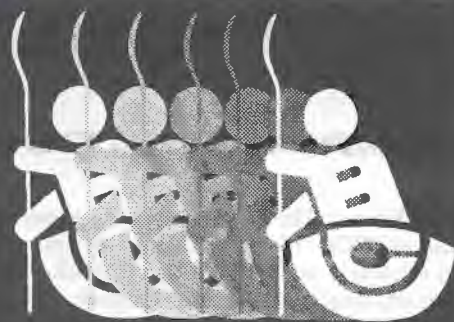


CoDe

Coaching Development



the magazine of the BCU Coaching Service

THE AIM OF THE BCU COACHING SERVICE 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.

TONGUE IN CHEEK !

I was expecting rather more in the way of reaction over the comment in the last edition of CoDe that a fine of a year's membership would be considered for anyone phoning for an answer to a question regarding the changes to the tests and awards structure, which had been made clear in the magazine or Directory !

Unfortunately the exclamation marks were missed off, and the statement was therefore rather bald, and likely to give offence. I am sorry if it did so.

There is a serious side to the matter, however, and that is the simple fact that if just 10% of the Coaching members felt it necessary to phone in to discuss a particular issue, that is 1,000 3-minute phone calls - or 50 hours of non stop telephone discussion. We are clearly not staffed up to cope with that sort of demand.

I am very torn on this issue, as I believe that members should be able to phone and be dealt with sensitively and efficiently, and that we should respond to both written and telephoned inquiries promptly.

Regretfully the necessary resources to consistently achieve that happy state of affairs, are just not available. I know that many members feel that the annual fee is excessive, and that we ought to be able to do better. Just think, however, that a single letter from your bank can cost you £15 or more, and that is after they have charged you for running your account, and having had your money to invest.

That is not intended as a criticism of banks. It is simply pointing out that every service dispensed through full-time staff is expensive to provide, and has to be paid for.

G C Good

IN THIS ISSUE

- 2 Notices
- 3 Dear Code
- 4 Dear Code
- 5 Dry Rolling
- 6 Resuscitation Chart
- 7 Canoe Polo Coaching
- 8 Canoe Polo continued
- 10 Directory Erratum
- 11 Placid Water 2 star
- 12 Dry Rolling continued
- 12 Coaching clothing

CoDe is the official organ of the BCU Coaching Service. 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 in February, April, June, August, October, December. Final copy date: 1st of previous month. Contributions, including pictures, are welcome. Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

**Editors: Director of Coaching,
Coaching Development Officer**

The coaching
service is
supported by



NOTICES NOTICES NOTICES

LCO/RCO ELECTIONS

RCO Wessex: The only nomination received by 30 April for the post of RCO Wessex, following the resignation of Peter Pendlebury, was for Julie Simpson, who is therefore duly elected, unopposed. Julie Simpson, 35, Gooch Street, Swindon, Wiltshire

RCO East Midlands: Keith Sykes, RCO for East Midlands, has regretfully had to stand down due to other pressures on his time. Nominations are invited for the post of RCO. Nominations must be supported by 2 LCOs or 5 current Coaching members from the Region who are Comprehensive Full (adult) members (including Comprehensive family adult members). Nominations, together with a short citation (about 50 words) outlining the background of the candidate must reach the Director of Coaching at the BCU Office by 30 June 1996. If more than one nomination is received, the names of the candidates will be published in the August edition of CoDe, together with the citations, and all adult Coaching members in the region will be invited to send in a postal vote. John Moore has agreed to stand in as acting RCO until the election can take place

LCO Isle of Wight: Welcome to John 'Buzz' Austin, who has been elected as LCO for the Isle of Wight: 22 Coronation Rd, Cowes, IOW PO13 7SY.

LCO Berkshire: Welcome to Jim Lemin, who was elected (unopposed) as LCO Berkshire: 40 Rosedale Gdns, Newbury, Berks RG19 3LE.

CANI Coaching Conference will take place on the 19/20 October this year: venue to be announced.

COACHING NOTES

NON-ISSUING OF CERTIFICATES

It was originally stated that replacement certificates would be issued for existing award holders, showing the new designations. Regretfully, on further consideration, it was decided that the workload involved made this impractical. Replacement certificates can be issued, however, to those who desire them, upon payment of £1 per certificate. It should be noted that there is no detracting from the terms of reference of existing awards, and the original names will be shown in brackets alongside the new designations for as long as necessary.

OBTAINING ALTERNATIVE AWARDS

Following representations from course organisers it has been agreed that the new rules regarding the obtaining of an alternative award will revert at level 2 Coach (Instructor) to the original arrangement. That is, a holder of the Instructor award (level 2 Coach) in one discipline, who wishes to obtain the level 2 Coach award (Instructor) in another discipline, may do so by obtaining the relevant 3 Star Test, and attending a TRAINING course in the alternative discipline, without any restriction on the number of transferring candidates involved, apart from the normal staff: candidate ratio.

At level 3 (Senior Instructor) the new rule applies - ie obtain the relevant 4 Star Test, and attend a level 3 Coach (Senior Instructor) training course in the new discipline. Only 1 such candidate may be involved. The assessor may confirm

the alternative award, or defer the candidate on a particular aspect of their performance, or require that the candidate also attends an assessment.

