mainly a financial one, as BCU feel that not insisting on such payment would result in a cash shortfall.

However, when you consider the expense already born by Instructors, not just financially, but emotionally in terms of grave responsibility, I feel this unreasonable expense is putting people off. This of course results in the loss of an Instructor and the revenue fought for in the first place!

I appreciate that an Instructor who hasn't instructed for a period of time may become slightly 'out of touch'. Perhaps, therefore, a 'refresher' course of some sort would be far more appropriate than a demand for 'back-pay', in that BCU keep both an Instructor and future subscriptions.

The only way BCU could reasonably (although still not really ethically) ask for 'back-pay' would be in the case of a paid Instructor. Whilst all the Instructors I have met have acted in a very professional manner, very few are actually paid to do so.

To re-cap, I feel BCU should break away from 'Closed Union Strong-Arm' tactics of the past, and should be more reasonable and amicable to people's situations. This, I am sure would result in *more members*, equalling *more income*; a win-win situation.

BEN GRAHAM, Pangbourne.

DofC comments: Ben states that he has read with 'interest and concern' the letters in CoDe. He does not, however, appear to have taken note of, or perhaps just does not agree with, the responses.

Firstly, what is 'the BCU'? The answer can only be that 'the BCU is the coming together of all who enjoy the sport and pastime of canoeing'. The organisation exists only because paddlers believe that a means of identifying their collective strength, is necessary. The Union acts as the common voice of the paddlers. It seeks to protect their interests, and promote and develop the sport by putting forward their views in the forums which determine whether or not our traditional freedoms are maintained and improved upon, or eroded; to ensure that canoeing receives its fair share of attention, funds and resources; that those who wish to take up the sport are enabled to do so with safety and enjoyment, and in a way that does not damage the interests of existing participants.

If the paddlers are not willing to make a contribution to enable these functions to be fulfilled, who should do so? Should taxation be increased to pay for the service? If there is no need for a central organisation - a collective voice of canoeists - then there is no need for paddlers to pay. If there is a need, however, it has to be funded.

There would be no point in the members having made a rule about membership being required for the holding of Coaching Qualifications unless there was an insistence upon this being continuous. People would be joining every other year, or less, or late, and it would be impossible to budget the membership income. If half the members renewed every other year only, at current rates annual income would be reduced by over £150,000. We would never know who was, and wasn't a member. The servicing would have to continue but without the means to pay for it. Therefore, if a member renews late, membership is backdated. If a Coaching Scheme member misses a year or more, they have to pay the current and one previous year's fee to obtain reinstatement.

The issue is not about the BCU making money for the sake of it. It is about ensuring that there is sufficient income to undertake the role which has been identified.

The matter of whether or not more would join if there were no compulsion was well covered in the last edition. It's an attractive but naive theory, which you couldn't run a business on!

Dear CoDe,

There must be hundreds of paddlers in the UK under the age of eighteen, interested in coaching and introducing other people into the sport. This may well be within their capabilities, but due to other contributing factors - eg insurance - they are not allowed.

Some eight years ago not, I was introduced to Kayaking through my school. We were taken to what was at the time, Liverpool Watersports Centre, introduced to some strange looking characters in smelly suits and wearing shirts, who then took us out for one of the most enjoyable hour's of my life. From then on I was hooked. Every time I had an hour free I would be down there. I was eventually accepted as 'one of the gang' and became a volunteer.

By the age of 15 I was helping the instructors with groups, doing paddle drill, and so forth. I wanted to further my skills and took a Trainee Instructor course shortly before my sixteenth birthday. Then everything stopped, however. I could not continue in the Coaching Scheme. There wasn't really anywhere for me to go. I could have taken a Trainee Senior Instructor course, but didn't really have the white water skills. My personal skills were good and my coaching skills were coming on, but I was totally stuck in the area which I wanted to concentrate on.

