

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.

PRIOR REGISTRATION - NEW REQUIREMENTS FOR 1998

The BCU's paper work for courses is too complicated, and too time-consuming to fill in . . . we're up half the night at the end of a course just signing and sorting different bits of paper, matching and batching them up, and counting money - why can't it be more straight forward like XYZ organisation? was a growing complaint from course organisers.

Powerful minds therefore got to work (!) and produced an outline scheme for simplifying matters. This was circulated to all current course organisers and coaching organisers for comment.

A number were received, some intimating that they actually enjoyed juggling lots of different coloured bits of paper, signing their names numerous times, and accounting for varying amounts of money - besides not always making clear as to whether or not a particular pre-requisite had been fulfilled. After all, what are course organisers, or directors for, if not to satisfy some masochistic tendency in this way?

All comments were treated seriously, however, and considered in detail by the National Coaching Committee at its special meeting on 5 July. There was only one possible problem highlighted which did require special consideration, and so on balance it was decided to proceed with a central registration system, the production of clearer and more attractive promotional material explaining the awards and how to obtain them, and the creation of a streamlined system for notifying results.

Please note

From 1 January 1998 all newcomers to the scheme, and all those who proceed to assessment, or across the disciplines, or up the awards ladder, will have to register their intention to do so, on each occasion, by sending form C3A, together with evidence of the relevant pre-requisites, in advance of attending a course, to the BCU (or their National Association) office.

The relevant form and complete information on the next stage will be sent automatically when the previous certificate is issued, for clipping into the log book. It will not, therefore, be a matter of having to write to the office, wait, and then write back to return the form and supporting evidence. The forms and information will be to hand, for completion and forwarding when you are ready to proceed.

A swift response, confirming registration, can be guaranteed, and in total we expect the burden on the office staff to be lessened, rather than increased, because the system will obviate the time consuming situation which arises when all is found not to be in order following a course - a not uncommon occurrence!

Full details later

Please note that nothing changes yet. A set of everything that is required will be included to all members with December CoDe for prior registration for courses to be held in the New Year.

Course Organisers and Coaching Organisers will be sent full details of the scheme, and given a chance to comment on the system, before finalisation.

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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

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Dear CoDe

Dear CoDe

A month or so ago when the new Safety Test syllabus was printed I asked the question as to why certain professionals were exempt from holding a first aid certificate, although the question was answered in CoDe certain assessors are still agreeing with my comments and agree that all those taking a Safety Test should have a first aid certificate.

Moving on from these thoughts another issue seems to be raising its head when people are requiring a Safety Test.

It is that of what equipment is needed. The test which is now set out into modules, with an unknown incident thrown into the assessment for good measure, does not give an indication as to what is required. Yes, a first aid kit for any medical problems, but what else ?

Most assessors that I have worked with have set the un-known incident with a cold-wet casualty in mind that needs sheltering from the conditions. What do they use for a shelter ? Boats could be used as a wind-break, but what if it is pouring down ?

A recent course I helped out on involved a 4ft 6ins female candidate, who had a fair amount of equipment, including spare clothes. Unfortunately they did not fit the 6ft 12st male casualty she had to try and keep warm !

When I am asked the question prior to the course I send the candidate a (proficiency) 4 Star syllabus for ideas, and give other advice as required. Does the BCU or any other assessor, have any thoughts on 'kit lists for Safety Tests - or should candidates be left to possibly fail the test because the information is not in the syllabus.

DAVE BATEMAN, The Ackers

BCU Lifeguards National Training Officer, Andy Squirrel, replies: Although there is no kit list as such for the CST the training module covers all the scenarios that could be left for the candidate to deal with.

To take the example given - what to do with a cold, wet casualty ? In the first instance, when module 1 section C is taught, the use of the exposure bag is surely brought in ? This would certainly deal with a cold wet casualty in the short term, and remembering the venue where this test is to be undertaken, better shelter for the long-term patient care would be available.

Upon reading through the syllabus for the training modules, it becomes quite apparent what is required. Module 2 b/c: throwbag; Module 3 d: towline; and so on.

It all comes down to the candidates and the trainer/assessor's prior knowledge of the syllabus. If the candidates aren't prepared and don't have the right equipment to complete what is in the syllabus, it can only be down to the trainers !

Whilst on the subject of CST assessments, trainers assessors must set the unknown incidents within the level of the award - ie what has been taught. Heart attacks and spinal injuries are not in the training and should *not* be used for the unknown incident.

Dear CoDe

In the No 74 (April 1997) issue there was an article INSTRUCTORS WHO'VE 'HAD ENOUGH'! Perhaps it was just as well that this article was not signed since it appeared to be an indictment of the Coaching Scheme as a whole if this is indeed the mental attitude of instructors across the board.

Of course the Coaching Scheme is not perfect. It wouldn't be so progressive if it were. However over a period of recent years I have had occasion to watch beginners to canoeing being introduced to the sport at a number of centres and clubs. In many cases the introduction has been done by junior instructors or

good club paddlers. Their sole object has appeared to be "lets get cracking and into the sort of water I enjoy" Then I think back to the days when I was being coached to become an instructor by wise and very experienced canoeists. The coaching slogan then was "Make haste slowly"

All instructors get to learn very quickly that in a class of beginners the range of ability is very wide and, whereas some students will get the hang of paddling and various strokes quickly, others, often the older members of the class, may take longer to achieve the ability of even getting into and out of a kayak. So the instructor has to use his/her imagination and whilst being patient and painstaking with the slow learners keep the quicker learner members of her/his group interested - and out of mischief. But let's us go back the very beginning.

The initial assembly of the group of complete novices after they have changed into what they consider to be suitable canoeing attire. The instructor thinks." what have I done to be landed with this Lot?" It is at this point I suggest, where inexperienced instructors and good club paddlers, but not qualified instructors, fail. This is the point at which basic rules and the introduction to canoeing starts.

The first question "Are you able to swim 50 metres in canoeing clothing?" The answer will invariably be "Yes". This was never my first question, which was "You look sane, so why on earth do you want to take up this cold and miserably wet sport?" It broke the ice and helped everyone to relax. Part of the accuracy of the students answer to the official question may be shown in what they appear dressed ready to canoe. If the class is fortunate to have a swimming pool available then the instructor has no problem. Two lengths of the pool non-stop should prove the students ability one way or the other. That swim is important.

