

# 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.*

## ... do they know what they're doing ?

It has been reported that the above question is being asked by members about the National Coaching Committee. This follows reversals of decision on one or two issues during the past year.

A particular recent example is the decision at the last meeting to require those wanting to obtain an alternative qualification at the same level normally to undertake both a training and an assessment course in the new discipline, rather than be 'assessed' on the alternative training course - this change being notified in the last issue of CoDe.

The fact of the matter is, that the reversals of decision have occurred because of complaints from the field - practical difficulties being highlighted by practitioners. This is not to make excuses, nor pass the blame, but it must be recognised that in every case NCC was responding to, and acting upon, grass roots opinion - the consensus view.

A sufficient number of examiners complained that they were finding it difficult to mix 'assessment' with training, for the matter to have to be reconsidered.

It was recognised at the March meeting, however, that no matter how worthy the reason, such changes of mind were not desirable, and caused confusion and uncertainty. A resolution was passed that in future any development or change which might seem a good idea, but which had not been tested, would first be piloted before being agreed and promulgated as policy.

## LEVEL 3 TRAINING OR ASSESSMENT

### Please book 6 weeks in advance

Strong complaints have been made about some level 3 courses being cancelled at short notice, causing inconvenience and expense to those booked in on them, and leaving insufficient time for an alternative course to be located.

From September, Course Organisers are required to cancel their level 3 courses no later than 1 month in advance. If they do not have the viable minimum of candidates, therefore, they must now cancel or risk running the course at a financial loss regardless.

Course organisers do offer their courses in good faith, however, and we all know that canoeists are often their own worst enemies, and leave booking for events to the very last minute.

**Do please book your level 3 Training or Assessment course at least 6 weeks in advance to ensure that you can obtain a place on a course.**

## CONGRATULATIONS TO ALAN EDGE

Alan Edge, our Olympic Slalom Coach, has been honoured by the National Association of Sports Coaches with 'Highly Commended' status in the Coach of the Year Awards.

Many congratulations to Alan on this national recognition of his outstanding abilities.

## IN THIS ISSUE

- 2 Dear CoDe
- 5 Oranges are not the only fruit ...
- 6 Important Notices
- 7 Report from NCC
- 8 Primary Children and Canoeing
- 10 The Role of the Mentor
- 12 Coaching Service Supplies Coaches for Courses

### STAR TESTS

#### - STILL THE SAME PRICE -

Please note that Star Tests remain at £2.50 per test, and at the following discounts:

£20.50 per lot of 10 certificates and badges (lots may be mixed) - cheque with order please

£100 per lot of 50 (lots may be mixed) - additional lots at £20 per 10

*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.*

**Editor: Director of Coaching**

The Coaching  
Service is  
supported by



# Dear CoDe

Dear CoDe

I am driven at last to write. Why? Because after 25 years of canoeing I find that I can scarcely understand any of Ken Hughes' letter, still less any of Nigel's reply.

What has happened in that 25 years is a turn-over from when Instructors worked mainly within clubs and few expected any payment to the present day when the majority of those in clubs feel less and less willing to go through the demanding task of becoming an SI (or whatever is the appropriate name now) simply so that they can go on the water once or twice a week to teach the clubs newcomers. Those once qualified are dropping out of the coaching scheme as they see it becoming less and less concerned with them and more and more with the professional instructor relying on this for his living.

The professional teacher must of course be qualified to the highest possible standards, especially as regards the safebeing of his charges. (Usual apologies, some of the best instructors I know are feminine). If someone expects to be paid a fair salary they must expect to spend time earning the appropriate qualification. But what of the club paddler who wants/enjoys doing the odd hours instruction and taking newcomers up to some stage of competence and enjoyment? Are they to be left in the cold with no suitable qualification?

It is easy to argue that anyone who is to be in the teaching situation in a risk sport must be equally qualified whether they are to teach an hour or 40 hours a week. But is canoeing really a risk sport in this sense. And for an experienced and mature paddler who by experience can recognise dangers and judge the increasing ability of learners is the risk not reduced to negligible size. Possibly more so as it is easier to say to the club paddler, the rivers up but never mind we'll do the trip next week, that it is for the centre coach with a programme to complete and possibly driven by a management without the experience to make proper judgements.

Finally I have to draw your attention to the Aim of the Coaching Service. It's on the front cover. What are most of our professional coaches doing. Yes they are introducing newcomers to canoeing. Safely and enjoyably. So do most of the club teachers. What about assisting to progress to whatever. . . Ask any, in fact ask all the coaches working in centres and for local authorities and holiday organisations. What are you doing to progress the students that pass through your hands each week whether it be 5 sessions spread over 5 weeks or a 1 week course to move on and continue to enjoy the sport.

Any instructor who fails in this is to my mind a failed instructor. OK so you are in it for the money. But unless you as individuals consider, unless the LCO's and RCO's consider unless the whole hierarchy of the coaching service considers, how the second part of the Aim is to be met then the coaching service must fail.

Just some arithmetic. If there are 1000 coaches working full time and they in a week work with 30 "students" and they work a 40 week year, between them there are 1,200,000 students. If they are to be called successful at least 1 in 20 should be inspired to want to carry on. So which clubs are seeing this 60,000 new paddlers. Aren't any of them joining the BCU? I ain't got no NVQ in mathematics nor in marketing but lets get down to it and get the act together.

PETER KING, Manchester

*Director of Coaching responds:* As ever, Peter's comments raise issues which really required considerable debate. I will, however, try to be as brief as possible.

I would query whether most instructors belonged to clubs 25 years ago. Statistics we took in 1980 showed comparatively few bothered with 'qualifications' - the 'experienced and mature' paddlers Peter refers to undertook the training of newcomers without necessarily bothering about qualifications -

these are the people who hopefully now form the backbone of the Coaching Service.

Manchester Canoe Club has a long history and proud tradition in white water paddling - both recreational and competitive. It is not typical, however, in that a great number of white water paddlers are not club orientated.

At the last survey about 20% of the current members holding a qualification were related to clubs - averaging 3.5 instructors per club.

About 40% (4,000) are in full time employment related to their holding a teaching qualification.

A significant number of people are put into kayaks and canoes each year - we reckon about 1 million. The number joining the BCU each year is about 4,000 (say .4%). Last year we lost 3,500 members, but gained 4,500 (under 18s represented 995 gains against 776 losses, an increase of only 218). This loss/gain scenario is fairly standard among governing bodies of sport.

It is because of the relatively poor ongoing participation by young teenagers that the current Young People's Initiative has been instigated. One of the main thrusts of that initiative is to try and 'pick-up' on the opportunity created by the massive 'have a go' provision available through the Centres.

Consider this, however. Currently about 16,000 youngsters take a 1 Start Test each year. If they were all persuaded to join a club there would be 33 young people wanting to join every one of our clubs each year! Can the clubs handle that? Do they want that? There is a reluctance by some to become 'child minders' for other people's kids with the consequent problems of transport logistics and acceptance of responsibility.

Consider also that any club that wishes to recruit has only to approach a local school, and/or put an advert in a local paper, and the youngsters will line up for the courses.

How many stay on and join the Club even when the course is staged at and by the Club however? I know one successful club in the South (100+ at their agm) which stopped bothering with its recruitment courses, because the follow-on uptake was so poor, against the effort involved.

If courses run directly by a Club are not over-successful in recruiting youngsters, how much less likely is it that they will come along after a 'one-off' experience at a Centre?

I am in full sympathy with Peter's concerns and anxious that we achieve a balance within the Coaching Service, and in particular fully support club development and outreach.

It's just that I believe the problem to be relatively complex, and the solution even more so. Positive moves are afoot at the present time to face the issues, however, and I for one am optimistic as to their long term effectiveness.

Dear CoDe,

Why does the BCU demand £5 from people attending the disabilities awareness course?

This issue has become a major source of irritation and annoyance amongst BCU members especially as it merely pays for the details to be added to the BCU computer (maximum time 30 seconds). This is further compounded by the fact that the information is primarily for use by people within the BCU (myself included) in order to find volunteers for help on events.

The BCU can be rightly proud of its record in promoting canoeing for people with disabilities, it is even held up by the Sports Council as a role model for other sports to follow. It therefore appears odd to ask for extra payment from volunteers on the courses, who have already given up their time and probably paid a large amount for the course anyway, in order to help the BCU in furthering its aims of bringing the sport to people with special needs.