I continued paddling though, improving on coaching techniques, and sitting in on coaching assessment with a local examiner. As soon as I turned 18 I was on the look out for a Senior Instructor Assessment and passed in November of last year. I am now working full time at Merseysport in the Liverpool Dock system, and believe I could be the only 18-year-old SI in the region.

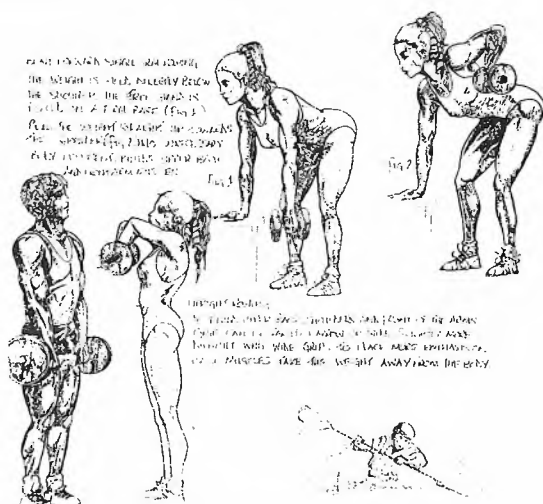
But things still aren't easy. After the frustration, and waiting to become a SI, groups and even other instructors are often critical and biased against me, once they find out my age. I have found a lot of people do not believe that a person aged 16-18 is old enough or mature enough to be in charge of a group, although with the right coaching and nurturing from instructors, it can be achieved.

Because of all this, I want to try and help other people in this situation. I am proposing a National Forum for members of the Coaching Scheme aged 16-18 years *only*. Somewhere where we can all get together and discuss problems other paddlers are having, get on the water, and compare teaching techniques. At the moment this is just an idea, but the RCOs I have spoken to are very enthusiastic about it.

If you are interested in attending such a forum please let me know as soon as possible and I will reply as quickly as I can. Let me know your name, address, age, phone number, what qualifications you hold, and which canoeing disciplines you are involved in.

GARY FITZMAURICE, Liverpool

Write to: MCVS, Mariners Wharf, Queens Dock, Sefton St, Liverpool. L3 4AJ



* NEW *

WEIGHT TRAINING POSTERS

A set of 8 weight training posters has been produced by courtesy of Alan Williams, our Olympic Racing Coach. These cost £1 each or £6 per set of 8 (plus £1 p&p). Cheque with order to BCU office please.

Star Tests Survey

A survey of Star Test candidates was undertaken during 1991. All who sent individually to the BCU office for a certificate during May and June were circulated with a questionnaire six months later.

Following are some of the findings. A copy of the full report can be forwarded upon receipt of a sae.

Under 18 females comprised 31% of 1-Star candidates, and 10% of 2-Star.

Under 18 males comprised 43% of 1-Star candidates, and 35% of 2-Star.

The organisation through which the tests were organised were: Scouts/Guides 38%; Independent 18%; Canoe clubs 14%; Schools/colleges 8%

East 7.6%; EM 21.4%; LSE 15%; N 7.5%; NW 16%; S 9.6%; SW 7.6%; WM 12%; YH 3.6%

85% would like to take a higher award

73% found their instructor helpful with regard to advice on how to continue in canoe sport

27% did not find their instructor helpful

59% found their instructor helpful with regard to information concerning the BCU

41% did not find their instructor helpful

63% had canoed since taking the test

97.4% felt the test to have been worth taking

Of those who had not canoed since taking the test, the reasons were:

35% through lack of time; 29% through lack of access to clubs; 16% through lack of finance; 15% through lack of information

1.5% were 'scared' or 'not interested'.

TRAGEDY IN LYME BAY

The very sad loss of life of four young people during a school visit to a Centre in Dorset, has received wide publicity.

We are sure that all members of the BCU would wish to express to the parents of those so tragically lost, their deepest and heartfelt sympathy.