As I have said I have witnessed occasions where the instructor has been hell-bent on getting his group afloat regardless. Regardless of what ? The basic rules of SAFETY. Of which "are you able to swim . . ." is the first. Indeed much of the early instruction should be given over to safety starting with personal buoyancy. So many leaders of beginners groups will say to their class "You'll find a rack of buoyancy aids in the boat-house go and put one on". NO ! NO ! NO ! "Go and fetch one each and bring it back here so that I can fit it to suit you". At this point the instructor should divide the group into pairs so that they may get used to helping each other to put their buoyancy aids on. If this seems unnecessary let me tell you that it was not all that long ago that I witnessed a child being taught capsiz drill, albeit under controlled conditions, when the buoyancy aid surfaced before the student !

Next on the safety theme comes the equipment. "Take care of your equipment and it will take care of you." There should be a place for every thing and everything goes into its place. So often because it is club, local authority or school property and not the student's private equipment, once the class comes ashore items are tossed into the boathouse whilst the user dashes to get out of his/her damp clothing and into a hot shower. From the start it is essential that everyone knows that the lesson does not finish until the instructor has seen all the items of equipment have been put away in their correct place clean and in the case of the kayaks, dry.

As I've said, the group should be divided into pairs first to assist each other to put on their buoyancy aids correctly and now because to begin with the kayak is a cumbersome object to handle and if not carried correctly, and if the user has not checked that it is completely empty, any water swilling from end to end will cause it to see-saw with each end alternately striking the ground and consequently causing damage to the bow or stern. So each students holds one end when carrying ashore. One lesson I have very rarely seen taught is the correct way to lift a kayak. This is in fact another facet under the heading of safety. Safety in avoidance of severe physical injury by strain or damage to his/her back. I would suggest that it is best for two students to carry a kayak between them.

It has become common practice these days for both instructors and students to wear crash hats. A wise precaution, but how many instructors ensure that each helmet is fitted correctly

before going afloat? From observation it appears that it's usually left to the students to fit their own.

The most delicate part of canoeing equipment, yet the most abused, is of course the paddle. It is not intended to be used as a punt pole, or for getting into or out of a kayak, for jousting, or assaults on fellow students (thank you "Gladiators!") Undoubtedly more paddles become damaged ashore than when afloat. When not in use afloat paddles must be placed in the kayak or canoe or placed out of harm's way. They are very vulnerable when left lying on the ground.

About forty years ago when I was introduced to canoeing my instructor was a lady named Marianne Tucker, the sole British female canoeist in the 1960 Olympic Games. Obviously she was a very highly qualified canoeist, but although she was not a member of the Coaching Scheme, then in its infancy, she remembered the basics and we students listened and practised for three quarters of an hour before we were allowed to launch our kayaks and not one minute of that time was dull or boring.

How many instructors take time to show each member of the class of beginners how they fitted their own buoyancy aid? Do you always check your own kayak or canoe for damage and buoyancy in front of your class before you go afloat to demonstrate basic strokes? You know as well as I do that students learn more from example than waffle. That's why I remember Marianne's instruction so vividly still.

The first two sessions of an introductory course to canoeing should be the most important in a canoeist's life. The instructor worth his salt will ensure that this is so. The Coaching Scheme is for those who want to put something back into the sport from which they have derived so much fun, companionship and pleasure. It is not for those who are selfish or see it as an easy way of making money. The quote given in the article to which I referred at the beginning should have concluded "... and I'm going to resign from the Coaching Scheme" - and good riddance.

Oliver Cock, that doyen of canoeing, always said to potential instructors "what would you say to the Coroner?" If people had not made mistakes, tighter rules and regulations would not be imposed.

JACK TRAVERS, Worcester

DofC comments: the article was, in fact, written by myself in the light of concerns which were being more and more often expressed to me from 'the field'. Jack appears to have missed the point to an extent. There is a 'duty of care' on all of us, as Jack rightly indicates. The vast majority of instructors take that duty very seriously when teaching canoeing, witness the very low accident rate within the sport. Certainly safety has a very high profile on all courses for the training of instructors. We have always been, and remain, subject to the civil law should we be negligent.

In recent times, however, there has been a significant increase in legislation affecting voluntary sport, bringing us more and more within the criminal law, and imposing unnecessary restrictions on perfectly safe, enjoyable and competent activity. Most people are now faced with increasing pressures and vulnerability at work, requiring longer hours and therefore less spare time. Lawyers are being given free reign to offer to pursue spurious claims on a 'no win, no fee basis'.

There is no lacking among voluntary instructors in commitment, in desire to help, and in taking very seriously the responsibilities which teaching a potentially hazardous activity involve. There does come a point, however, when those giving of their time and talents for free in the service of others, as a voluntary coach or official, and being faced with increasing rules and regulations, and the threat of legal action, on top of the increasing pressures of daily living, will say, 'blow this for a game of soldiers' and vote with their feet. It is the community which will be the poorer for it.

Two Person CPR

Clarification of Technique

Please read the advice below from RLSS UK's Chief Medical Officer, Dr A Handley, which is reproduced by kind permission of the Royal Life Saving Society (UK).

When two or more rescuers are present at a resuscitation attempt they can take turns to perform single person cardio pulmonary resuscitation (CPR) using a ratio of 15 compression to 2 ventilations.

If at least two are trained and proficient in two person CPR, for instance when lifeguards are attending a casualty, such a technique has definite advantages over single person CPR because it results in better ventilation and less interruption of the chest compressions.

Initially, single person CPR may be undertaken while one of the rescuers goes for help. On his or her return, this can be changed to two person CPR, which is the preferred method, provided that both rescuers are trained and proficient in the technique. One rescuer should undertake chest compressions whilst the other ventilates the casualty. A ratio of 5 compressions to 1 ventilation should be used.