Several people have cited this as an indication of the BCU's readiness to extract money at the drop of a hat. Furthermore it is a fact that we have lost track of attendees on past courses because people have not paid the charge.

I would ask that the BCU acts quickly to remove this unfair and unnecessary charge.

IAN NEEDHAM, Yorkshire Region Disabilities Panel

*Director of Coaching comments:* The servicing of this endorsement is not just a matter of adding a DE to a coaching record. It involves meetings and forums to consider the development and monitoring of the syllabi, and the issue of a certificate - which is currently being undertaken retrospectively for those who have already attended courses.

The point regarding the imposition of fees on volunteers who are working for the good of the community is well taken. Unfortunately, unless the Union is to be subbed specifically by the tax payer, the only means of raising the funds necessary to run the system is by making a charge for every service.

Those under-supported volunteers, who rarely get all their direct costs reimbursed, working for the good of others on access, coaching, running events and so forth, might wonder why 'the BCU' doesn't do a bit more 'extracting money at the drop of a hat' in order to fund them more adequately?

It may be that on this particular issue the National Coaching Committee will take the view that revenue from other sources should be used to defray the costs involved in supporting those who are working with people with a disability - for that is what is involved. The matter will be referred to NCC for consideration at its next meeting.

Dear CoDe

For some years now I have carried a large folding rescue knife as part of my kit, as all BCU sea kayakers should. Usually tucked away in the pocket of my PFD with a "denzo" tape patch and a bar of chocolate, it has accompanied me on all of my paddling trips up and down the coast of Maine. US laws with regard to carrying weapons being far less strict than British laws, it rarely provokes comment. Over the years it has proven most useful: I have saved innumerable oranges from entanglements in their skins, have rescued countless wads of peanut butter from the peanut butter jar, and have used the serrated blade to slice everything from salami to French bread.

A couple of summers ago I was paddling around Pemaquid Point, a rather exposed peninsula on the Maine coast, famed for its stiffbreezes, choppy water, and fast tides. A good wind was blowing off the ocean, and a 2-3 foot sea was running. I, with my friend Diane paddling bow, was churning along in my huge and battered folding double, making fairly good headway towards a cold beer and a dry bed a couple of miles down the coast. We were coming to the end of a week's trip, and were both anticipating creature comforts with some pleasure. Diane is what one might term a "strong woman". Standing a hair short of six feet in her socks, she is a professional carpenter, handy with the power tools, and she deals well with crisis.

As we came to the most exposed part of the Point waves were bouncing from steep rocks creating some quite ugly troughs. Suddenly we slid sideways into one of these and a lobster bouy - a float attached to about ten feet of rope and a string of three or four traps on the sea floor - snagged firmly between the boat and some gear lashed on the foredeck. As the next wave came in the boat was lifted on to its edge, and then dropped flat again. Each wave tipped us to the very edge of a capsize, held us a moment and then let us down again with a jolt.

My moment of glory. I tossed my paddle to one side, tore open the velcro on my pocket, whipped out the rescue knife, untangled the wet lanyard, convinced my cold fingers to open the blade, and in my very best rescue voice said:

"OK, stay calm. Everything will be fine. Don't panic" Diane looked over her shoulder.

"Oh, stop being silly" She reached forward with her left hand and grabbed the lobster bouy. As we dropped into the next trough her shoulder muscles bulged for an instant. She cleared the fouled line with a practiced flick of the wrist and then tossed the bouy dear of the boat. Lobster traps broke surface all around us and then slowly sank back into the depths.

I sat there looking at the knife in my hand. Diane took a firm grip on her paddle and started to pull us towards our take out once again.

"Fancy a peanut butter sandwich?" I muttered . . .

MATTHEW BAMPTON, University of Southern Maine

Dear CoDe,

*Adventure Activities Licensing Authority. Statutory Licensing Scheme (1996)*

I believe the BCU has let down all of the coaching members by agreeing to the above scheme. The hardest hit are the volunteers who work with young people and have no way of finding the hundreds of pounds a year necessary to be licensed under the scheme.

In essence, if you coach under 18s and receive money then you must be licensed. This includes all the youth clubs, youth groups, summer camps, etc. and any contribution you may receive towards transport costs or provision of facilities.

The scheme also undermines the value of the qualifications gained through the BCU. These require specific standards in Theory, Personal Skills and Leadership Experience to ensure the safe development of individuals through the sport. The licensing scheme does not require coaches to be members of the national governing body.

The scheme should be re-considered on the following points:-

- \* There is no evidence to justify the need to apply the scheme to the voluntary sector.
- \* Many people are introduced to adventure activities through the voluntary sector and go on to qualify as instructors or compete at higher levels.
- \* The instructing/coaching criteria set by the National Governing Body ensures that coaches are able to lead groups with safety in each of the qualification categories.
- \* The voluntary sector is not motivated by profit.
- \* The National Governing Body qualifications are undermined by the scheme because they are not a pre-requisite for coaches in the scheme.
- \* The additional cost of Licensing is too great a burden to be placed on the voluntary sector.
- \* The scheme requires an additional layer of unnecessary and expensive bureaucracy.

If the BCU is to act on behalf of its membership it should negotiate a complete revision of this scheme to exclude the voluntary sector.

If I cannot be a volunteer canoe coach, why do I need to continue with BCU qualifications and membership? What happens to all the people who will not have the opportunity to experience our sport?

MIKE HERMAN, Dronfield

*Director of Coaching comments:* Representations were made on behalf of the BCU, and other governing bodies protested also, at the outset of the proposed legislation to regulate activity centres, following the 'Lyme Bay' tragedy. One of the objections was on the grounds that it would be extremely difficult to draft regulations which did not cut across perfectly safe and meaningful activity, and deter voluntary instructors.

Quite clearly, something had to be done to prevent another 'Lyme Bay', but this could have been achieved in a far simpler, less bureaucratic, and certainly less expensive way.

It must be understood, however, that the demand for legislation was led by an MP, at the behest of the bereaved parents, and strongly supported by various statutory authorities. Within the emotive climate created by the media at the time, it was not possible for anyone to stand out against the movement sufficiently strongly to sway the debate.

We were able, however, to protect the interests of voluntary clubs, who are exempt from the scheme. Even there, strong voices were raised to the effect that there should not be a double standard - why should parents not receive the same level of reassurance concerning the standards of instruction in the voluntary sector, as that which would have to pertain for commercial enterprises?

It is not just a question of whether young people pay. As stated in the last issue of Code, the following factors must all be involved. If one factor is not involved, then the activity is outside the scope of the Act:

Instruction must be involved

Under-18s must be involved - without the participation of their parent/guardian

Payment must be involved

The water must be tidal or turbulent, or it must be possible to be more than 50 metres from the nearest bank

There is, unfortunately, a problem for some charities running annual camps for children. It was anticipated, however, that in those instances training would normally be in the nature of 'taster' sessions on water which does not come within scope. Also, journeys on most of the major navigations in Britain could be undertaken, for instance, without coming within scope.

The BCU was instrumental in the decision to exclude basic instruction on very sheltered water, as statistically we were able to indicate that this was a safe activity.

The Health and Safety Executive were not able to state that governing body qualifications were the only means of proving competence, as this would have given most governing bodies a monopoly. The original (draft) wording of the Regulation which permitted equivalent experience and ability to be recognised for supervisory purposes, would have made it very easy for a Centre to employ one sufficiently qualified BCU coach, who could then 'authorise' everyone else. That would be fine, but in a short period of time there would then be no BCU qualifications system, because we wouldn't be able to afford it, and considerable confusion would follow! The wording was changed at our behest, and although still permitted, it is quite difficult to establish credentials without holding the relevant governing body award.

As a volunteer, an instructor is well protected by the BCU's third party indemnity. He or she can work with club members as before, without having to concern him or herself about registering with the Licensing Authority.

I'm sure it would be a much better world if HM government and other statutory bodies took our advice, and did as they were told. Regretfully, in the real world, the boot appears to be on the other foot!

Dear CoDe,

Re April issue of CoDe. I would like to question and perhaps clarify some of the issues raised by Nigel Timmins and by Ken Hughes of Sunderland.