There is now sufficient information available for a sound conclusion to be reached as to the cause of the accident. In view of the official enquiries which are currently being conducted, and the possibility of litigation, it would obviously be improper for the BCU to comment in detail at the present time.

If you have not seen a copy of the press release, however, one is available upon request - sae please.

Avon Tyrrell Residential Centre

Canoeing Instructor

Youth Clubs UK requires a canoeing Instructor at its National Residential Centre in the New Forest. April-October

Salary NJC5 Currently £132 per week plus all meals and accommodation provided.

Applicants must be BCU qualified canoeing instructors.

For an application form and further details please contact:

Philip Robson, Avon Tyrrell Residential Centre, Youth Clubs UK, Bransgore, Hants. BH23 8EE or telephone 0425 72347

THE BELL BOAT

A new 'class' of boat for a new 'classless' world

DAVID TRAIN

I recently read a book *Consciousness Explained* by Daniel C Dennet. In it he says the fundamental purpose of the brains of all organisms, including ours, is to 'produce future'. He quotes the example of the juvenile sea squirt, wandering through the sea, searching for a suitable rock to cling to and make its home for life. For this task, it has a rudimentary nervous system. When it finds its spot and takes root it doesn't need its brain any more so it eats it!

He goes on to use the example of some academics, who, having been given tenure for life never produce another idea. I think it's a little unfair to single out academics because it seems to me that many of us exhibit such a tendency. Whilst humans may stop using their brains once they think they have found their niche in life luckily they do not eat them.

The Deming Institute

Earlier this year, three letters in one day threw me 'off the rock'. My brain was activated to 'produce future'. Out of it came the concept of the 'Bell Boat'.

The first letter was from Dr Myron Tribus. He is an American, and a leading advocate of the 'Total Quality Management' philosophy of Dr Edward Deming. The adoption of Dr Deming's philosophy led to the transformation of Japan's industry after the Second World War. The philosophy, which is about cooperation, teamwork and continuous improvement, is now starting to have an impact in the West. Following a talk I gave to the British Canoe Union's Coaching Scheme members in 1991, I wrote a paper, *The Cell and Bell*. It linked Dr Deming's work with sport, craft, physiology, biology and the process of life. I was asked by the British Deming Association to send a copy to Dr Tribus and he had asked me to have it published for the 'Quality Movement' in the United States. The letter from Myron prompted me to think a great deal about how I was expressing the philosophy visually. In my writings I was talking about teamwork, yet on the front cover of my book I had a painting showing the start of a race with all the paddlers in singles.

The second letter was a proposal by Istvan Vascuti, a member of the Hungarian Olympic Committee to the ICF, about a crew boat to be raced at World Championships, to help develop canoeing across the world. His suggestion was a stable canoe paddled in the sitting position by a mixed crew of four or five ladies and four or five men. The third letter was the newsletter of the Dragon Boat Association. The first Dragon Boats came to Britain in the early eighties. Raced with a crew boat of twenty two people, the sport has had a remarkable growth in the last few years. The first boats were sent as part of a marketing drive by the Hong Kong Tourist Board. It has proved to be a brilliant way of getting their message around the world.

In a section of *The Cell and Bell* I write about the individual, the pair, the small group and the crowd. In it I have written:

'For most people, society exists. It exists in the form of family, extended family, crew, team, club, village, nation and the world. A few people can only operate as team members, a few can only operate as individuals. Most of the time the majority of people act as group creatures, despite the attempts, by the English mind, to prove otherwise. To ignore that, in pursuit of an intellectual ideal of individualism, creates a great deal of conflict in society'.

Despite writing those words, teaching about it, and being part of it in industry, what I was actually doing in canoeing was rather different.