5 STAR (ADVANCED PROFICIENCY) HOLDERS - PLEASE REGISTER

Those who hold the Advanced Proficiency Test (now called 5 Star) need to have this fact registered. If, therefore, the code AIK or AK for inland, ASK or AS for Sea, or ACN for Canoe, does not appear on your membership card, or the address label for this issue of *Focus/CoDe* please inform the BCU office, sending a copy of your certificate or log book entry as evidence.

Holders of the 5 Star (Advanced Proficiency) who attend a Coaching Processes course, or complete the training course for the Coach Award, will be accredited as Level 4 Coaches (Advanced Senior Instructor) - code 4K (Inland); 4S (Sea); 4SU (Surf); 4PW (Placid Water); 4CN (Canoe).

NB The original 5 Star Test, which did not involve preparedness for journeying, and group leadership, cannot be used for the obtaining of level 4 Coach status.

THE TESTING OF 4 STAR (PROFICIENCY)

On page 105 of the Directory, the qualifying level of award has unfortunately been omitted from the terms of reference for grade 1 Assessors (top of page 104).

The explanation under the heading (The Testing of 4 Star Proficiency) on page 14 of the new Coaching Directory makes it clear that only Level 3 Coaches (Senior Instructors) may test for 4 Star.

The 'Assessor' requirement in the syllabus for 4 Star Tests (page 66, 73, 81 of the Directory) also specify Level 3 Coach (Senior Instructor). It is also made clear in the Directory that the relevant Level 3 award is necessary for the testing of 3 Star.

The awards (Level 3 Coaches and above) need to be inserted after 'Tests for the relevant 4 Star ...'

Apologies for the omission and any confusion which may have been caused.

THE SEA IS NOT A BIG RIVER !

Nigel Dennis of the Anglesey School of Sea and Surf has alerted us to the fact that recently there has been an increase in inland kayakers paddling off Anglesey in search of tidal races and overfalls - presumably as a result of the lack of water in the rivers. It must always be remembered that when things go wrong, the sea is a hard and relentless taskmaster. Unless one is in full possession of knowledge of the forecast and effect of the tidal streams, and fully equipped to cope with emergencies and raise the alarm should all else fail, the outcome can potentially be very serious indeed.

STENA AND THE SKERRIES

Nigel is also concerned that the Stena Line ferries are now approaching North Stack at up to 38 knots, with no apparent fixed course, creating danger for those paddling the Skerries. Discussions are being undertaken with Stena, and further information will be published when it is available.

Dear CoDe

Dear CoDe,

I have to agree with the points made by Clive Ashford in the April issue (No 68) re 'revalidation', particularly with regard to cost in money and time to volunteer instructors at club level. I'm surprised there was no editorial comment.

I am the secretary of what I suppose is a fairly typical small club affiliated to the BCU. Our volunteer trainee instructors, instructors and senior instructors (sorry, trainee coaches level 2, coaches level 2 and coaches level 3) are absolutely vital to the running of the club in accordance with BCU guidelines.

We live in an area with scattered population, low wages and high unemployment. Our income as a club is minimal. Much as we would like to help finance paddlers who wish to acquire coaching qualifications we simply cannot afford to. Any grants that we may successfully negotiate cannot be used in this way, only to purchase equipment.

Any additional expense in gaining and maintaining qualifications will be putting small clubs such as ours at risk. Our avowed aim is to introduce people in a safe way to the fun of canoeing, providing them with sound equipment, qualified instruction, the opportunity to improve and put their acquired skills into practice. All this at the most reasonable cost to them. We work very hard to achieve this aim and it will be a sad thing if volunteers at club level begin to find that coaching is no longer financially viable.

On the throwline debate, my throwline serves two purposes. One as a throwline, the other with the bag clipped to the stern of my open boat so that in the event of a swim I can grab the handle, swim to the bank and still be in touch with my boat. Many open boat paddlers do this. Do I now remove the handle in line with current (sorry no pun intended) thinking?

I would think my chances of holding a clean wet rope are slim, I would be very reluctant to wrap it around my wrist. If I use a stopper knot (easily removable when used as a throw line) I still have to grip the rope, reducing my efficiency as a swimmer. Any ideas?

Stephen Lewis FALMOUTH

Editorial comment 1:

The potential effect on the volunteers of all the changes and developments is of prime concern. The BCU has recently made this point very strongly at national level with regard to the affect of the Activity Centres (Young Persons Safety) Act and S/NVQs. The Act excludes Private Members Clubs from its scope. The other side of the coin is that we are under constantly increasing pressure from outside bodies to improve the quality of qualifications and include re-validation.

Some organisations were opposed to the concept of volunteers being exempt from the Activity Centres Act for example. Parents should be able to be confident of the standards of those into whose hands they entrust their children, regardless of whether or not they were being paid, ran the argument.

The Union will, however, remain sensitive to the need for only essential requirements to be imposed on volunteers.

The format for the re-validation requirement is spelled out in this issue.