To assess an S/NVQ you do not necessarily have to hold both D32 and D33. Someone who holds D32 only, is qualified to make judgments of competence by observation and questioning only. Someone who holds D33 is able to make judgments of competence using diverse evidence such as the testimony of others, written questions and answers, simulations etc.

These are national standards laid down by the Training and Development Lead Body which ensure the assessor possesses the necessary objective skills, knowledge and judgment to plan, carry out and assess any S/NVQ. Whether you need D32 and/or D33 all depends on the requirements laid down by the awarding body of the S/NVQ you are assessing in. For example, there is little point in requiring an assessor to hold D33 where he or she is only required to make judgments solely by observation supplemented by questioning. However the most efficient assessment arrangements may well make it more sensible to insist assessors hold both awards.

If I understand Nigel's comments regarding the 'D' units correctly, he states that an assessor who holds them (D32/D33) must be re-assessed when an assessor transfers across disciplines. If by re-assessed he means he has to go through the process of proving his own competence again against the standards laid down in D32/D33 by the Training and Development Lead Body, then I must disagree. There is no such requirement that I am aware of. The principles of good assessment remain the same for whatever area you assess in.

As stated by Ken Hughes there is a requirement that the assessor must be occupationally competent, having sufficient skills, knowledge and experience relevant to the skill area he or she wishes to assess. It is normal practice to leave it up to

awarding bodies and assessment centres to decide what this means in practice. The important factor here is that the assessment centre or awarding body must be satisfied that the assessor is able to make judgments about candidates' evidence of competence and knowledge as laid out in the S/NVQ he or she wishes to assess in. This cannot always be guaranteed by insisting that they have a minimum length of experience, or even a particular qualification. It is certainly not normal practice by awarding bodies to insist that an assessor holds the S/NVQ that he or she is going to assess in - or indeed any other qualification. (Other than D32/D33). All that is required is that the assessor has the knowledge and understanding of that S/NVQ to recognise when someone reaches the required standard. Knowledge of the standard and the ability to operate to the standard is paramount.

The whole purpose of S/NVQs is to enable easier access to qualifications than there has been through traditional routes where there is often a requirement to attend training courses of specified length followed by exams. If we now make the whole process of assessing S/NVQs equally difficult or more bureaucratic by imposing more requirements than needed, this will go against the ethos of S/NVQs. S/NVQs in industry have been around many years and there are many people complaining about the increased bureaucracy surrounding them - and not just people with vested interests in traditional courses and exam routes. Unless the assessment process is objective and kept as simple as possible I am absolutely sure it will lead to an end to S/NVQs in their present form, and that will be a step backwards.

DAVID W PERRY, East Yorkshire

*Nigel Timmins, the BCU's S/NVQ Consultant, comments: We require all our S/NVQ assessors to hold D32 and D33, as S/NVQ assessments (as do BCU assessments) involve observed assessment (D32) but also considerable assessment of the candidates diverse evidence (D33), such as their log book, session planners, worksheets, certificates, work place references, and so forth.*

When a candidate wishes to become qualified in an S/NVQ and they already hold a similar award - eg a Level 2 Sport and Recreation Award: Coaching - then they must demonstrate competence in the two discipline-specific units D21 and D22 for the children's award, and D23 and D24 for the adults award.

With regards to the competence of assessors (occupationally competent) then the 'Technical Definition and Assessment Specifications' that all awarding bodies must ensure that assessors are operating to, are quite clear. It states that assessors for Level 2 Canoeing must hold D32/D33 and be a current BCU Level 3 Coach who also holds an E2/A3 assessor qualification in the appropriate discipline. This we feel is important at it maintains the very high standards set and respected within the industry.

S/NVQs generally were set up to improve the training of the work force, and to enable an easier and more uniform access to qualifications that there had been previously. We support this, and wish to ensure that for those who want assessment over a period of time, and therefore can demonstrate competence over a period of time (another important and quality fundamental of S/NVQs) this option should be available.

We agree that there is too much bureaucracy and paperwork within S/NVQs, but we are hide-bound by the rules and requirements of the National Council for Vocational Qualifications and the Awarding Bodies. The BCU - like you - would like to see a reduction in this, and the recent Beaumont report should help in that respect.

#### JOINT SERVICES LIAISON

Capt Kevin Edwards has been appointed liaison officer with the BCU. His address: JSMTc, The Old Drill Hall, Ballachulish, Argyle, PA39 4JB (01855 811348; fax 01855 811737).

# ... oranges are not the only fruit ...! \*

PETER HIGGINS

*Peter Higgins is a BCU level 5 Coach and Senior Lecturer in Outdoor Education at Moray House Institute of Education, Heriot-Watt University, Edinburgh.*

Recently, whilst working on a river with a group of novice paddlers I decided that the orange and banana I had taken as a snack on the river could sit in my boat in front of my seat rather than in my buoyancy aid.

We were working on eddy manoeuvres and I was struck by the way the orange rattled from one side to the other as I edged my boat through the eddy line. The banana, of course stayed more or less where it was put!

After a short break I asked all the students to put the apple or orange from their packed lunch in the boat before we continued the session. I asked the students to tilt the boat into the turn across the eddy line in the usual manner but to take note of the cue of the rolling orange or apple. The students were asked to note the roll of the fruit back as they returned the kayak to a level position upon completion of the turn (Figure 1 and 2).

Strategies such as this are in accord with the 'inner game' approach advocated by Gallway and others (Gallway & Kriegel, 1988). Further, specialists in skill acquisition who have considered the role of 'augmented feedback' are of the view that too much external information (eg verbal feedback from a coach) 'may distract attention from important internal sources of information thereby limiting the retention (learning) of a motor skill' (Fairweather 1996).

By reducing the dependency upon external forms of feedback (eg from the coach) someone learning a new skill will find their own frame of reference within which to consolidate their learning, allowing the skill to become more robust. The use of devices such as the orange will therefore be initially to the learner's advantage as the verbal reports of the coach's observations will be short-circuited. Later on there is a danger that the orange could become a 'crutch' - although of course it is likely to have been eaten by then!

The debate about edging or tilting the kayak and avoiding leaning the body into the turn will of course come to mind for many readers. My view is that we have to deal with this no matter what tricks or tools we employ to help our students progress. I have turned this to advantage by asking students to try to keep their head as far away from the orange as possible throughout the manoeuvre. A diagrammatic example for an eddy turn is given in Figure 3.

There are obvious uses for the orange or apple in a number of other situations. In fact it can be used as a cue whenever the boat should be tilted (eg ferry gliding), or for that matter kept level (eg efficient forward paddling).

My purpose here is a simple illustrative one - it is just another 'tool for the toolbox' when working with students. It is not meant to be a definitive account of how to teach moving water manoeuvres and I don't wish to enter into any debates about just when the boat should be tilted or levelled. This is for the individual instructor to decide. There are a number of excellent texts to refer to for guidance in this regard. I'd suggest Rowe (1988), Nealy (1988) and Bailie (1991).

Before I finish I would like to mention other things to do with fruit during a teaching session. (i) Juggling - an essential rodeo skill ...! (ii) Measuring current speed - an orange only just floats because of slightly positive buoyancy. It is a way of measuring current velocity preferred by geography teachers engaged in river studies, and even by professional freshwater ecologists. The orange is of course highly visible and travels at the same speed as water. Velocity is calculated by estimating the time taken to cover a measured distance. Remember to retrieve the orange afterwards, and if you can't think of anything else to do with it - you can always eat it!