The culture established by MacGregor

The paddling culture in Britain was set many years ago by John MacGregor, the founder of the modern sport and recreation of canoeing. John MacGregor, was a London Scot, a barrister in law, educated at Trinity College, Cambridge. He was a rowing and shooting man. He was 'knocked off his rock' of rowing and shooting by an accident in a train. After the accident he could not shoot with accuracy and he decided to have a voyage of discovery into Europe. He chose for his voyage, a canoe, and he wrote a small book called *A Thousand miles in the Rob Roy*. The book fired the imagination of the Victorians and people in Britain took to the water: the world

followed. John MacGregor paddled around Europe in the Rob Roy and created the world of canoe sport. He turned round in the boat, had a new vision of life and opened up the world of canoeing to people the world over.

The culture of John MacGregor was that of the extreme individualist and it is interesting that the best known English quotation about canoeing is 'paddling your own canoe'. In practise, if not in thought, I had accepted that culture. Only the arrival of the three letters on the same day made me think and indeed to decide to try a different way. The letters 'forced me off the rock', cast me into the ocean and from there I had a new vision of paddling.

The Fladbury Philosophy

The 'Fladbury Philosophy' has always been about making paddling available to all. The most important part is the first step. I had fought the British Canoe Union's Coaching Scheme for years with its 'macho' image in teaching capsizing as a first step. The basis of the 'Placid Water Scheme' was a stable open cockpit kayak which removed the need for teaching capsizing, with its inherent fear and humiliation. However, locked into my own individualism and my own introduction to canoeing, I had failed to recognise that for most people, a much better way to take the first step with fun and without humiliation and fear, would be as part of a group.

I decided to put into practice what I was writing. The young artist who had drawn the picture representing the 'Fladbury Philosophy' drew a new picture. This time the centre piece was a crew boat. My visual image made, I then set about turning it into reality and in March '92 I modified two racing fours and joined them together in the form of a catamaran. The boat seats eight adults for racing and up to twelve children for teaching. The coach is on board and steers with a paddle. I called it the 'Bell Boat'.

As a teaching boat it is brilliant and we have used it for competitions on a time trial basis.

It has been used as an outing boat for a children's party, where it was also used by the adults; most who had never dared go in a boat before. Their verdict - one of the most enjoyable things they have ever done. I mentioned the boat to the headmaster of the village school who was delighted with the idea. It gave him a platform for nature trips and a water based team outdoor activity, which fitted the requirements of the National Curriculum. His interest has spread to other headteachers in the area, who themselves went on a 'Bell Boat' trip in June, before bringing their children for river trips and a fun competition in July. The children at Fladbury School each made their own paddle as part of a design project and next year the other schools in the area are to do the same.

At the Fladbury Regatta this year we held a 'Bell Boat' time trial. It was extremely popular. Each year, on the Saturday of our regatta, we have a small sprint meeting. The 'Bell Boat' gave the supporters a chance to have a go and they took to it with great enthusiasm. On the Sunday, whilst the results are being worked out for our marathon race, we have always had some fun event. This year we used the 'Bell Boat' and had to delay the prizegiving for the marathon because people were so keen to have a race in the 'Bell Boat'.

We have used the 'Bell Boat' with a top junior crew in the high kneeling position and it is excellent for teaching and racing. We have used it for people with special needs, where its stability and safety has provided them with a superb group activity.

In August my eldest son, Stephen, just back from the Olympics, took out the Fladbury Women's Institute for a paddle in the 'Bell Boat'. Two of the ladies were over eighty; one eighty three, the other eighty seven. Within a few minutes of paddling they were suggesting a challenge to other WI's in the area. They were highly delighted, and so was I. After twenty years trying to make paddling available to all, I had a boat that made it possible.

Next year, we will have enough 'Bell Boats' to organise races for the WI's, local schools, and groups from all sections of the community. We will extend our regatta to include days for 'Bell Boat' racing.

As coaches we have all been taught the 'golden rule' which is true for most situations. 'Most of what you hear you forget, some of what you see you remember, what you do sticks'.