When using two person CPR the following points should be noted:

- 1 The first priority is to summon help. This may mean that one rescuer has to start CPR alone while the other finds a telephone.
- 2 When changing from single person to two person CPR, the second rescuer should take over chest compressions after the first rescuer has given two inflations. During these ventilations, the incoming rescuer should determine the correct position on the sternum and should be ready to start compressions immediately after the second inflation has been given. It is better if rescuers work from opposite sides of the casualty.
- 3 A ratio of 5 compressions to 1 inflation should be used. By the end of each series of 5 compressions, the rescuer responsible for ventilation should be positioned ready to give an inflation with the least possible delay. It is helpful if the rescuer giving compressions counts aloud; "1-2-3-4".
- 4 Chin lift and head tilt should be maintained at all times. Ventilation should take the usual 2 seconds during which chest compressions should cease; they should be resumed immediately after inflation of the chest, waiting only for the rescuer to remove his or her lips from the casualty's face.
- 5 If the rescuers wish to change place (usually because the one giving the compressions becomes tired) this should be undertaken as quickly and as smoothly as possible. The rescuer responsible for compressions should announce the change and, at the end of a series of 5 compressions, move rapidly to the casualty's head, obtain an airway, and give a single inflation. During this manoeuvre, the second rescuer should position him/herself to commence compressions as soon as the inflation has been completed.

articles are required for this magazine

have you got something to say about training methods?

have you devised a system for imparting a particular stroke or technique?

do you disagree with a progression or a definition in the Star Tests syllabus?

do you have a 'bee in your bonnet' about something? why not write and tell us?

Coaching methodology develops through the sharing of ideas

COACHING 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

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

All prices include postage and packing.

Please send cheque / Visa etc No with order to:

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

LEADERSHIP on Grade Two Water

by Stephen Farthing

Leadership on moving water begins with planning. The group, their aims, their equipment, the river, and your skills must match.

The example you set is as important as your coaching. Moreover, the standards you set for your group have a direct effect on other paddlers. Think about; respecting access agreements, move elsewhere if the river is busy, change discreetly, don't slam doors and bellow orders on Sunday morning in someone's back yard, remove litter, wear your buoyancy aid and helmet correctly, avoid seal launching down that fun but fragile bank, spend five minutes fixing the faulty trailer lights.

Good briefings are needed. Keep it short and simple (KISS). I use a list to prompt me:

- Description; aims, distance, grade, time, lunch
- Order and spacing
- Action on capsizes
- Action on entrapment
- Signals
- Special hazards

Think ahead

When coaching, choose sites that will challenge a group without intimidating them. Often an eddyline is less vigorous downstream, and the group can progress to using the upstream end of the eddy. Chase wave hogs away to give less confident paddlers time and space on waves.

Develop a team approach to rapids with the group looking out for each other, using a buddy system, spacing themselves appropriately, and passing signals.

To lead rapids you must be aware of hazards, not just to yourself but to the paddlers in your care. You must then choose a strategy to minimise the risks, develop your group, and be in a position to give assistance if needed. Some factors suggest you supervise from upstream (behind the group). These must be considered and decisive action taken. There's no substitute for experience to help you decide. The table below lists some of the factors:

Supervise from Upstream

- Develops groups route choice
- Easier to release stuck boats
- Easier to support a trapped or injured paddler
- Better position to extricate person from strainer

Lead to a point Downstream

- Demonstrates a good route
- Easy to collect paddler and boat in eddy
- Easier to arrange stopper rescue
- Possible to protect a hazard unseen from above
- Throwline can be used.

With a small team it's also possible to lead from the middle, where you are on hand to rescue, support, or even raft up with a nervous paddler.

SITUATIONS VACANT

INSTRUCTORS REQUIRED

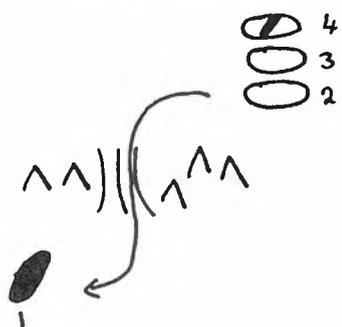
Instructors are required (£10 per instructional hour) for YMCA Middlesex Day Camp at Waltham Abbey for 4 days a week for 4 weeks in August, introducing 8-13 year olds to water sports. Qualifications required in canoeing and/or windsurfing. Please contact Julia Rankin or Maria White on 01992 652272.

KAYAKING/CLIMBING INSTRUCTOR REQUIRED

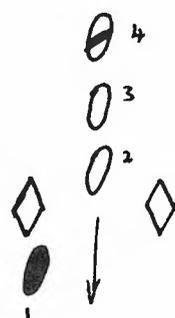
A kayaking/climbing instructor is required for the National Trust Outdoor Centre in South Pembrokeshire. Phone 01646 661359.

Some Strategies on Rapids

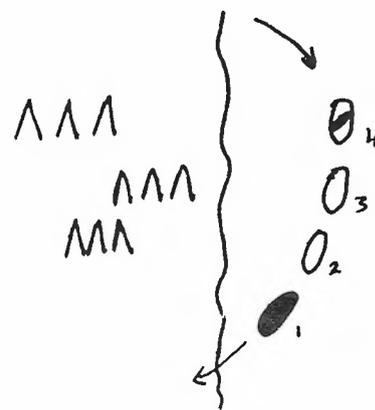
Simple Drop / Wave



Isolated Obstacle



Portage



"Magnetic" Rock



Long Riffles



Obstacle on Bend



"Graveyard"



Multiple Drops

lead 1 drop at a time, collect team in big eddies



Human Signposts

small eddies so team go 1 at a time following "signposts" that you position.



Key

Waves ≡

Rocks ^

Strainer ≡

Leader ●

Assistant ◐

Group ○

IMPORTANT NOTICES

PADDLE FEST 97

Holme Pierrepont - 1-2 November

From coaching sessions to Dragon Boat racing. From 'extreme' slalom (in plastic boats) to sprinting in Wavehoppers. From poling to white water rafting. Plus a trade show.

Whether you want practical canoeing and/or coaching all weekend, or would prefer to add your voice to a debate on access, or whether the coaching service; whether you prefer the self-sufficiency and economy of a tent, or the luxury of a local hotel, the Paddle Fest from 1-2 November is the place to be.

Please read the notice in *Canoe Focus* and send a sae to the BCU office for full information concerning the programme, which will be available in mid-September. In the meantime, **please reserve the date.**

PHONE-FREE WEDNESDAY

Please note that the BCU coaching office phones are 'personned' on Monday, Tuesday, Thursday and Friday from 0830-1600. There is an answerphone service from 1600-0830 each day.

To enable the staff to cope at the current staffing levels, routine enquiries to the coaching office are not answered on Wednesdays, in order to give priority to written requests on that day.