*\*Quote by Nell Gwynn used by Jeanette Winterson as the title of her book.*

References at bottom of next page

Figure 1 - Turning into an eddy

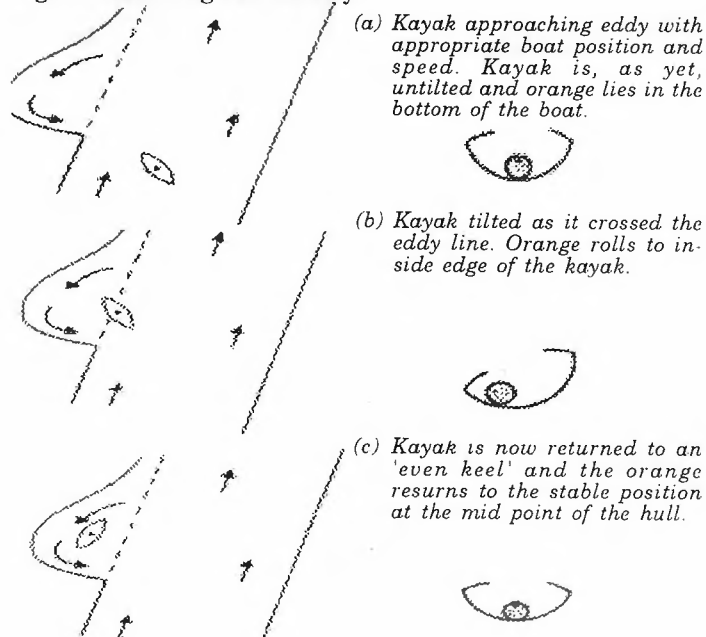


Figure 2 - Entering the Main Current:

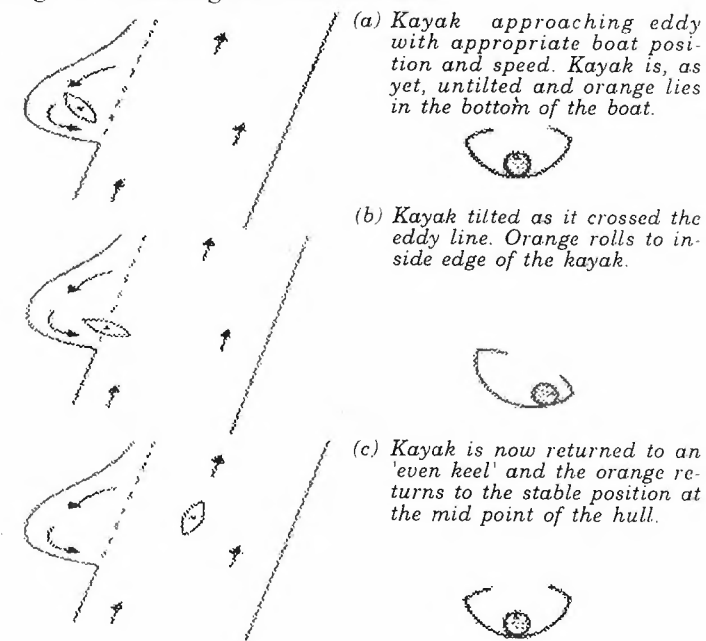
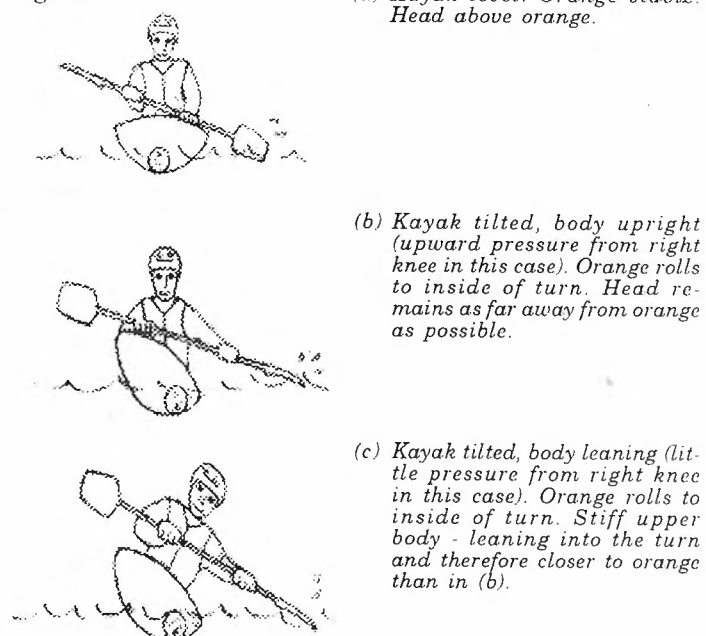


Figure 3



# IMPORTANT NOTICES

## DIRECTORY AMENDMENTS

Some amendment pages to the Directory of Tests and Awards are circulated with this issue of CoDe.

Please also note that amendment is required for p15-16, with regard to the requirements for S/NVQ assessors becoming BCU Assessors. This will be clarified in the next issue.

The 'minimum staffing arrangements' on new p105D should not have had the 'trainee' Assessor additions included in the first column of 'Assessors'. The previous requirements still pertain, and these have been notified to all Course Organisers. Corrected pages for the Directory will be issued later.

## EXPIRY OF TRAINEE STATUS

Please note that Trainee status at level 2 and level 3 coach, is now valid for 3 full years from the date of the course.

The code on the membership card / Focus label for recently qualified trainees will show T2K (or T3K) plus the month (01 or 02 or 03 etc) plus the year (95 or 96 or 97 etc). For example a Trainee who attended a level 2 course in April 96 will have recorded T2K0496.

This will be deleted automatically in April 99 - or if the candidate undertakes an assessment before then.

### 1994 Trainees

Unfortunately the month was not previously recorded, and so all Trainees from 1994 have already had their record deleted. When attending for assessment, the Log Book entry is sufficient validation to show attendance on the training course.

## ASSESSORS'/EXAMINERS' STATUS

### Maintaining the status

For a number of years now it has been necessary for grade 2 Examiners (and now Assessors) to attend a regional Forum at least once every three years, in order to retain their status. There was a compulsory Forum in 1995 to explain the changes to the structure.

Examiners whose status, according to our records, has lapsed, have recently been circulated to inform them of this fact. The letter contained an apology in advance if our records were at fault, and the opportunity to have it corrected.

For English (BCU) members the address label for this issue of the magazine has any Examiner/Assessor grade held shown on a separate line. If there is anything missing, or incorrect, please WRITE (please !) and let us know, with details of Forums attended, or any other evidence which may be pertinent.

### Assessors'/Examiners' Authority Cards

Please note that because of the additional detail now included on records, such as date of qualification, we were running out of space on many membership cards.

From now on, whenever Assessor/Examiner qualifications are upgrade therefore, a separate card is being issued to the member concerned.

## References for 'Oranges are not the only fruit'

- Baile, M (1991) *Canoeing & Kayaking*, 128p, Crowood Press, Marlborough
- Fairweather, M (1996) *Augmented feedback and skill learning in athletics*. XXI Scottish International Coaches' Convention. Moray House Institute of Education, Edinburgh
- Gallway, W, T *The Inner Came of Skiing*, 139p, Pan, London Kriegel (1988)
- Magill, R. A. (1994) *The influence of augmented feedback on skill learning depends on characteristics of the skill and the learner*. Quest, 46, 314 - 327.
- Nealy, W (1988) *Kayak*, 171p, Menasha Ridge Press, Birmingham, Alabama
- Rowe, R (1988) *White Water Kayaking*, 127p, Salamander, London
- Winterson, J (1985) *Oranges Are Not the Only Fruit*, 176p, Pandora, London

This will be a gradual process, as the resources are not currently available to undertake the project on renewal of membership.

## MANUAL HANDLING

Because of the EC Directive on Manual Handling, there is concern as to the potential for a civil action if someone is injured through not being adequately trained in manual handling techniques.

The BCU is currently addressing this matter, and will be providing specific training for Examiners/Assessors in due course.

In the meantime, the attention of all instructors is drawn to the recommendation that boats are lifted and carried with assistance, and that rescues are carried out with assistance, with boats ideally fitted with water excluding buoyancy.

## OBTAINING ALTERNATIVE QUALIFICATIONS

Notice was given in the last issue of CoDe that the option of obtaining an alternative qualification at the same level by attending a training course in the alternative discipline, had been discontinued.

It is now necessary to obtain the alternative qualifying test, and attend both a training and an assessment course. Exemption from the training course is available only to those with wide experience in the alternative discipline, who make written application to the Director of Coaching at the BCU office, supported by a statement from a current grade 2 Examiner (appropriate Assessor) in the discipline concerned.

Please note that this applies to both level 2 and level 3 qualifications.

## ADVANCED PROFICIENCY (5 STAR TEST)

A reminder. For a period, in order to save space on the membership card, it was decided not to record Advanced Proficiency tests. If you hold an Advanced Test (or the new 5-Star Test - not the previous 5 Star which did not include journeying) and your record does not show AK, AS or ACN as appropriate, please send a photo-copy of your certificate to the BCU office, in order for your record to be corrected.