If we wish to teach cooperation it is in the doing that it will stick. It is easier teaching cooperation and teamwork in a team boat. John MacGregor saw that for his task a single canoe was better suited than a rowing boat. He recognised that rowers look at where they have been, whilst paddlers look to where they are going. In a rapidly fragmenting world, our children will need to look to where we are going and for their survival have to cooperate with others.

The 'Bell Boat' is the raft of the Fladbury philosophy, designed to express it; a dynamic school on the river of life. It provides, through

fun and fitness, the starting point in doing, making, thinking, and managing, for people of all ages and levels of ability; including people with special needs.

To go with the new 'class of boat' we have created a series of events to promote the philosophy of care, cooperation and creative competition; a philosophy which is about the continuous improvement in the quality of life for all. They are called the 'Main Events'. Some we have already held; others we will hold next year.

The 'Main Events' are called after a man who was for many years my industrial coach and mentor. Coaches are rarely remembered and I would like to make an exception. Like John MacGregor, he was a rowing and shooting man, educated at Trinity College, Cambridge. We were both engineers, both thinkers, both Englishmen with a strong sense of its culture and, between us, he, 'Winchester and Trinity', I, 'Stockton and Sunderland Tech.', straddled the classes of England. In industry we attempted to bring them together against the background of a country destroying itself with internal conflict.

I hope 'The Main Events' with 'The Bell Boat' will be a fun way of learning, by doing. In the 'Bell Boat' we will learn to cooperate as a crew. We will turn round in the boat, looking forward, not backward. We will use the 'Dragon Boat' paddle of the East. We will be using the coaching management style philosophies of care and cooperation of the American, Dr Deming. We will be 'competing creatively', the 'Fladbury Way'.

Helped by the Deming philosophies which transformed Japan, and which are based on cooperation and the removal of internal conflict, Britain nervously prepares itself for its voyage into Europe. To make ourselves fit for that long term marathon we must prepare our young people now if the countries of Britain are to play any part in the future world. To do so we need to rediscover our vision. Sport has always played a great part in cultural change and paddlesport has a great opportunity to help now.

One hundred and twenty years ago John MacGregor set off along on his voyage into Europe. He inspired the Victorians with his book and they took to the water; in so doing he changed, in a small way, the culture of the world. As the young people of Britain watch their elders argue on the bank of mainstream Europe perhaps the paddle coaches can inspire them to take to the water and find their place in a new world order. The boat on which the young of Britain can help their nation rediscover its vision is now on the water. It is the 'Bell Boat'; a new boat, a new image of fun and creative competition. It is a boat for all, a boat with a message. It is a new class of boat for a new, classless, world.

WHY ?

The first time I took the 'Bell Boat' out I was asked 'why do you call it a 'Bell Bot?'

To help explain it to my children, grandchildren and those I teach, I decided to write nine children's stories. Together with my daughter Becky, I created 'Walter of Fladbury', a tortoise who can swim, paddle and talk. The tortoise was Becky's idea. It is a creature that existed way before the dinosaur; it has constancy of purpose. It's shell is a bell shape and it was Darwin's observation of tortoises and their variations which led to his theory of evolution.

The nine stories follow the life of 'Walter'. The third and fourth stories tell the children about the 'Bell Boat' and the meaning behind it. They are:

Walter the Paddler
Walter the Boat Maker
Walter the Teacher
Walter's Secret Bell
Walter the Olympic Coach
Walter's Games
Walter's Journey
Walter the Race Trainer
Walter the 'Steerer'
A Paradigm Shift
A group of individuals
The team, the pair and the individual

The idea is simply that each child makes a paddle from a kit and then paints on it their own design.

As any parent will know, anything their child makes is put in a prominent place and kept, often for life.

The paddle thus provides an excellent 'billboard' in the home and a means to attract funding.