Credit card orders

It is regretted that due to the time factor involved, credit card orders cannot be taken over the phone. Credit card orders can be accepted, however, when received in written form.

CANOEING SAFETY TEST VALIDATION

The Canoeing Safety Test needs to be valid (ie taken within the previous 3 years) when a candidate attends his or her first level 1 or level 2 assessment course. It does not have to remain valid from thereon, nor does it have to be re-taken when moving across disciplines, or up the awards ladder.

The first aid certificate must always remain valid. Remember, all award holders must be in possession of current first aid training from 1 April 98.

LEVEL 3 COURSE RESOURCES

Work is commencing on the production of a resource package for Course Directors of level 3 training courses. If you have produced material which could be of use in the compilation, and are willing for it to be shared (with acknowledgement) please forward a copy to the BCU office.

MARINE SAFETY AGENCY CODE OF PRACTICE

The Scout Association has become concerned at the possible implications for canoeing in the definitions used by the Marine Safety Agency in its rules for commercial vessels on inland waters.

We have been advised by the legal and government affairs of the Royal Yachting Association, for which advice we are extremely grateful, that the regulations are unlikely to have any impact on canoeing activities.

We believe that the definitions for the identification of different types of water as currently used by the BCU, are related to the real world as it relates to canoeing, and will continue to be promulgated.

S/NVQ INFORMATION

S/NVQ Training and Assessment (D32, 33)

27-28 September - Nottingham

A 2-day course for BCU grade 2 Examiners or grade 3 Assessors who wish to become S/NVQ Assessors (D32, 33). Please send sae to BCU office for full information.

S/NVQ Orientation - 27 September

(for grade 2 Examiners or grade 3 Assessors who hold D32, 33 from another sport or industry)

New address for Nigel Timmins

Our chief Internal Verifier, Nigel Timmins, has moved to Sheigra, Berrier Road, Greystoke, Penrith CA11 0UD (017684 83982).

All S/NVQ Assessors please note

The new National Standards for level 2 are published on 1 August 97. New assessment tools and materials are being produced. Please contact Nigel Timmins on 01768 868021 if you have anyone currently being assessed or intending to be assessed. New information and materials will be ready shortly for S/NVQ assessors.

Price increase

Please note that the Awarding Body's prices have increased, and S/NVQ fees are now £20 more than previously notified.

S/NVQ Assessors wishing to assess BCU awards or S/NVQs in canoeing

If you are an S/NVQ Assessor (D32, 33) in any context and wish to assess BCU qualifications and/or S/NVQs in canoeing, you must first become a BCU Assessor. As an alternative to attending a BCU Assessor Training Day, however, you could attend the first day of a BCU S/NVQ Assessor Training Course (D32, 33). This covers the principles imparted on an Assessor Training Day, as well as covering the canoeing specific requirements for assessing S/NVQs in canoeing.

To assess S/NVQs in canoeing, however, you must still first become a BCU Assessor through following the procedures outlined under *The Assessor Progression* above.

When established as a BCU Assessor through the 'apprenticeship process' it is necessary to notify the BCU's Internal Verifier (through the BCU office) whenever an S/NVQ assessment is planned.

GUIDE TO OUTDOOR CAREERS

The guide covers all aspects of career development in outdoor education, development training, and recreation, and includes careers such as adventure based youth work, outdoor centre management, holiday work, field studies, development training and instructing.

Copies are available for £3.50 inc p&p from Cathy Collins, NAOE, Eastgate House, Princesshay, Exeter, Devon EX1 1LY (01392 272372; fax 413163).

EFFECTIVE OUTDOOR LEADERSHIP

Friday 28 November - Chorley, Manchester

A day conference for leaders, teachers, trainers, youth workers, playworkers, college staff and students.

Keynote addresses from Sir Christopher Ball (RSA Director of Learning) on Lifelong Learning in the New Century; Tricia Rawlingson Plant (Mill on the Brue) on Raising the standards of outdoor leadership; Brian Liversidge (Brathay Hall Trust) on Professional outdoor leadership from 2000 onwards; Roger Bottomley (SPRITO Chairman) on The new SPRITO's response to the challenge.

Workshops/Seminars choices from 16 topics. Full information from The Outdoor Forum Administrator, KLB Secretarial Services, Gynolwyn House, Llanegryn, Towyn, Gwynedd LL36 9SL (Phone/fax 01654 712137).

COACHING PANEL NEWS

Wiltshire Coaching Panel

The next panel meeting is to be held on 22 September. Please contact Doug Manning, 371 Ferndale Rd, Swindon, Wilts SN2 1DE (01793 527051) for details.

Eastern Region Coaching Panel Seminar

Saturday 20 September 97 - Bedford area.

Open to all Coaching Service members - not just 'E's and 'A's. Plus evening BBQ and opportunity to paddle slalom Cardington WW course on Sunday. Sae if you wish to attend please to Paul West (no phone calls):

ELECTIONS

LCO Hertfordshire

Mike James has had to stand down due to business pressures. Nominations please to RCO, Paul West.

RCO ELECTIONS

The following RCOs are due for re-election. Alternative nominations must be supported by 2 LCOs or 5 current coaching members from the Region who are adult members (includes adult family 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 31 August 1997. If more than 1 nomination is received, the names of the candidates will be published in the October edition of CoDe, together with the citations, and all adult members in the region will be invited to send in a postal vote.

RCO Eastern Region

Paul West is due for re-election as RCO Eastern Region. If there are alternative nominations they must be received as above.

RCO West Midlands

Roger Drummond is due for re-election as RCO West Midlands. If there are alternative nominations they must be received as above.

RCO North East

Martin Meling is due for confirmation by election at the NE agm in November. Alternative nominations as above, but the election itself will be by simple majority at the NE region coaching panel agm in November.

ASSESSOR TRAINING DAYS

7 September - Leicester OPC

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

25 January 1998 - Leicester OPC

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

14 March 1998 - Chichester

Mike Watson, 6 Hillside Crescent, Angmering, West Sussex. BN16 4AA

COACHING PROCESSES COURSES

27-28 September - Mid-Cornwall

Andy Barclay, Hillside, 6 Castle Hill, Lostwithiel, Cornwall. PL22 ODE (01872 324402)

11-12 October - Shrewsbury

J Roger Drummond, South View, Severn Bank, Shrewsbury. SY1 2JD. 01743 365022

18-19 October - North Wales

Plas y Brenin, Capel Curig, Gwynedd.