## THE NEW LOG BOOKS

Log Books have now been re-vamped into an A4 format. It is possible to purchase just the contents for £6 or contents plus A4 binder at £8 (both including p&p). The intention is that there will be an updating service, and replacement sheets are offered for free on receipt of a sae, and additional sheets will be offered from time to time at only modest cost.

## THE MONITORING OF COURSES

Course Organisers and Course Directors please note that we are more and more coming under outside scrutiny with regard to the quality and consistency of the delivery of our courses. Our Coaching Development Officers and RCOs, assisted by FE Funding, are therefore making efforts to carry out a greater number of the inspections which has always been a key part of their function.

It should be understood that the purpose of 'inspections' is to reassure outside agencies that there is a monitoring system in place, and to assist all involved to achieve a greater level of consistency - which everyone is always demanding !

Inspectors are not looking for shortcomings, in order to 'catch people out'. They start from the assumption that the course is being well run, in accordance with the standard precepts and norms.

It must always be borne in mind that course organisers and directors are agents of the BCU, and it is a BCU course which is being delivered. This must be provided to the syllabus and standards laid down - as agreed through a process which determines the consensus view of those involved.

# NATIONAL COACHING COMMITTEE

## Report of March 97 meeting

*Following is an outline of the discussions and decisions of NCC. RCOs, LCOs, and Approved Centres will receive a copy of the full minutes, which are available to all members on receipt of a sae at the BCU office.*

**Helmet standard.** It was noted that the final European vote was still pending.

**TOP CLUB.** Progress was noted. Anne Ferguson appointed for another six months. Paddlesport Development officers are being appointed to co-ordinate club involvement by May 1997. Four areas to be piloted.

**Coaching Service Report.** The Report on the current and future role of the Coaching Service was still in preparation, but targeted for September Council.

**Log Book.** Agreed that A4 format should be standard. A touring log sheet to be included.

**Manual Handling.** It was noted that a further course was to be staged for presenters, to determine the necessary syllabi. A budget was agreed. It was noted that the training would not commence until all resources were in place.

**Swimming pool supervision.** It was noted that the leaflet *The Canoeist and the*

*Swimming Pool* had been submitted to HSE / Sports Council for adoption. Confirmation of it, and of BCU Lifeguards Pool Endorsement, was awaited.

**ICU agreement.** Arrangements for the mutual recognition of qualifications, for the purpose of accessing each others systems, were agreed.

**FE/HE Funding.** It was noted that 'robust measures' needed to be put in place to reassure the Funding Council that the awarding of qualifications was properly monitored, and open to scrutiny by outside bodies. Firm proposals to be put forward once the type of measures envisaged for governing bodies had been identified.

**Overseas Qualifications.** Agreed that BCU qualifications could be run overseas on the same basis as in the UK, provided indigenous Federation agreed, all the normal procedures were followed, and the awards were profitable to the BCU. To be monitored centrally by BCU.

**S/NVQs.** Developing slowly. Level 3 will hopefully be commenced in September once Terms of Reference finally determined. S/NVQ uptake has not increased.

**Quaisar.** Shares have been purchased in alternative, sports-specific awarding body.

**'Disabilities' Advisory Panel.** Coaching members have volunteered for the Advisory panel to NCC on canoeing for people with disabilities. Small group will be selected from list. Steve Devlin to chair. Liaison with Wales, Ireland and Scotland needed.

**HM Coastguard.** Advice for Sea Kayaking and Canoeing. Revised wording for code of practice had been agreed. Notification to be given in Focus/CoDe when new publication launched.

**Assessor Requirements.** Due to there being insufficient Level 1 courses A1 may help out on L2 courses as an alternative. Question was raised as to why some Coaches want to be Assessors - are their reasons valid? Report to be presented at November NCC. Debate over Examiner 2 / Assessor status, Active v Inactive Coaches, number of courses being run/cancelled. Which Examiner 2's can sign A1 logs, minimum staffing arrangements for Training and Assessment. Working Party established to consider the whole situation, plus a recommended syllabus for Examiner/Assessor Forums and make recommendations to November NCC.

**Coaching Processes courses.** Bill Taylor is providing support material. Course Director must be authorised but can be assisted by any other L5 Coach.

**Conversion Courses.** Lots of debate. Decision made that conversion can only be made after attending an Assessment. Candidate can be exempt from attending the Training course, however they must be prepared to attend a training course if the Assessment is failed. Notice to be put into CoDe.

**Re-validation Log.** The size of the work-load involved in monitoring, together with the logistical problems of providing sufficient re-validation courses, was considered. The item was deferred for further consideration.

**Pre-requisites for Coach Level 2.** Proposals to require additional particular types of experience prior to assessment were not agreed.

**Calendar of courses.** Complaints concerning the cancellation of courses were considered. A proposal for courses advertised in the yearbook to be charged for was rejected. It was agreed that candidates applying for Level 3 Courses and above would be asked to book 6 weeks in advance of the advertised date of the course. This will allow Course Directors to decide if the course had valid numbers in order to run one month in advance. After that, the course must run even if at a loss.

**Revision of the Basic strokes definitions.** A revised draft was in preparation, and would be available for autumn forums and workshops for general feedback. **Financial Report.** It was noted that whilst expenditure was in excess of budget, income was in excess to a greater extent, and the overall position was healthy. Tests and awards levels had been maintained.

**Coaching Fees.** It was noted that the recommended fees that had been included in the 1997 Yearbook were guidelines only, and that payments to Examiners/Assessors were open to negotiation. It was agreed that fees needed to be set in March, and advised before August, as the pricing structure for courses was being determined at that time.

**The Licencing Authority.** An article to be written for CoDe to re-assure voluntary instructors following reports that some were becoming concerned as to their legal liabilities. It was noted that Tourism Quality Services were considering the instigation of a 'voluntary scheme' to extend the range and level of activities which could be covered, and that there was support in the commercial field for this proposal.

**Level 5 Coach Award.** The number of Coach Level 5 Trainees is rising, and several regionally based programmes were running, but this was creating difficulty in providing sufficient mentors. A regional panel system to be investigated.

**Safety Policy Statement.** A revision of the BCU's Safety Policy Statement was agreed.

**Significant changes.** Concern was expressed that NCC had changed its mind, and reversed decisions in several areas following feedback from the field on the practical difficulties of implementation. It was agreed that in future such revisions to rules or procedures should be piloted and information gained and evaluated before being promulgated as a rule.

**Campaign Against Sewage.** Thanks were expressed by Martin Meling to all who returned Petitions.

## QUALIFIED INSTRUCTORS REQUIRED

**THE OUTDOOR TRUST** an Outdoor Charity based in Northumberland and operating further afield providing a range of outdoor pursuits including canoeing, kayaking, climbing and abseiling, orienteering, windsurfing and hill walking. We have a broad range of clients and services, which includes education, management, probation, multi-activity and outdoor skills training.

Applicants must be 21 or over, hold a full driving license and at least two NGB coaching awards. Enthusiasm and commitment essential. Only dedicated outdoor people need apply.

An attractive remuneration package is available, including training and travel opportunities, accommodation and full board.

For application forms, please send CV to:

The Outdoor Trust, Belford, Northumberland. NE70 7QE. Tel: 01668 213289

# Primary Children and Canoeing

Stephen Macdonald

*A research paper presented by Stephen Macdonald to the SCA Coach Development Course - October 95*

During the last eight years I have spent a lot of time introducing Primary School children to the sport of open canoeing. This paper refers specifically to Primaries 5-7 and the open canoe. Working with this age group can be as exciting and rewarding as any other. This paper details my thoughts, observations and results of research into introducing primary children to canoeing. The NCF study pack 7 (1985) sets the scene well:

'Coaching young children can be a rich and satisfying experience. It also is a tremendous responsibility. The children in your care are the next generation of sportsmen and women. The attitudes they learn from you can affect every aspect of their lives. Your work can help to give them confidence or undermine what little confidence they have' (p 5).

Before looking specifically at primary children and canoeing it is important to examine why we seek to take people (of any age) canoeing.