GCG

Editorial comment 2:

A stopper knot is still a stopper knot. Knots in rope form very effective belays when wedged in crevices, ask any hard up climber! In this case the throwbag is not being used as a bag, but as a tag line.

I would suggest that if the rope is too slippery, you should consider changing the rope for one which has better handling prop-

erties.

Some open boaters, in simple 'swim-out' situations, tie off the clean end of the throwbag to a thwart with a clove hitch and swim with the bag end. This is acceptable, only because there is no human life attached to the rope.

KD Also See Below

Dear CoDe,

Throwlines without handles

At sea, when a heaving line is thrown, up to half its length is kept back. The standing end is never belayed, although the running end, once caught, may be. Because, if the standing end is belayed you lose the option of letting slack. So with a throwline. If you throw and hold the handle at the end, you have two options; hold on or let go.

Therefore, when providing premeditated shore cover on moving water, I would expect to payout a minimum of five metres of my twenty-five metre throwline on the ground behind me. More if the river was unlikely to require a twenty metre throw. My throwline is coded with coloured tape at five metre intervals. I would therefore expect to have ample slack to 'play' a swimmer. I would also know exactly how much line I had remaining. As well as a free running line were it required.

However, there is probably good argument to have as well a bullet bag style shorter throwline, with a handle, for particular uses, especially an emergency throw undertaken from a boat to a swimmer. (Perhaps this will suggest further debate).

PHIL SHEARTOWN, Totnes

*We have received other letters about the Throwbag issue and most unfortunately have missed the point. I agree that if the bag has a handle **you** the thrower has the choice, to hold on **or** let go. The receiver, on the other hand has **no choice**. If they are attached to a harness, or entangled, the rope trailing behind is then open to the laws of chance. It will either run cleanly over most broken ground and river situations. If it has a handle attached, it has a better -than-even odds of snagging on something, with potentially fatal consequences. Since the BCU white water organisers **unanimously** voted on adopting a 'clean rope' philosophy it has been brought to our attention that a British paddler died in Bavaria due to the handle of a throwbag snagging in rocks on the river bed.*

*There have also been deaths in the USA in similar situations. The 'clean rope' principle is wider than just whether or not you choose to have a handle or not : it extends to all paddling situations where ropes, water and paddlers are mixed. BCU white water safety courses are open to all white water paddlers, and **safety** training is offered by organisers who have the background and experience to deliver no-nonsense advice and practical training. All BCU course organisers now undergo a thorough verification process and the syllabus they run courses under is published in the Directory.*

KD

Dear CoDe,

Rainbow Awards

Until the letter in February's *Focus* I had seen no mention of the SCA's Rainbow Awards in the BCU's Official Magazine. In my opinion this Scheme is a considerable improvement on the BCU's Star Tests.

The Star Tests have accomplished a great deal over a number of years. They have supplied a Graded series of Skill Tests which have been used as a basis for School and Scout activities, and this use has given the sport a lot of publicity.

However, few established Canoe Clubs use them. They have been criticised for their lack of any stamina element, even by Clubs chiefly concerned with Slalom and White-Water Canoeing.

Mike Jones has been using the Rainbow Scheme which, I'm pleased to say, includes a 'touring' aspect. I would like to see this extended to include Canoe-Camping. I have incorporated

this in the version I use at Brookbank Canoes, but I'm sure there is still room for improvement.

A pleasing aspect of the Rainbow Scheme is that each item is tested and signed for on a Record Card. It is not necessary to complete the whole of a 'Badge' in order to feel a sense of achievement. The card forms a continuous record of what the individual has done - making it easy to check when a stranger makes ambitious claims!

I understand that the BCU is changing the Scheme of Star Tests, incorporating the old Proficiency and Advanced Proficiency Tests. As a Democratic Club, I am surprised that details of these changes have not been published in 'Focus' - as **provisional** changes, so that comments can be received and adjustments made. It would be disappointing for the tests to be published as 'fait accompli' - possibly to suffer the same amount of criticism as the old ones. There are many able and experienced canoeists - other than those working for 'Centres' - whose feedback would be invaluable.

D.DAVIE, Higher Poynton

DoC comments: Mr Davie appears to be privy to more in-depth research than we are. I am not aware that 'very few clubs currently use the Star Tests'. Nor has any club ever communicated to me a criticism of the lack of a 'stamina' element - journeying - in the tests. This has, in fact, been addressed in the revised syllabi which are now available.

The fact that the revisions were taking place, and the outline of the proposals, has been covered in the Coaching magazine CoDe, sent to all Coaching members, and club secretaries during the past two years. Our statistics tell us that there is now an average of 3-4 Instructors per BCU club.

The Rainbow Awards scheme is intended for younger paddlers and the Record Card system is proving popular. Continuous assessment is also permitted for Star Tests, and some regions have produced their own record cards for this purpose.

Dear CoDe,

Volunteers, commerce and 'others'

I'm sorry! You must feel the flack will never stop flying! But I must write to correct what I guess is an unintended omission on your part in 'The Award Changes' (CoDe 68).