25-26 October - Nottingham

Current Trends, Adbolton Lane, Nottingham

08-09 November - Nottingham

Current Trends, Adbolton Lane, Nottingham

13-14 December - Nottingham

Current Trends, Adbolton Lane, 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.

EXAMINERS / ASSESSORS

Aspirant and Established Examiners/Assessors PLEASE NOTE

From 1 January 1998 only certain grade 2 Examiners (or grade 4 Assessors) will be entitled to recommend an Assessor/Examiner upgrading. Their entitlement to do so will be indicated by the letter 'U' after the examiner/assessor status on their record. Thus E26U would indicate a grade 2 Examiner who: 1) attended a forum in 1996; and 2) who is entitled to recommend assessor/examiner upgrading.

The designation will be shown on the label for the next (October) issue of *CoDe/Focus*. Please seek clarification from your RCO *after* you receive October *CoDe* if you have any query.

From 1 January Assessors seeking upgrading will need to clarify that the Course Director is entitled to recommend upgrading.

REMEMBER, REMEMBER

THE CANOE-FEST IN NOVEMBER

- PADDLING - AND 'REASON' - THE LOT

THIS 'END OF THE SEASON'

IS BOUND TO BE PLEASIN'

SO WHY NOT SIGN UP ON THE DOT . . . ?

Yes - it will even include a bonfire, barbecue and disco
- besides a more formal 'do' for for the 'more mature' ?

Full details available from BCU office from mid September
sae please to:

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

Sea Coaching and the Skeg

by Drew Delany

On a recent Level 3 Sea Coach Training course at Plas Menai, a student asked if we could cover the use of skegs. 'Good point, remind me when we're all afloat', I replied.

Late that night, as I fell asleep it came back to me in a flash - SKEGS ! I resolved to write a letter to the student, but having put pen to paper thought it might be more profitable to share ideas through CoDe. Perhaps other coaches will add thoughts and tips of their own.

Background

- 1 Boat design is a compromise of numerous criteria: speed, stability, manoeuvrability.
- 2 Once built, the boat shape is fixed - but the sea/wind conditions are variable.
- 3 Some boats will turn:
 - Into or away from the wind, called 'weathercocking'.
 - Sideways to the waves, called broaching
 - Head up into, or run down waves.
- 4 Forces will act along the sides of a hull and the theoretical mid-point of these forces is the Centre of Lateral resistance. (CLR).
- 5 If we wish to modify the performance of the boat we need to modify the CLR.
- 6 Raising or lowering a skeg (or rudder) will achieve this.

Skegs: Pros and Cons

- Pros: Increased range of control
Helps avoid Repetitive Stress Injury
- Cons: Extra resistance slows the kayak
May offend the kayak design purist
Control lines add to deck clutter
May jam - up or down
Skeg box restricts hull storage space

Coaching Points

- 1 Working with a variety of boat designs within your group can be dangerous when conditions become challenging.
 - Some boats may weathercock, others broach, and the result is the dreaded 'starburst' of paddlers.
- 2 Take advantage of variety to run 'try a boat' - encourage students to swap throughout sessions.
- 3 Remember to check that skegs have been raised, especially when coaching sweep strokes, draw strokes, stern rudder, back paddling, and when rock dodging or landing.
 - But do suggest experimentation. Try strokes without the skeg, skeg half down, and skeg fully down.*
- 4 Perhaps the stroke most frequently performed badly by Star Test and Coaching award candidates alike, is the hanging draw (especially in gp kayaks). The consistent demonstration of bow rudders suggests that paddlers have not explored just where along the side of their kayak the CLR is located. A sea kayak will mask this inadequacy, but of course with a skeg the situation changes again. Once you have coached the performance of a sustained glide with the boat displaced sideways without the skeg, suggest repeating the exercise with the skeg. Feedback from trainees will indicate that they have found that the blade needs to be planted further back when the skeg is down.

- 5 In windy but smooth conditions - ie an offshore wind - paddling parallel to and perhaps only 2 yards off the beach, stop paddling and glide. Does the boat run straight ? Repeat the exercise and this time paddlers with skegs drop them as they stop paddling. The difference should be striking.
- 6 Moving offshore - now the underlying principle of skegs is that they will aid the boat to turn away from the wind. Correctly used they will take the strain out of correcting while forward paddling.

- a *Paddling upwind skeg has no real effect* b *Paddling cross upwind boat wants to turn into the wind. Lower skeg slightly and boat tracks perfectly.*



- c *Paddling crosswind, boat wants to turn upwind. Lower skeg halfway. Boat tracks straight.* d *Paddling 'broad reach' boat wants to turn upwind. Lower skeg three-quarters way to track straight.*



- e *Paddling dead downwind skeg reduces manoeuvrability of boat and enjoyment of surfing.*

Experiment: If paddling as in diagram b drop skeg three-quarters way and boat will want to track as in diagram d.

- 7 Experiment with your turning strategy.
 - a For a right turn edge on the left, bow rudder on right, followed by edge on left and sweeps on the left.
 - b for a right hand turn lean on the right and do reverse sweeps on the right.

Students should be able to give feedback that in (a) turning strokes were forward of the body - ie further from the CLR so more effective as levers. Also, the edge out of the turn allowed the skeg to slip through the water.

(b) is a favourite sea kayak strategy - but consider the implications of the skeg. In gp boats and most sea kayaks the CLR is approximately under the paddler, hence the usefulness of a sweep behind. But the whole point of a skeg is that we move the CLR backwards. If we understand this we realise that reverse sweeps, starting almost next to the CLR, have negligible turning effect. Also, by leaning while reverse sweeping the skeg is being forced to 'lock' in the water, resisting our sweep.

- 8 Experiment with the effect of the skeg on eddy line spins - a highly effective sea kayak manoeuvre all too seldom taught.
- 9 In breaking waves experiment, skeg up or down. The ideal is after the 'break' when the long run on the soup gives the paddler time to think, and analyses performance. (Somehow, immediately before and during the break the concentration seems to be focused elsewhere !)