FIRST AID CERTIFICATES

THE CURRENT REQUIREMENTS

1 BCU COACHING QUALIFICATIONS

There is, as yet, no requirement for candidates for BCU coaching qualifications to hold a first aid certificate, although it is, of course, recommended. A proposal has been made that when the present review of the awards is finally agreed, from the date of implementation (*Spring 1994 at the earliest*) it should be necessary for candidates for BCU coaching awards to hold one of the first aid certificates listed below (or an equivalent).

In the meantime, the situation remains that where a candidate does not hold a first aid certificate, an examiner may require a demonstration, or knowledge of, basic first aid ability during the assessment - ie: action for unconsciousness, stopping bleeding, dealing with shock.

2 LIFESAVING TEST REQUIREMENTS

At present it remains a requirement for *assessment* as a Supervisor or Instructor that the candidate holds the BCU Canoeing Safety Test (or equivalent) and for assessment as a Senior Instructor, the BCU Rescue Test (or equivalent)

Equivalent minimum tests for the purpose of assessment for BCU Supervisor, Instructor or SI are:

RLSS Lifesaving III (NOT level II as stated on p57 of the Directory) for the CANOEING SAFETY TEST

RLSS Bronze Medallion for the RESCUE TEST

3 ASSESSING FOR BCU LIFEGUARDS CANOEING SAFETY AND RESCUE TESTS

Grade I Examiners who have not assessed the CANOEING SAFETY TEST independently, or who wish to assess for the RESCUE TEST, must:

1 Hold a current first aid certificate *

BCU Lifeguards Aquatic First Aid Certificate

OR St John's Standard Certificate (formerly known as 'Adult')

Red Cross Standard Certificate (formerly known as 'Adult')

St Andrews Standard Certificate (formerly known as 'Adult')

First Aid at Work

Ski Patrol First Aid

2 Hold the 3 Star or Proficiency Test in the craft in which the candidate is being assessed.

3 Register as a lifesaving examiner (please send photocopies of relevant award certificates to the BCU office)

*If a basic first aid certificate only is held, then the BCU Lifeguards Resuscitation Award (or equivalent - RLSS Advanced Resuscitation) must be obtained.

Please note

Simulated external chest compression (ECC) must now be included with mouth to mouth resuscitation, to provide CPR, in the syllabus of the Canoeing Safety Test when testing.

4 ACHIEVING GRADE 1 EXAMINER STATUS

Senior Instructors seeking grade 1 examiner status must assess at least 2 Proficiency Tests and 1 Canoeing Safety Test, to a satisfactory standard under the guidance of a current grade 1 examiner.

It is not, at present, necessary for the trainee examiner to hold a current first aid certificate for the purpose of assessing the Canoeing Safety Test, as this is covered by the status of the supervising examiner.

Once the trainee has achieved grade 1 examiner status, however, he or she must conform to the requirements shown in 3 above in order to independently assess the Canoeing Safety Test, or Rescue Test.

COACH AND ATHLETE

['Coach and Athlete' is a clip-and-copy guide featuring information of value to both the coach and the sports performer. Permission to reproduce and circulate this guide is granted by the NCF for non-profit, educational purposes]

Diet during preparation for competition

Do not try anything new in the week prior to competition. Rehearse your competition preparation during training sessions and minor competition. Find out what works for you.

Although there is little evidence to suggest that greatly elevated stores of glycogen in your body will improve performance in **every** sport, it appears that insufficient glycogen is always a disadvantage. Ensure that you start your competition as well prepared as possible – that means with at least normal glycogen stores. This can be achieved both by tapering your training (i.e. reducing the rate at which you use glycogen) and by increasing your carbohydrate intake.

Gradually decrease your training programme over the final week before competition, and eat your normal diet, which should contain high-carbohydrate foods. Eating more carbohydrate than normal as you taper your training will result in considerably greater than normal glycogen stores. There is no evidence that these would be disadvantageous in any activity, although you may find that you become slightly heavier. If you have to "make weight" to stay within a specific competition class, you may have to monitor your carbohydrate intake very carefully.