I was delighted to read the paragraph re-affirming your commitment to the voluntary sector. I never doubted it! It was also good to see you recognising the contribution to canoeing of the commercial sector. However, just because an organisation is commercial does not make it full of bad guys and gals. If you wanted to make money you would not become a canoe

instructor or set up an outdoor centre!

However, I could feel left out! My organisation and I are not volunteer and we are not commercial. Adventure Education is 'not for profit'. Many other instructors work for charities and publicly owned organisations. Everything that is not volunteer is not 'commercial'. Sorry - but it's important to us.

CHRIS LOYNES Adventure Education

PS I shall go on using 'Instructor' as my title as long as I can. I'm not a coach. I lead people on trips which happen to require certain skills in order to undertake them. Coaching, to me, is about performance not journeys. I would prefer a parallel top award to be called 'leader' - but we're working on that!

Dear CoDe,

Assessment and Child Care

Two articles, one in Canoe Focus and one in CoDe, seem to be based on similar assumptions and possible sources of lowering of standards. I do not agree with the idea that 'in-house' assessment is acceptable for any organisation. Universities use external examiners to validate their degrees and other qualifications. An inherent fault of the 'in-house' system is a tendency to fail to look outwards at good practice elsewhere and to stagnate, especially as the 'in-house' staff grow older. In a similar way, students can fail to compare themselves with those outside their 'world' with the result that they cannot see how antisocial their behaviour may be or how low are their standards of safety.

I felt angry when a representative of RoSPA queried why there was no similar requirement for adults to have seat belts in minibuses when children were required to have them. He did not raise the same defence for children, when seatbelts became compulsory for drivers only. My response to the Mr Richardson and Mr Beynon is --- No, adults do not require the same standard of care as children, and the Students Union, neither do students over the age of eighteen. **More** correctly, children require more care than adults, including **HE** Students, even in England, where the travel firms acknowledge that children are not really treasured.

I agree that the standards demanded of outdoor activity providers were 'broken' for years, whilst acknowledging that there were and are many good, nay very good, centres and teachers and instructors. I did not nor do not regard either the BCU or the BMC qualifications as being inappropriate for qualified teachers who are working at centres. It is the non-professionals who are not fully catered for by the governing bodies. At last we have a compulsory driving qualification for those who use minibuses. However, not only were the qualifications inappropriate, especially 'in-house' ones, but the **ATTITUDES** and **OBJECTIVES** were also inappropriate, and in many cases they are still.

ROD HYDE, Sheffield

coming soon....
assessor training days
coaching processes training
1996 coaching conference in october
see the next issue of CoDe

Dry Rolling

by Lester Mathews

Some time ago I learnt to roll. Then a kind, helpful sort of a guy picked me up on a point of poor technique.... you've guessed it, after that I couldn't roll ! This happened again on several occasions and eventually my rolling became more consistent as layer upon layer of verbal and gesticulated data became programmed-in. I was learning as an adult (33 years old) and I can confirm that we older people do learn a lot more slowly than younger ones'.

Revelations came after I learned how to roll like, "....Ah, that's where the breathable stuff is when I'm upside down !" I only 'saw' after I could do and experience / reflect.

Later, during an idle moment when teaching other people at a rolling session, as an S.I , for the umpteenth time I wondered why with all the benefit of my own empathy with people who were:- scared, cack-handed and confused, it was still so difficult to communicate the 'knack' of rolling to others. Eventually they normally did learn, but always too slowly for my liking.

Incidentally, I had developed a 'Dry' exercise which I did either seated on the floor, or half-standing against a wall, which I used as a warm-up and 'memory-jogger' before going out to the water. This was shared with a few people who could already roll but none seemed too interested in it at the time.

Discussions with several S.I's , Coaches and others over the years' had identified many points, processes and 'tricks', but I came to realise that essentially the problem was my use of phraseology, descriptions and gesticulations that meant a lot to me, but were effectively gobbledygook to my students.

At this point I need to say that I believe that this a problem common to all teachers and that the solution normally where the student 'translates' what the teacher says (eventually) into vocabularies of Physical Movement, phraseology, concepts, frameworks, gesticulations and whatever else makes up their individual 'consciousnesses' into an intelligible (to them) skill. Often they will then repeat the self-same phraseology that we used which leads us to assume that at least with those students we used the 'right' words and actions ; which is perhaps an unwise assumption !

So then, what to do ? As ever, doubting my own viewpoint implicitly, I shared this with a number of people, including my wife Gwen who teaches Blind and Visually Handicapped people the 'risk sport' of crossing the road on their own without the help of a guide dog. Plenty of room for verbalities to mean little or even nothing to a student in her profession !

A reasonable concurrence of opinion ensued, the problem remaining was that it was not possible to discover a common communicable language of :-

PHYSICAL MOVEMENT to SPATIAL AWARENESS

with another individual before getting quite deep into my own phraseology, processes, etc and making the same old patterns reoccur.

So , I decided to experiment, using an inexhaustible number of expendable life-forms; to wit :- University Students. I used

the exercise that I had developed as the actual process for teaching the sequence of physical movement of my own DRY Screw Roll exercise.