## Potential Benefits of a Canoe Journey

Speaking personally, taking individuals canoeing is primarily about challenge. Colin Mortlock in *The Adventure Alternative* (1984) states:

'There is an inbuilt drive to journey with a degree of uncertainty . . . This can best be done by making a self reliant adventure journey in the outdoors a fundamental part of the education of all young people . . . A healthy society if it is to progress must have people, including the younger generation, working on all frontiers that offer possible positive outcomes'.

Setting out on a canoe journey presents us with a five fold challenge:

### *Physical challenge*

Canoeing is physically demanding for most, especially in windy conditions

Demands an all round use of the body.

Develops physical awareness

Improves strength and endurance

Develops an appreciation of ones greater physical potential

Physically refreshing and invigorating

### *Mental challenge*

Foresight required

Concentration needed especially in following instructions

Develops knowledge and understanding of wind and water

Specific skills learning

Needs thought and appraisal of situations

### *Emotional challenge*

Gives great enjoyment, pleasure and satisfaction to many

Develops a sense of enjoyment of pushing ones boundaries and an appreciation of the rewards of so doing

Promotes self confidence

Overcomes fears

Illustrates the value and importance of enthusiasm, humility, selflessness and humour, especially for morale

Increases self awareness, especially with regard to emotional strengths and weaknesses

### *Social challenge*

Paddling doubles has a large potential for developing teamwork

Encourages selflessness and breeds companionship

Develops understanding, respect and trust for others

Increases group awareness as to individual weaknesses and strengths

Takes away masks and pretensions

Develops understanding about roles, authority, leadership and allows opportunity to exercise initiative

\* Promotes sense of group belonging, loyalty and commitment to each other

\* Illustrates value and importance of encouragement, tolerance and care of each other

### *Spiritual challenge*

\* Some have a sense of awe of the water and wonder at the beauty of pattern and colour

\* Creates opportunity to enhance ones appreciation of beauty of creation and to marvel at it's creator

\* Encourages understanding of concepts of trust and faith

\* Some sense their smallness and vulnerability amidst the scale of the environment and hence have a heightened awareness of their place in creation

The benefits of the challenge of the canoe journey could be summarised by a quote from the Dartington Conference 1975 report:

The most important aims are to heighten awareness and foster respect for:

*Self* - through the meeting of the challenge (adventure)

*Others* - through group experiences and the sharing of decisions

*The natural environment* - through direct experience

## Constraints of Canoeing with Primary School Children

Before looking at these benefits in relation to primary children I would like to address some of the problems of taking children canoeing.

### *Size*

It has been said many times that primary children are not simply small adults and we must therefore treat them as different to ourselves. Size is obviously a major factor in that they have less strength and are very small in relation to a standard eighteen foot canoe. Where possible small canoes and paddles should be used and introductory sessions should always take place in a sheltered environment to enable children to feel the feedback from the interaction of boat and paddle.

### *Temperature*

This relates to a child's size. An eight year old will have a 36% greater surface area for their weight than an adult and are therefore very susceptible to the effects of the cold and wet.

### *Attention*

A child's attention span is very short and therefore they will learn best by doing, not listening. It's only as children get older that they develop fear of the experiential learning situation (fear of failure).

### *Psychology*

One of the most difficult aspects of teaching children is the wide range of emotional responses they exhibit and the speed at which those responses can change. Attention must be given to ensuring that children in our care want to return for further sessions.

'Enjoyment or fun has been identified by children as a major reason for their sport participation, whereas the lack of enjoyment has been associated with children's decision to drop out of organised sport'. (Gill, Gross & Huddleston 1985, cited in Brown & Branta 1988).

As well as ensuring we make our sessions fun it is necessary to ensure we heed the following two factors.

### Competition

Competition in sport at any age can have negative effects if, for example, too much emphasis is put on winning. This applies equally to informal peer pressure competition. We need to be aware of the individuals in our care in order to structure and plan the session to accommodate all individuals'. To do this the instructor needs to set goals or tasks for the individual to move away from the idea of competing against others within the group and allow achievement to be identified, however small.

### Feedback

Giving feedback is the most important skill the effective coach will learn, and one where there is always room for improvement. Children often interpret their performance on inaccurate assessments of success/failure outcomes. It is vital therefore that a child is built up through positive feedback.

### Research Focus

Having looked at some of the potential benefits of canoeing and examined some of the problems of canoeing with primary children let us now outline the results of research I have undertaken to find out what children and teaching staff see as the role of canoeing in their education experience.

The research has taken place informally over eight years of working with primary children. In addition I have used structured questioning of both pupils and staff, unstructured reviewing with pupils and unstructured questions with staff.

In answer to the question 'what do you expect canoeing to be like?' the overwhelming response from children is excitement, fun and hard work. A small percentage of children are prepared to admit fear but in my experience it is very rare for someone to refuse to take part. My research shows up an interesting dichotomy in that many children are worried about deep water or capsizing but many of the children expressing that fear are looking forward to getting wet and/or jumping in. A possible explanation could be that it is the unknown that children are fearful of.

Review sessions were conducted with the same groups. They focused on self, others and the natural environment as summarised in the challenge of a canoe journey.

### Self

From the children's viewpoint the benefits to themselves were primarily linked with the skills learned for example turning in a circle, left/right, paddling forward or backwards. Some had identified that they needed to put in effort to make the canoe do as they wanted. Overall they gained something because they had achieved more than they had expected.

### Others

Paddling as doubles pairs had helped many children realise and identify the importance of teamwork, the need to co-operate, the importance of not shouting and of listening to others.

### Natural Environment

Most of the benefits identified by the children related to the excitement of feeling the power of the wind and/or bouncing on waves. Most children though, after one session seem to have little awareness of the natural environment. Perhaps this is due to their focus being almost entirely on the canoe itself.

Researching similar questions with visiting teachers to Ardeonaig they see the benefits as follows:

#### Self

Fun, enjoyment

Move from being wary/scared, gain confidence, want to repeat activity

Specific motor skill acquisition Sense of adventure

Overcoming fear

Physical exercise in fresh air

#### Others

Teamwork, encompassing many smaller skills

Listening to and following instructions

#### Natural environment

New experience of the water environment

The evidence from this research highlights many of the potential benefits of a canoe journey. In addition pupils and staff readily identified benefits from the list that I set out earlier in this paper.

Furthermore my research shows that strong links with the curriculum may also be made. Teachers are able to make direct links with four of the six 5-14 curriculum areas, those being as follows:

#### Mathematics

Position, movement, forward/backward, left/right, shapes, direction, space, dynamics

#### English

Listening to and following instructions

#### Expressive Arts, PE

Body movement, balance, exercise

#### Personal and Social Development

Teamwork, self awareness, self esteem, interpersonal relationships, decision making

All the teachers questioned expressed that the most positive aspect of canoeing compared with other outdoor activities is that children usually view it as exciting, and of all the activities undertaken during their programme it was almost universally the one the children wanted to repeat. The major benefit was that it successfully crossed curricular boundaries. Several suggested ways of improving our programme'. Interestingly many of these ideas would mean that canoeing would also help to fulfil the other two areas in 5-14 curriculum - environmental education and religious and moral education.

Despite adventure education and classroom curricular work often being seen as located at opposite ends of the education spectrum my research shows this not to be the case. Both children and teaching staff are readily able to identify the benefits of going canoeing. In addition teachers see canoeing as fulfilling many of the requirements of the 5-14 curriculum.

### Significant Research Findings

So what does this imply? Primary schools on repeat visits to the Ardeonaig Centre have been able to expand and develop hard skills for example onto moving water but also soft skills for example teamwork and appreciation of the natural environment. These soft skills in particular will be of benefit on their wider journey... life.

The Rainbow Award Scheme has been well received and could be a very positive addition to the coaching scheme. As it is developed it will be important to ensure we are able to make direct curriculum links and therefore make it a more marketable product. As the scheme is developed to include open canoeing, it will lend itself to formalising the need for journey skills for example: shelter erection, stove operation etc. in the natural environment alongside the specific motor skills of particular strokes.

As those who are influencing the next generation of canoeists be excited by the potential of canoeing for growth and development of individuals and be sure to provide a positive learning experience that enables children not only to push the boundaries of what a canoe can do but more importantly to push their own boundaries.