Incidentally, this whole area of activity is called 'practising beach landings', unless you're a Surf Coach in which case no doubt it may develop into a surf session. In either case, safety rules apply, especially with sea kayaks. Your students should find it easy to adopt the classic 'bongo slide' without the skeg, and with the skeg should be able to turn back onto a straight run.

(continued at foot of next page)

+++++ **POSITIVE FEEDBACK**

by Paul Harris

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The aim of this article is to emphasise the method of positive feedback to which an assessor gives feedback to the candidate after an observation of skills. The context of the situations are on the whole shortened and are looking at methods, interpretation of circumstances should not deter from the aim of the feedback all of which are hypothetical.

Why do we give feedback at the end of an assessment session ?

Feedback is a form of reflection and is a method to which the learning process begins, learning starts at the reaction to the way something happened, this has strengths and weakness but only on reflection of how it occurred can we start to change the way we tackle the situation. This may be self induced or by observation.

Learning is about change in behaviour

If we give feedback in a negative and critical way the candidate will build up barriers to learning, as criticism brings about negative feelings such as animosity, demoralisation and lack of respect. All these barriers remain counterproductive to the learning cycle.

Remaining positive within feedback is a skill that has to be practised, observed and commented on to perfect. This is a method that when used creates an environment suitable for learning to take place. To be positive about the way we carry out a task will be of more benefit than to be negative. The method of turning negative occurrences in to positive learning experiences, that when developed will enhance the determination of an individual to succeed.

Within any programme of learning or assessment there are objectives that have to be achieved or passed in order for the BCU to give the award, these are assessed by observation and have to be satisfied in order that the award be given, all can be found in the Coaching Directory of Tests and Awards. Without diverting to a different subject of programming, the aims and objectives form the structure of the session, as an assessor these have to be discussed with the candidate prior to the session/assessment as there has to be no confusion as to what you will be looking for. If the assessment is passed or failed positive feedback can still be given.

After the session and before we start to plan the feedback it is worthwhile to invite comments from the group, also the candidate as this may clarify areas where you as the assessor were

(Sea Coaching and the Skeg - continued from p8)

A graphic illustration of this is if you have access to surf skis.

- 10 A 'low tech' skeg can be achieved simply by modifying the boat-loading fore and aft. Beware though that this does limit your options if the wind shifts.
- 11 Finally check that your students have locked-up skegs before sliding boats on/off trailers !

Summary

The Sea Coach should be used to working with a mixed fleet of gp and specialist sea kayaks, and modifying coaching activities accordingly. When skegs are fitted to boats, a further range of considerations comes into play.

Good luck on your assessment Nicky !

unsure of. This may take the form of underpinning knowledge, which can re-enforce the actions carried out during the session. Once these areas have been covered we can then offer the feedback in a structured and constructive manner.

Here is an example of positive feedback where a candidate has failed the objective:

The assessor "We can learn a lot from the trip you planned today as you exposed the group to conditions above what they were really capable of and have failed the assessment" (This negative action of failing the objective has been turned in to a positive learning experience). "But although failing, the briefing and planning phase of the trip was excellent, it was well thought out, the briefing was clear and thorough and that was good to see. There was one instance where one of the group became separated from the rest but you managed the situation, and at no time was he in any danger, so well done for that. There were times where you were paddling slightly too fast for the group and the group were becoming a little bit strung out, so think about this next time you are a group leader and I am sure the trip you plan will be even safer and more enjoyable. In summary, you must remember that the safety of the group is essential and must use this experience and learn from it".

Here is an example of positive feedback where the candidate has passed the assessment objective:

The assessor "That was a very well planned trip today and you passed the assessment, but there are a few areas that we can still learn from. The planning was very good and the briefing that you gave was thorough, but remember to invite questions at the end because the group were slightly confused at the cut off time and this could have been clarified had you invited questions. There were some coaching areas you could have included during the trip - as we were negotiating the narrow rocky areas you could have included draw strokes, it would have taken a moment to cover this and the group would have benefitted from it. The next time you lead a trip of this nature concentrate on these areas and it will be even better and more enjoyable".

Conclusion

As you can see from the two examples there are two differing results, but there is at the onset a clear explanation of the overall result, the candidates will want to know whether they have passed or failed, there has to be no confusion in this matter, the sooner this is clarified the better.

Within the next part of the feedback the assessor gives a clear indication of learning experiences, areas that the candidate showed a high level of competence, and integrating with areas showing weakness. Not a list of bad points or good, but balance of both with clear solutions. Remaining impartial to how the candidate coped with incidents not how you would do it yourself.

This method leads naturally on to the Action Plan, where we can summarise the comments of the feedback in to short term and long term aims. Feedback can be offered in a number of ways either written or verbal, a written test may comprise of an added sheet, where the assessor gives feedback on the way answers are completed, then handed back to the candidate. A summary of the whole assessment compiles of key points in all areas, giving the candidate clear and relevant aims. Therefore developing the never ending cycle of learning.

Rolling . . .

Rolling . . .

Rolling . . .

by DAVE ANDREWS

Many trainees are put off Eskimo rolling as something beyond them. It's great fun to spring it on absolute beginners and see the look of satisfaction when they actually come away from maybe their first session thinking 'Blimey, I did a roll'. You've got a much better chance of keeping them then.

I remember not learning to roll for ages, thinking it was a task of superhuman skill and cunning for experts only, until an instructor at Twr-y-Felin did more or less as outlined below in the sea off St Davids, and I came up first time!

Most beginners join in the summer when pools are not always available, and so they get into the habit of swimming. It's far better to teach them as soon as they join a club.

I've compressed the notes onto one sheet of paper, and suggest it is given to all newcomers, to inspire them to get on with it.

Teaching up to 10 students Eskimo Rolling by the 'Deep Water Method'

Crucially, those who haven't mastered Bow Rescues are unlikely to roll. So first demonstrate Bow Rescue, emphasising hip flip. Then allow them to practice in pairs. Teaching Bow Rescue first gives them a) confidence underwater, b) mastery of hip flick, c) it's the same series of movements as Pawlata.

The Instructor then demonstrates the Pawlata Roll sitting in a boat ashore. Sliding hands down shaft and pressing blade onto body under the arms ensures correct paddle angle. Whilst demonstrating he says out loud:

- 1: LEAN FORWARD; 2: SWING PADDLE OUT;
- 3: LEAN SLOWLY BACKWARDS STRAIGHTENING THE ARMS'

Trainees then repeat the above along with chanting the words ten times in succession, whilst the instructor checks they are doing it correctly.