As Training Officer at the Birmingham University Kayak Club, at least once a year large quantities of complete beginners turn up at the Pool sessions and we put them through the process of capsizing drills, silly games, basic skills and eventually about 10% of them I guess, become canoeists during their stay. But that's another story.

What I did was to concentrate almost entirely on PHYSICAL MOVEMENT. Leaving the student to discover (experimentally) their own inner SPATIAL AWARENESS, which is I contend, not communicable verbally or by any range of Videos, Diagrams or whatever.

In order to communicate the process to you, dear reader, I nevertheless have to resort to these inferior stratagems and also explain what I actually did !

The process was neither exhaustive nor 'scientific'. I make no apologies for this as I had neither time, capacity nor the support to set up control experiments or the like.

I asked a small number (6) non-canoeists if they would take part in an experiment which, ".....may enable you to roll within the next 15 minutes, before you even learn to canoe!" Two other beginners in rolling overheard and also joined in.

Firstly I sat them down on the poolside, see diagram 1 (Not brilliant, what with all the noise and activity going on all around), as if they were sat normally in a Kayak.

Second I asked a 'simple' question,... "where is the air when you're upside down ?"

I then introduced the concept of a 'skin / surface' of water just underneath their legs both when in this position and also when upside down in a kayak.

Third several physical 'Dry' demonstrations, by me, of a two movement sequence (my screw roll) holding a simple tube (or one half of a split paddle). See diagram 2, 3 and 4

It is essential when using the 'sat-down' version of my exercise that either an assistant holds your feet, or you jam them under something. Otherwise you fall over when you do the movement ! (Chalk marks to follow on the floor were not used and seem not to be required).

Fourth, in pairs I made them work together imitating what they'd seen me do and got them to practice moving the tube in a set pattern, complete with body movement, Dry, on the poolside, until they had memorised that pattern of copied movement. This process took approximately 5 minutes. I gave as little verbal guidance as possible and absolutely no 'Handy hints', homilies or anecdotes.

The wet bit came next ,in two stages. I had to make sure that they would feel confident that even if they lost all control and memory, that 'Super Instructor' would bring them up.

To this end I did a swimmer to boat Eskimo Rescue with my

continued on page 12

RESUSCITATION COMPARISON CHART

ADULTS

SHAKE, SPEAK LOUDLY
SHOUT FOR HELP

SEQUENCE

**CHECK
RESPONSIVENESS**



OPEN AIRWAY



**CHECK
BREATHING**



CHECK PULSE



BREATHE



**COMPRESS
CHEST**

HEAD TILT
CHIN LIFT

LOOK
LISTEN
FEEL

FEEL CAROTID PULSE
if no pulse:
TELEPHONE FOR HELP

pulse present:
10 breaths (mouth to mouth)
TELEPHONE FOR HELP

2 BREATHS
(mouth to mouth)

2 HANDS
RATE: 80/min
DEPTH: 4-5cms
RATIO: 15 comps : 2 breaths

CHILDREN

(over 1 Year Old)

SHAKE, PINCH GENTLY
SHOUT FOR HELP

SEQUENCE

**CHECK
RESPONSIVENESS**



OPEN AIRWAY



**CHECK
BREATHING**



BREATHE



CHECK PULSE



**COMPRESS
CHEST**

HEAD TILT
CHIN LIFT

LOOK
LISTEN
FEEL

5 BREATHS
(mouth to mouth)

FEEL CAROTID PULSE
if no pulse:
start chest compressions

pulse present:
1 minute artificial ventilation

1 HAND
RATE: 100/min
DEPTH: 3cms
RATIO: 5 comps : 1 breath

TELEPHONE FOR HELP AFTER 1 MINUTE

BABIES

(under 1 Year Old)

SHAKE, PINCH GENTLY
SHOUT FOR HELP

HEAD TILT
CHIN LIFT

LOOK
LISTEN
FEEL

5 BREATHS
(mouth to mouth & nose)

FEEL BRACHIAL PULSE
if no pulse or less than 1 per second:
start chest compressions

pulse present:
1 minute artificial ventilation

2 FINGERS
RATE: 100/min
DEPTH: 2cms
RATIO: 5 comps : 1 breath

TELEPHONE FOR HELP AFTER 1 MINUTE

Canoe Polo Coaching

some core principles

The following are notes taken by Derek Brooks observing a level five coach training session delivered by Dave Brown.

Elements of transferability to other areas of paddle sport.

Session organisation.

The session was planned to be enjoyable in a safe and open environment. Participants were given the opportunity to learn, and importantly make mistakes without being judged. Feedback was good at both a group level and on an individual basis. The information provided was sufficient and of high quality.

Key generic elements for quality learning were present.

- Safe and enjoyable environment.
- Students were provided with quality material at an appropriate level.
- Students knew what was expected of them.
- They had feedback on progress.
- They had the right to make mistakes without being judged.
- Isolate and practice skills.

Coaching skills.

Coaching in the main was command-based but allowed students to experiment within the given parameters. Excellent use of the video was made in providing quality feedback. Analogy enabled the colour to be put into the skill to enable students to picture the activity. Advanced activities were built on the basics. Skill was refined to the consideration of the smallest elements.