### References

- Bowles, S. *Outdoor Activities at Ardeonaig into the 90's*
- Brown & Branta (1988) *Competitive Sport for Children and Youth: An Overview of Research & Issues*. Illinois: Human Kinetics Books
- Hopkins & Putnam (1993) *Personal Growth Through Adventure*. London: David Fulton Publishers
- Macdonald R. *Children, Health & Safety*. BASI Written Project
- Mortlock C. (1984) *The Adventure Alliterative*. Milnthorpe, Cicerone Press
- Simpson P. (1992) *Outdoor Education: Perceptions of Teacher Practitioners*. MEd. Dissertation
- The pupils and staff of Meldrum and St. Columbas Primaries

# The Role of the Mentor

## Bill Beynon

My dealings with mentors and their roles and results are reasonably extensive having been set two formal mentors one by the British Canoe Union and the other by Swansea College and many other mentors throughout my childhood and working life, civilian and military. I am to understand that both my formal mentors were there to fulfil a certain role, my question was, "do they do this?". To answer this, I had first to define their roles, to understand what a mentor is.

I have also taken on the role as a mentor and found the position quite demanding on my time, (at first) ability, understanding of the learning process and my conscience.

If you are being asked to undertake such a position and wish to do it right, then be prepared, if it is your first time. Do not be put off however it is one of the better ways to teach and I believe that all teachers should have one or two students as projects. If it is not your first time then it should be a refreshing change from the sterile ways in which many are required / demanded to teach and a chance to reflect on whether you are fulfilling your role as a mentor correctly.

Mentoring will give you the opportunity to following learning, design pathways in learning and experiment honestly with learning.

### What is a mentor ?

The Oxford study dictionary says "A *trusted advisor*". Look up these words and we get close to our answer:

**'Trusted'** - "someone who can be relied upon".

**'Advisor'** - "A person who recommends and/or *informs*".

Put these into an intrinsic (following the student in their learning) teaching context and we come up with a teacher or as Mallow put it "a *guide or helper*". In an extrinsic (showing the student which way to learn) context and you become a *conditioner or trainer*. This will be the your choice. Neither is right or wrong if it has the desired result, one does require a greater skill to implement.

This *mentor* will usually:

Work with very small groups or individual/s.

Be committed to the long term project.

Be a specialist.

Be honest.

Have a positive approach.

Have an open mind.

Be approachable and available.

Be ready to learn.

### Work with very small groups or individual/s.

Working with individuals is usually the case for most mentors and especially in your first role as a mentor, this is recommended, this is mainly for your needs as the work load and diversity of teaching may be greater than anticipated.

Remembering that 'what the learner brings into the learning situation is significant' (L B Curson). Time should be given to encouraging this process. For your ultimate aim as a teacher, mentor, guide should be **to get the student to teach themselves**.

However, after working with one student many benefits can be gained from working with two or more. This will depend on your work load and the students demands on your time. However bringing these people together may stimulate the learning process and many pitfalls may be avoided while the

two follow separate lines in a similar project, thus being able to foresee, when this is transferred from one to the other or when the projects are exchanged.

The results from this experiment should serve us all in our quest for the right balance of praise versus criticism:

Group A faired the worst getting very low scores

Group D came very close to a

Group C also came very close to a, but surprisingly were still higher than the rest. Providing us with the stimulus that attention, is better than no attention.

Group B came out the best and should provide us with a role model.

### Be committed to the long term project

You will need to be committed to teaching and learning the two are inseparable, by this I mean, learning is not a series of do's and don'ts. **Students do not learn what we tell them to do they learn what we get them to do.**

In remembering this we have to understand that each and everyone is an individual and must be treated like so, and in the context of mentoring we have the opportunity to do this, as our class size is reduced and as stated we are working on an individual basis. Each student will be learning at different rates and sometimes the process will be difficult but as your experience grows it should prove less difficult, hopefully you would have learnt more effective ways to teach.

*'Teachers must learn how to teach. What needs to be done is this: be clear about what is to be taught; teach first things first: allow students to advance at their own rate; programme the subject matter. Give students and teachers better reasons for learning and teaching'* (B F Skinner)

It then is not enough to hold these 'secrets' for your sole use, for this is not in the spirit of 'teaching', but a sharing of what has, or can be learnt. This is not to say that you should do this in the very first instance of meeting your student. Pace must be sought after. Teaching involves implementing learning times that are designed to lead students to achieve desired goals. These goals should be structured and attainable in sequence.

*'In a classic experiment by Hurlock in 1925, ten -year-olds were given practice in a series of tests, all of equal difficulty. Four groups were formed:*

- a controlled group given no special motivation and kept separate from the other groups*
- a praised group who were complimented on the preceding day's work irrespective of the level of performance;*
- a reproved group who were chided for poor work, careless mistakes or lack of improvement - in fact, any pretext by which to chastise the individuals*
- an ignored group who were neither praised nor reproved but were present in the same room with the praised and reproved groups so that they could hear the comments made to the other children. Psychology and the teacher (Denis Child).*

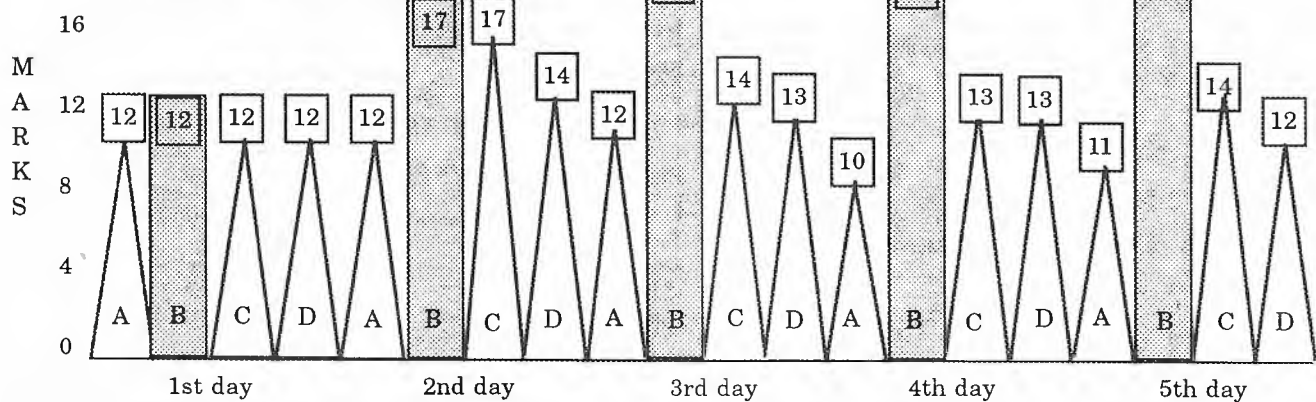
These chilling results (see 'Evaluation of Incentives' table opposite) leave us in no doubt, I hope, of how important, feedback and praise are and this should reinforce how important the setting of attainable goals and the breeding of the success pattern is.

### Be a specialist

It is not of necessity to be a highly motor skilled mentor, however when dealing with motor skilled students, the abil-

## 20 Evaluation of incentives

adapted from E B Hurlock



The results from this experiment should serve us all in our quest for the right balance of praise versus criticism:

Group A (controlled) fared the worst, getting very low scores; group D (ignored) came very close to A; group C (reproved) also came very close to A, but surprisingly were still higher than the rest, providing us with the stimulus that attention is better than no intention; group B (praised) came at the best and should provide us with a role model.

ity to respect a cognitive minded mentor is not always present at first, then you will have to use good selling skills. If you do have good motor skills then use them, a quick 'watch this', is all that is needed to gain respect of some/most motor skilled students

Canoe sport has its own particular problems with low motor skill level mentors in certain situations. A predicament that 'wildwater coaches' find themselves in, is that they are on serious graded water and they are the most 'competent' paddler and even without that factor they are perceived to be in charge and having a greater 'duty of care'. The onus for the safety of the student falls squarely on the shoulders of this mentor and you will have to be particularly careful of the advice you give to your students in these situations.

This is only applicable to sports where there are high objective dangers and the mentors motor skill level may have to be deployed to preserve life.

I have mentioned selling, and feel it this to be a particular problem with most tutors, teachers, instructors etc. that I have come in contact with, (not all, some have been inspirational) however most do not provide the student with a good enough reason to learn the subject or attain the desired goal. This is where it is hard to divorce extrinsic and intrinsic methods. The planning of successes can assist in this once again.