Avoid eating large meals – take smaller, more frequent high-carbohydrate meals, which are easier on the entire digestive system.

Increase your fluid intake during the pre-competition week to ensure that you are fully hydrated before competing.

Eat a light meal the night before competition. Do not attempt to cram food in at the last minute – it's too late then! You should have made gradual increases in carbohydrate intake throughout the week. In other words, any benefits of nutrition should already be "in stock". If the competition starts early the following day, make arrangements for your breakfast, particularly when competing away from home.

On competition day, do not try anything new. If you are competing in the morning, just eat a light carbohydrate breakfast with plenty of fluids. Do not take large quantities of sugar, confectionery or honey – remember, complex carbohydrates are better. Allow

yourself **several hours** to digest any food fully before competing, even if this means rising slightly earlier than usual.

Try to cope sensibly with competition tension; anxiety will tend to slow the rate at which food moves out of your stomach, so make allowances. If you really cannot tolerate normal food, try using some of the commercial liquid meals or carbohydrate drinks instead. Once you have eaten, try to relax – don't rush around as this will slow down digestion. Do not eat any last-minute snacks.

You must ensure that you maintain adequate body fluids so that your ability to sweat is not impaired. Insufficient fluid intake during exercise will rapidly limit your capacity to lose heat through sweating, and will result in overheating. Where possible, take fluid regularly during competition – preferably by sipping small amounts "little and often". Plain water or a dilute electrolyte/glucose solution will help to maintain fluid levels.

If your events continue throughout the day, try to take in fluids and some carbohydrate between competitions. The fluid will prevent dehydration and the carbohydrate helps to maintain your glycogen levels throughout the day. Use complex carbohydrates for preference, rather than simple sugars, and in small amounts with plenty of fluid.

Commercial drinks are available that have been formulated for this purpose.

If competing over several days, increasing your glycogen stores before the first day may help to keep you going. However, refuelling between competitions is vital: this can only be achieved by eating plenty of complex carbohydrates. Do not wait until several hours after competition before eating – start the refuelling process immediately. Don't rely on the organisers of the event to provide the necessary foods, but take responsibility and pack your own.

Stomach troubles, such as diarrhoea, are commonplace during competition – particularly when competing abroad. Apart from being unable to eat in this condition, you will also become rapidly dehydrated, losing both water and



important electrolytes from the body. It is unwise to compete in this state – you will not be able to perform at your best and you may seriously endanger your health. In such cases your priority must be to re-establish normal body fluid levels and get some energy into the system. Sip plenty of fluids continuously throughout the day – ideally a dilute glucose/electrolyte solution. Always take the advice of your team doctor if in any doubt at all.

Of course, prevention is better than cure! Although it is sometimes almost impossible to avoid the more virulent forms of digestive disorder for which some parts of the world are so justly famous, a reasonable amount of care can greatly lessen the risk. The common foods that are associated with diarrhoea are shellfish and undercooked or spicy foods. It is also advisable to peel fruit and select only those foods with which you are familiar. Try to eat in places where the standard of hygiene appears acceptable – avoid snacks from roadside vendors.

It is worthwhile to take a supply of suitable confectionery such as muesli bars with you when travelling abroad. Choose items which will not deteriorate in hot climates: chocolate, for example, has an unfortunate habit of liberating itself from its wrappers as soon as the temperature rises a few degrees higher than usual.

Finally, avoid alcohol and unusual foods over the period leading up to competition. Save the celebrations until afterwards!

(Coach and Athlete is a clip-and-copy guide featuring information of value to both the coach and the sports performer. Permission to reproduce and circulate this guide is granted by the NCF for non-profit, educational purposes).

(This information has been adapted from The NCF's Coaching Handbook No. 3, 'Physiology and Performance'. For details of all NCF handbooks, resource materials and courses, call the NCF on 0532 744802).