Observation skills. A model for coaching any aspect of a new motor skill was apparent. General skills were shown and developed, then further refined to minute detail that might effect performance. "Flags and Triggers" were apparent and used focusing on the body, boat and blade.

Key generic elements for all environments.

- Stress the basics.
- Provide simple exercises to develop and practice key points.
- Diagnosis focus points and new skills needed to prescribe new activity.
- Body the most important factor.
- Origin of skills will pre-dispose paddlers to particular traits.
- Have good posture.
- Beware of the effects of distributing weight forward, back.

Directly Transferable Skills.

Organisation / Tactical skills

Communication skills clearly have an important part to play in a white water environment. The tactics involved in achieving a goal show that different approaches can achieve the same result by different strategies. The analogy linking the organisation of a polo team and team of white water paddlers is apparent. Anticipation plays a key role in polo as does the organisation and reaction of paddlers in a hostile environment although some of the parameters change i.e. ball, opposition for physical features on the river as in the blocking exercise. The important feature is to organise and position resources to maximum effect.

Key elements all environments.

- Communication, clear team signals and understanding.
- Anticipation, response of others to a changing environment.
- Tactics / rules, basic strategies understood / agreed by all.
- Team work applies flexibly to achieve the required result.
- Resources used to maximum effect.

Body.

Good body position is reinforced as in the tackle but also in the dipped turn. Clearly reverse edging here would directly transfer to slalom or initiating a move while play boating or rodeo. Moving the body forward and back changed the handling properties of the polo boat and important feature in white water moves. Low volume sterns accentuate the need to keep weight forward to maintain balance. Particularly important when rolling squirt type boats in white water. Paddle skill and style is adapted to the shape of the boat.

Key generic elements.

- Body size determines boat size and design
- Good body position ensures efficient strokes.
- Weight distribution changes performance and characteristics of boat performance

Paddle.

Many specific skills can be directly transferred from polo to the white water environment. Dribbling suggests the adoption of paddle or boat position in anticipation of position of the ball or river feature. The length of the stroke is adapted to provide the required outcome setting a rhythm for maximum efficiency and effective boat position relative to the required objective.

The use of the paddle in the scope and push accentuates paddle awareness and the need to use right or left as the controlling hand for the stroke or activity. Paddle precision is reinforced as is the rhythm necessary to ensure strokes flow and interlink. The basic skills are important but adapted flexibly as in a white water environment to achieve precise results. The j stroke and linking of strokes to finally manoeuvre the boat in tight positions are important in the polo and tight river.

Polo

Generic elements.

- Change control hand.
- Adapt basic stroke.
- Link stroke and practice varying length and strength.
- Choose appropriate paddle weight.

Boat.

Design plays an important part in the style required to achieve the maximum performance of a boat. Low volume enables dip turn and prescribes the edge used to turn and the importance of setting or edge when turning/ Clearly many modern low volume white water boats are paddled in a similar way.

A short boat then planes quickly and deactivates quickly, requires a quick and short stroke to maintain maximum speed whether it be a polo, bat or spud. This has direct physiological implications in terms of stress on the forearms. Stressing the importance of correcting poor technique and adapting technique in both activities.

Generic key elements.

- Skill determined by boat design.
- Adapt basic technique to new environment.
- Be aware of the physiological implications of your discipline.

Throwing. Clearly a model for coaching but the use of the hand and the angle of the body to control the trajectory of the ball have clear analogies to throwing lines and throw bags in a controlled way. Clearly the correct ball made throwing easier and more controllable. The implications for ensuring equipment is appropriate both in terms of design and fit in order to maximise performance in a white water environment are obvious.

Key parts.

- Ensure equipment is appropriate.
- Ensure equipment fits.

Warming up and down ensures maximum performance from the outset of activity, has vital importance for a polo team entering the first few minutes of a key match or a white water team encountering grade III/IV water at the beginning of a river trip of a playboater trying advanced moves at the start of a competitive programme.

Key generic element.

* Warming up and down to maximise performance and minimise injury.

Advance planning.

- Knowing the opposition or the nature of the river increases the chance of winning and using the correct tactics
- Be up to date.
- Know your opposition / environment.
- Adapt tactics to the opposition/ environment and result desired.

SOUTH EAST REGION - LEVEL 5 COACH DEVELOPMENT PROGRAMME

Coaching scheme members in the South East need to indicate their interest in proceeding towards their Level 5 Coach award by involvement with a regional programme. Steve Devlin - LCO for East Kent has agreed to act as the course organiser for the programme, and would like to hear from other coaching scheme members interested in pursuing their coach award in this way.

A pre-course meeting is to be convened in June with an anticipation that the course will commence in the autumn. Further details available by contacting the course organiser. To register your interest please send your name, address, telephone contact and BCU number to:

Mr Steve Devlin, IAL, Ltd., Churchill House, 6 Castle Hill Road, Dover, Kent. CT16 1QN

THE ACTIVITY CENTRES (SAFETY OF YOUNG PERSONS) ACT 1995

The article in *Canoe Focus* has been updated and circulated to clubs. If you wish to receive an updated copy please send sae to the BCU office. The amendments mainly concern the effect of the Act on Canoe Clubs.