Then they practice the above on the *water surface*, complete with chant - it's been proven to aid co-ordination, each taking turn to keep their mate's boat upright. Then get them to actually capsize and do it. Emphasise that if they simply do underwater *exactly* what they just did on the surface *then they will roll* - there's no trick or skill. Get them to say the words to themselves underwater. Any Eskimo Roll failure becomes a Bow Rescue, dealt with by their partner.

When they fail, don't say '*you did / didn't do this / that (hip flick, wrist curl or whatever)*' - it only confuses them and they can't translate it into anything useful under water. Instead just say - '*you didn't do exactly underwater, what you just did on the surface*' - and get them to practise steps 1, 2 and 3, ten times in succession on the surface again with their mate holding the boat.

One-to-one training in a shallow swimming pool, with the instructor stood on the bottom is very time and space inefficient since the instructor can only deal with one student at a time. Also, trying to tell the trainee what to do and guiding the paddle, simply gets them more confused, despondent and prolongs the agony.

The above method works anywhere, anytime, typically at the end of a session. You can usually get 50-75% of a given group to achieve a roll in 30 minutes, sometimes in as little as 15 minutes on any convenient sea, river or lake.

Make them rapidly move onto Screw Roll by gradually inching their hands up the blade, and dropping back an inch when it fails. When they achieve the Screw Roll position, make them do it ten times in succession on **both sides**. Move them onto rolling learning forward as soon as possible.

COMPETITION NOTES

CANOE SLALOM

Calling Coaches level 1 and 2

The new Slalom Coaching Scheme emphasises the value of ongoing monitored coaching with more experienced coaches and mentors. To have experienced a squad environment is valuable for personal coaching development.

This is an invitation to become involved in squad coaching with the National Development Squad. The aims of winter training are to:

Provide keen paddlers above Division 2 with quality coaching

Offer continued coach development.

The Winter Training series comprises three weekends at Holme Pierrepont on 6-7 December, 3-4 January and 7-8 February. There is extensive use of video analysis, and talks on the themes of each weekend.

We aim to promote, and offer the National Development Squad as an opportunity for you to become involved in a squad situation. See page 122 of the Slalom Yearbook.

This project is supported by the Slalom Coaching Development Committee. Please contact John Gregory on 01279 629348.

Level 3 Slalom Coach Course

16 November - Holme Pierrepont

Brian Fuller, Manorside, Main St, Grendon Underwood, Bucks HP18 0SU (01296 770464).

COACH 97 - INTO THE NEW MILLENIUM

13-14 September - Glasgow

The Scottish Sports Council and Glasgow City Council are organising Scotland's first national coaching conference to focus on the coaching of young people and coaching excellence. A combination of theoretical seminars and practical coaching sessions, watching top coaches in action, will enable delegates to see theory put into practice.

Full details from Scottish Sports Council, Caledonia House, South Gyle, Edinburgh EH12 9DQ (0131 317 7200).

NATIONAL COACHING FOUNDATION

For full information on the range of NCF courses available in your area, phone 0113 274 4802 or send sae to NCF, 114 Cardigan Road, Headingley, Leeds LS6 3BJ.

Coaching Focus

The latest issue of *Coaching Focus* highlights 'lessons from the Games' covering: Acclimatisation; Physiology; Sports Psychology; Medical Support; Physiotherapy Support; Coaching; Nutritional Support; BOA Support Services; BOA Olympic Camps; also Overtraining, Muscle Damage and Immune Function.

National Association of Sports Coaches

Membership brings a number of advantages including information and debate on coaching topics of the moment. Details from NASC, 114 Cardigan Road, Headingley, Leeds LS6 3BJ (0113 274 4802).

Geoff Cooke moves on

Geoff Cooke has left his post as Chief Executive of the NCF to become Chief Executive and Director of Rugby at Bedford Rugby Club. Geoff was formerly England and British Lions rugby manager.

We wish Geoff every success in this new aspect of his career.

BUILDING A SOLID FRAMEWORK OF SKILLS TO PADDLE A DOUBLE CANOE

In many aspects of canoe sport we are involved in teaching only one person to control a kayak or canoe. There are a few exceptions: teaching a pair to paddle an open canoe being one. Teaching two people to co-operate and co-ordinate their efforts creates specific problems. We can identify two areas: the first being to identify techniques that are specific to teaching doubles. Certain teaching methods overlook problems unique to teaching pairs. These problems can be created by the equipment or just by the nature of teaching a pair of individuals and the second being to identify what techniques and skills can be taught. Those skills that have developed purely for use in doubles or that can be gained from solo skills.

To paddle an open canoe effectively requires a good framework of communication skills; effective co-ordination is a necessity and tolerance of each other is essential. A lack of these important skills often results in a build up of frustration in the individual and bad feeling between the canoeists. Both feelings act as an effective block to any learning process. It is important to develop this framework of communication and co-ordination skills (will be referred to as C skills) so that learning later on in the sessions will not be restricted or hindered.

C Skills

The framework of C skills can be developed by applying to flat water a technique sometimes used to run sections of white water in open canoes. The method is to move the bow and stern paddlers to the middle of the canoe, unweighting the ends and enabling a drier run down the rapid. The canoeists kneel just in front and just behind the central thwart. A short time can be spent, at the beginning of a session, to allow the canoeist to experiment with the boat. It may be necessary to set simple goals for your students such as paddling forwards and/or backwards. At this point we, as Coaches and Instructors, are not primarily concerned with strokes and direction but with our agenda to develop C skills. The goals of your group will probably be different from your own, both are important and ultimately the same goal is achieved.

In moving the canoeists closer together, the following three points need to be kept in mind:

- 1 The closeness enables communication/exchange of information to take place easily as opposed to a situation where shouting is the easiest option.
- 2 The close proximity leads to a greater awareness of the other canoeists role. Games that involve students observing and coaching each other ensure improvement: i.e. the basic elements of an effective stroke can be explained to the paddlers, the paddlers can then observe each other, correct each other and even modify each others stroke, so that they work well together. A very specific point to coach must be identified, entry point of blade for example.
- 3 Being this close can create problems. hitting your partner accidentally needs to be avoided, co-ordination is essential.