### Have an open mind

You will encounter many learning outcomes that were not desired or sought after when you were setting your goals, this is a very good indicator that you have set the right learning environment. With a positive approach these even if they are failures can become a positive factor in the learning for both student and mentor.

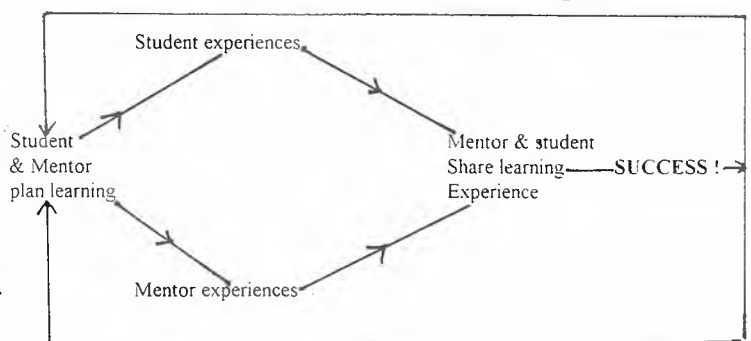
### Have a positive approach

'There is no failure like success and no success like failure' - unknown.

You as a mentor should have set down positive roles in your initial meeting, by this I mean all safety points must be covered and sought after i.e.. Parental consent forms if under 18, medical conditions etc. You should work out your aims together and how you initially achieve to achieve these. You should try to be open and honest as possible, and as your student mentor relationship develops you can become even more honest and encourage two way evaluation and constructive criticism, this will become a very important part of the learning process.

'Every act of learning requires feedback if it is to be completed' - Gangne.

### Positive model of Mentor-ship



In this model it is essential that both the mentor and the student prepare the learning time together deciding on the outcomes, and ways in which to achieve these.

### Be honest

In this first meeting you could start the student off with this honest approach with both self profiling and evaluating the meeting. You should try to keep records, if you design a form that encourages open question and feedback for both parties, this will help in the tracking progress, this will not only be in motor skills but in the higher understanding taxonomies such as analysis, evaluation in cognitive skills as well.

### Be approachable and available

Mentoring can be done at a distance, this is made even more achievable with up to date technology, videos, faxes, the plastic box and keyboard. However the most important part of mentoring is that you are approachable and available when the student requires. This need not be at 2am on a Sunday morning, but if the student has a particular problem or wishes to discuss a success, then there can be no greater reward than coming to your mentor with the results, I use results in both the fail and success context both as stated are equal.

Although it seems sexist nowadays, as Skinner said: 'we have not yet seen what man can make of man'.

or

'What mentor can make of student and student of mentor'

If there is one question that always stays with me, it is this: 'what is wrong and what is right, when it comes to teaching students?'

**References:** *Teaching in further education* L.B. Curson; *Psychology and the teacher* Denis Child; *Developing courses for students* Derek Rowntree; *Experimental learning* David A. Kolb; *Team building* William G Dyer; *New teaching skills* Nigel Collins; *Creative play activities for children with disabilities* L Rappaport Morris & L Schultz; *Instructional technique* Ivor K Davies.

# BCU COACHING SERVICE SUPPLIES

Caps and clothing are all emblazoned 'BCU Coaching Service' or *British Canoe Union Coaching Service*

**Coaching Polo Shirt** Black, at £15.00 each Size: M L XL XXL

**Coaches Bank Jacket** £89.99 each Black/Blue L/XL  
(These superb jackets are fleece lined, the shell being breathable Cyclone material)

**Cotton Baseball Caps** £9.00 each Black, adjustable

**Premier Baseball Caps** - please note that this item is withdrawn

**The Canoeing Handbook** £16.95

**Canoeing for Disabled People** Geoff Smedley - £17.95

*All prices include postage and packing.*

*Please send cheque / Visa etc No with order to:*

**Instructors Crib Cards** £7.95 per set

(a set of 12 plastic cards - 5" x 4" - outlining the main elements of the basic strokes, plus the W(R)IGGLE test).

*Please state KAYAK or SOLO CANOE or TANDEM CANOE*

**Plasticised Star Test Marking Sheets** £7.95 per set

(a set of plastic cards - 7.75" x 5.25" or 5" x 4" - for marking 1-4 Star Tests candidates).

*Please state SIZE REQUIRED and KAYAK or CANOE*

**Log Books**

A4 contents only £6 A4 with binder £8

S/NVQ - contents only £8 S/NVQ with binder £10

BCU, Adbolton Lane, West Bridgford, Notts NG2 5AS

## COURSES FOR COACHES

### ASSESSOR TRAINING DAYS

**14 June - Tryweryn**

Loel Collins, Canolfan Treweryn, National Whitewater Centre, Frongoch, Bala, Gwynedd. LL23 7NU 01678 521083

**15 June - Tees Barrage**

George Thompson, Dukeshouse Wood Centre, Hexham, Northumberland. NE46 1TP 01434 602622 or fax 01434 608275

**7 Sep - Leicester OPC**

Andy O'Connor, 241 Duncan Road, Leicester. LE2 8EJ

**25 Jan 98 - Leicester OPC**

Andy O'Connor, 241 Duncan Road, Leicester. LE2 8EJ

### COACHING PROCESSES COURSES

**14-15 June - North Wales**

Plas Y Brenin, Capel Curig, Gwynedd. 01690 720280

**19-20 July - Exeter**

Pete Whitfield 01752 253678

**18-19 October - North Wales**

Plas Y Brenin, Capel Curig, Gwynedd. 01690 720280

**25-26 October - Nottingham**

Current Trends, Adbolton Lane, West Bridgford, Nottingham.

**08-09 November - Nottingham**

Current Trends, Adbolton Lane, West Bridgford, Nottingham.

**13-14 December - Nottingham**

Current Trends, Adbolton Lane, West Bridgford, Nottingham.

**20-22 March 1998 - Pangbourne**

Kevin Dennis, County River Centre, Whitchurch Rd, Pangbourne, Reading.

### LEVEL 5 COACH TRAINING COURSE

**8-13 November - North Wales**

Plas Y Brenin, Capel Curig, Gwynedd. 01690 720280

**October/November - Scotland**

Glenmore Lodge, Aviemore, Inverness-shire, PH22 1QU 01479 861276

### GRADE 3 EXAMINER STANDARDS CONFERENCES

**Sea and Surf - 18-19 October**

Pembrokeshire

**Inland Kayak and Open Canoe - 15-16 November**

Venue to be announced

### WHITE WATER SAFETY APPROVAL COURSE

A course for those wishing to become approved deliverers

**13-14 September**

This course is dependent upon a sufficient number of candidates requiring to become approved presenters of white water safety courses. Please send sae to the BCU office for details.

### ADVENTURE AND ENVIRONMENTAL WORKSHOP

**Lakeside - 20 June 97 - £25 including lunch**

A Workshop to show how outdoor leaders of 11-16 year olds can contribute to environmental education, and discuss approaches, methods and activities that will encourage environmental awareness and understanding. The day also aims to link this work with the National Curriculum at key stages 3 and 4, and consider how these approaches can be evaluated. Details from Rebekah Beadle, YMCA National Centre, Lakeside, Ulverston, Cumbria LA12 8BD (015395 31758).

### MOUNTAIN AND MARINE LIFE SUPPORT TRAINING 2-day and 5-day courses

First aid courses are available in Mountain First Aid; Marine First Aid / RYA Small Craft Course; Outdoor Pursuits Course in An gus. Details: phone 0800 614317.

### WHITE WATER SAFETY AND RESCUE COURSES

Mid Wales

**12-13 July 14-15 August 13-14 September**

J Roger Drummond, 8 Severn Bank, Shrewsbury SY1 2JD  
01743 365022



**LONGRIDGE**

**SCOUT BOATING CENTRE**

wish to appoint a

**CHIEF INSTRUCTOR CANOEING**

The successful applicant will be a LEVEL 3 COACH (Senior Instructor) and will be responsible for the running and development of canoeing and kayaking at Longridge and will be a member of the Centre's Management Team.

The post is Residential and a 3-bedroom flat is provided  
Longridge is a Scout Centre but is extensively used by schools, youth groups and increasingly by companies

*For further details contact:*

The Manager

**Longridge Scout Boating Centre**

Quarry Wood Road

Marlow SL7 1RE

Tel/fax 01628 483252