WANTED - OLD BUOYANCY AIDS

The City of Newcastle Outdoor Education department would like to obtain old buoyancy aids - particularly those containing PVC foam. They are for use as padding for people who are disabled - not for us as buoyancy aids. Please contact Jason Carrol on 0181 2651311.

Canoe Instructor required for week-end work. Bridgnorth area, For more information telephone 01746 780073





BCU Instructors
and

Senior Instructors required to work
at approved Centres in North Wales,
France and Spain

from now to September 1996

£60.00 -£110.00 per week all found

Telephone 01562 887260

Fax 01562 887091

or write to Tim Boldry,
Acorn Venture Limited
Acorn House, Worcester Road
Hagley, Nr Stourbridge
West Midlands DY9 0NW



COACHING DIRECTORY

ERRATUM

Page 5

(Level 3 Coach) should read:

Level 3 Coach Closed Cockpit Kayak (can also supervise canoes and open cockpit on Sheltered Water) separates into:

White Water
Sea
Surf
Polo

Page 11 Should read ;

Competition:

Level 1 Competition Coach Assistant Club coach
Level 2 Competition Coach Club Coach
Level 3 Competition Coach Senior Club Coach
Level 4 Competition Coach Senior Coach
Level 5 Competition Coach Staff Coach

Page 17 Should read ;

Level 1 Canoe Coach 1CN

Page 18 Should read;

Level 4 Canoe Coach 4CN

Page 19 ;

T11 T2K Level 2 Trainee Kayak Coach Trainee Instructor (Inland Kayak)

Page 20 Should read;

Current code	New code	New title	Current title
Slalom (SL)			
ACTSLC1SL	<i>Level 1 Competition Coach</i>	Assistant Club coach	
CTSL C2SL	<i>Level 2 Competition Coach</i>	Club Coach	
C CSL C3SL	<i>Level 3 Competition Coach</i>	Senior Club Coach	
SCCSLC4SL	<i>Level 4 Competition Coach</i>	Senior Coach	
(new)	C5SL <i>Level 5 Competition Coach</i>	Staff Coach	

Racing (R)

ACTPW C1R *Level 1 Competition Coach* Assistant Club coach
CTPW C2R *Level 2 Competition Coach* Club Coach
CCPW C3R *Level 3 Competition Coach* Senior Club Coach
SCCPW C4R *Level 4 Competition Coach* Senior Coach
(new) C5R *Level 5 Competition Coach* Staff Coach

Page 21 Should read;

E1 A1 4 Star Examiner (discipline specific) Proficiency Examiner (Discipline specific) *
* minimum level 3 Coach

Page 22 Delete paragraph beginning

"Introduction;

These guidance notes or journeys.

Page 52/53/part 54 Delete syllabus;

for Two Star Test Placid Water Kayak. This is replaced by the test in this issue of CoDe.

Page 66 Should read;

ASSESSOR

Level 3 Kayak Coach or higher who is a Grade 1 Assessor (or Grade 1 Examiner E1)

Page 73 Should read;

ASSESSOR

Level 3 Kayak Coach (Sea) or higher who is a Grade 1 Assessor (or Grade 1 Examiner E1)

Page 81 Should read;

ASSESSOR

Level 3 Canoe Coach or higher who is a Grade 1 Assessor (or Grade 1 Examiner E1)

Page 104 Please see the Notices section of this issue of CoDe

Page 111 Should read;

ENTRY REQUIREMENTS

Have attended a Level 2 Coach Training Course within the last 3 years

TWO STAR TEST

PLACID WATER KAYAK

AIM

To recognise and encourage the improvement of basic skills required for Placid Water Kayak

To encourage enjoyable and safe paddling

Also to provide the level of personal skills required in kayak for a level 1 Coach (Placid Water Teacher)

TYPE OF CRAFT

A touring kayak or fast touring kayak with a rudder

VENUE

Sheltered water, (not a swimming pool).

ASSESSOR

Level 2 Placid Water Coach (Placid Water Instructor) or higher

Level 2 Coach or above in an alternative discipline who holds the PW Kayak 3 Star Test.

THEORY

Equipment

Sample questions

What is an asymmetric paddle blade?

What is the advantage of an asymmetric paddle blade?

Why is a racing boat faster than a touring or short white water boat?

Safety

Sample questions

Why can it be dangerous to canoe on open water before you are sufficiently experienced?

Why are weirs dangerous?

What is Leptospirosis, and what precautions can you take against it?

Hypothermia / first aid

What (in simple terms) is meant by hypothermia?

How is hypothermia avoided?

Why should you cover cuts and grazes with a waterproof dressing?

Environment

Sample questions

What is the best wildlife encounter you have had while canoeing?

What is the principle you should apply when you leave a picnic or camp site?

Access

Sample questions

Can you paddle your kayak on just any river or canal?

What would you do if someone told you you had no right to be canoeing where you are?

General

Sample questions

Name three different types of canoeing competition?

What is meant by 'white water' canoeing?

PRACTICAL "A"

1 *Launching* Candidate should demonstrate getting into the kayak without help. Assistance with lifting and carrying is encouraged.

2 *Efficient forward paddling* Candidate should paddle around 200 metres at a cruising pace showing good posture and rotation. Any steering must be achieved by using the rudder.

3 *Reverse paddling* Candidates should demonstrate reasonably accurate reverse paddling to a prescribed point over a distance of approximately 25 metres, making use of the rudder.

4 *Moving sideways.* Candidate should paddle the boat sideways, keeping the boat under control (roughly parallel to the direction of movement).

5 *Preventing a capsize.* The candidate should show:

An effective low recovery stroke on both sides

Sculling when stationary to maintain balance (known as flattening out) by holding the paddle in the low brace position, and using the back of the blade, smoothly scull for support (non-controlling hand side only).

6 *Ruddering.* The candidate should be able to paddle a figure of eight course or equivalent using the boat's rudder and mainly forward paddling strokes.

7 *Turning.* The candidate should demonstrate paddling the kayak up to a turning buoy, turning round the buoy and then paddle away. For example a low brace turn, should start with a sweep stroke on the opposite side and moving the rudder over followed by a low brace with the back of the blade on the water.

8 *Disembarking* The candidate should be in control of the approach to the bank and their exit

9 *Securing* Candidate should be able to demonstrate the ability to tie securely their kayak onto a roof rack or trailer.

Demonstrate satisfactory beginnings in:

This section of the test is to establish with the candidates that there are more skills to learn thereby providing a lead in to the next test. Candidates are expected to make an attempt at the following skills but they do not affect the outcome of the assessment

1 *Edging* The candidate to demonstrate tilting the boat on the move away from the direction of the turn to assist steering.

Journeying

Provide evidence of a journey or race of 6 km.

9 *Support strokes.* The candidate should be able to demonstrate the ability to produce appropriate support strokes as necessary during the assessment.

10 *Getting out.* The candidate should be able to demonstrate getting out correctly at any suitable egress point. Including flowing water or a beach or lakeside.

Journeying

The candidate must give evidence of having taken part in three journeys / activities from the following. The three journeys / activities must include at least two of the categories:

BCU Marathon Race

BCU Sprint Regatta

A Touring Trial

BCU Placid Water Tour

Club tour (minimum 4 hours paddling time - about 20k distance)

Dry Rolling **by Lester Mathews** **continued**

assistant, the ever suffering Gwen, and told them that they would now get into a kayak on the water and :-

a) Also be rescued once by me (Swimmer to Boat) so that they would experience the sensation of upside-down-in-a-kayak-wetness in complete safety,

b) I would then capsize them, put them truly upside down, and they then "Go for the Roll" in their own time (without me doing anything).

Two people, (a male and female) successfully came up on their first attempt, rolling again immediately after.

Three others came up on their second attempt, having stayed in their boats (they remembered to stay in and trust me), and the others all rolled during the next 10 minutes or so, including one who said, "I've heard so many explanations, but this works". I then left them in pairs to continue to reinforce their newly memorised movement and to rescue each other if things went wrong.

The explanations here are as 'terse' as I can make them. The actual roll as demonstrated by the Instructor must be done by that Instructor 'Dry', at home with a simple tube or half a

split paddle until it becomes plain to them as an individual, what they actually do (not what they say they do!) when they roll. As it were, like a machine going through the motions with the only point of reference being their own body and no conflicting or half-understood things like ...Don't forget, LEFT hand DOWN when you're on your RIGHT and then RIGHT KNEE AWAY from you as you come up", going through their heads during a time of mild panic.

I hope to repeat this experiment from now on and refine what is still a new technique for me. If I've re-invented someone else's wheel, I'd like to hear from them.

The critical thing is to become aware (as an Instructor) of what we actually physically do as a movement or sequence of moves, be able to do this outside of a kayak as a demonstration accurately and then reproduce those movements as exactly as possible in our students with as little verbal input (initially) as is possible.

The result so far has been to convert complete beginners to 'Rollers' almost immediately, not canoeists Per Se. Students who have already tried other progression to roll are certainly 'slower' in achieving success. I have not kept tabs on those students with which I experimented and cannot offer the same kind of 'evidence' as many of your other contributors of medium to long term gains or continuing success. The 'sample' is nowhere near representative of any other segment of the canoeing population and as ever, I don't have the capacity to continue to test it's effectiveness.

Coaching service clothing for sale !

Following the success of the coaches bank jackets (which will be available again in the autumn) we have added to our range of BCU Coaching service clothing.

All items are embroidered with 'BCU Coaching Service' and the little paddler logo in colour

Polo Shirts

Black, M, L, XL, XXL £15.00

Cotton Baseball Caps

Black, Adjustable £9.00

Premier Baseball Caps

Black felt, Adjustable,
Grey suede peak £12.50

Post and Packing included

Send cheques to BCU Coaching clothing:

British Canoe Union, Adbolton Lane, West Bridgford NG2 5NA