Once a framework of C skills exists then greater emphasis can be placed on working directly towards group goals. Part of this involves returning the paddlers to their original position. This is not as easy as it sounds. In most cases the effect

of the stern paddler is greater than that of the bow paddler. The reasons for this are complex. The stroke at the stern tends to be further from the keel line of the boat and therefore has a greater turning moment (see Appendix A). Also the fact that the bow and stern seats are not placed symmetrically about the central thwart, means that the boat is trimmed to the stern and is therefore stern heavy. The resultant change in the wetted hull shape is a complicating factor. The effects are compensated for by teaching a steering stroke to the stern paddler.

The return to the original seats can be done in two ways:

- 1 The canoeists return in stages, from their kneeling position near the thwart, the canoeists move back towards the seats. The bow paddler will reach their seat first at this point a steering stroke can be taught to the stern paddler. Once learnt the stern paddler can then return to their seat.
- 2 The canoeist return in stages after the stern paddler has been taught a steering stroke. The stern paddler can move a greater distance towards the stern seat each time. Ultimately the paddlers will reach their seats simultaneously. The effect of the stern paddler has been gradually increased throughout the returning stages.
- 3 The principle is to teach a steering stroke before the effect of the stern paddler on the boats behaviour is too great. In both cases, as the paddlers return to the ends of the canoe, the directional stability increases.

Paddling tandem is as much C skills as paddling skills, yet we often overlook the need to develop C skills. Instead we leave them to develop in an unstructured way with unpredictable results. By spending part of a session creating a suitable framework we allow learning to occur at a greater rate. Development of C skills provides an opportunity for effective learning to take place later on in the session.

Once C skills have been developed work can start working towards the group goals. A clear goal is important as it adds a direction to the session and also provides a yardstick against which achievement can be measured, both by yourself and more importantly, by the student.

Having developed these skills we now have a spring-board from which to launch ourselves headlong into our group's session. If we are not careful we can, very easily, get bogged down in teaching a wide variety of strokes without them being put in their proper perspective as only a single component of boat control, aspects such as balance and trim being overlooked. A holistic approach would develop these elements together, if anything an emphasis on boat-centred learning would be more productive. Games are an essential tool for creating an awareness of the canoe, the games used to develop C skills are quite good at creating boat awareness. (Good games are outlined in Appendix B).

Teaching strokes formally does create some unique problems, if you decide to raft up several points must be considered. The boats themselves are much wider, this means that for paddlers to reach other boats in the raft is uncomfortable. A better option is to create a fan shaped raft. This is achieved by having only the bow paddler holding the rafted boats, this

pulls the boats into a fan shape. Another problem posed by teaching a pair in open canoes is that the stern paddler often has difficulty seeing any demonstration at the front of the raft. By getting the bow paddler to sit on the floor of the canoe the stern paddler has a better view, the situation is also eased by doing your demonstration roughly a boat length and a half from the raft improves vision. A good alternative is to form a teaching 'blob' instead of forming a formal raft. Get your group together in an untidy raft, facing any way ask them to hold onto the boats about them comfortably and so they can turn in their canoe and face you. It's really easy and a great advantage of open canoes.

Many problems encountered whilst learning to canoe can be attributed to a lack of awareness. This is applicable at all levels but is most marked in the way people manipulate their paddlers at a novice level. It is vital that people learn to paddle with the correctly sized paddle. The principle is linked closely with the idea that we have sphere of awareness around our bodies it is defined by the limit of our limbs. Within this boundary, our kinesphere, we are aware of our hand positions. By gripping a paddle we are attempting to control the blade outside our kinesphere this is very difficult as our kinesphere does not grow automatically to include the paddle. Logically shorter paddles would reduce, or remove the need to develop a larger kinesphere therefore speeding the progression to more fluent paddling a paddle that is about the same distance as toe to neck seems to strike a good balance between awareness and encouraging bad technique.

Having spent the first part of your session developing C skills and selecting the correct size paddle it provides a solid base to work on. All teaching can now be aimed at teaching the open canoe as a unit rather than two separate paddlers. The presentation of this approach is important, instead of identifying different strokes for both paddlers it is better to teach common strokes, or parts of strokes, to both canoeists and then allow them to modify the strokes as required. This approach does mean that a basic set of strokes needs to be mastered.

This can be rationalised to three key strokes:

1. **Basic forward stroke** The canoeist kneels, reaches forward, comfortably and places the blade of the paddle in the water. The blade is then pulled through the water, parallel to the keel line, and removed when the blade has just passed the canoeists hip.
2. **Basic drawing stroke** The canoeist kneels, reaches out, with the paddle at right angles to the canoe. This action is eased if the canoeist turns slightly with the paddle. The paddle is then placed into the water drive face towards the boat and pulled towards the hip. The blade is removed before hitting the boat.
3. **Basic pushing stroke** Again kneeling, the paddle is placed close to the boat opposite the hip in the water the lower hand grasps the gunwale and paddle loom and the handle, pulled inwards, towards the shoulder, at right angles to the keel line. The blade is removed when the top arm is comfortable. Again, if the canoeist turns to face the paddle things are a lot easier.

In all three strokes the canoeist kneels providing a common position from which to build. The blade is also used to maximum effect "shovelling" as much water as is possible.

Using these key strokes it is possible for each paddler to manoeuvre their end of the canoe. By combining the basic strokes it is possible to create a steering stroke for the stern paddler either a goon stroke or J stroke. Many novice paddlers have difficulty with a J stroke, a goon stroke is a reasonable option, this is sometimes due to performing exces-

sive correction at the end of the stroke. By lessening the length of the power part of the stroke less correction is required therefore less pressure on the top wrist. The stroke proves to be less awkward. A useful point to explain is that not every stroke need have a correction at the end, it may not be necessary.

Building Blocks

Once the key strokes have been learned, our students are provided with the building blocks of many strokes, these strokes are intermediate strokes and are the ones we have given names, e.g. J strokes, Canadian strokes and Pivot strokes. Sweep strokes fall between these two groups and are an ideal link between the two steps but sweep strokes do create their own problems. In solo paddling the canoeist kneels close to the turning point of the boat, this makes a full sweep stroke very effective. Whilst paddling double our students are sitting almost as far away as is possible, a full sweep stroke by each paddler would be very inefficient. If the canoeists performed a full sweep stroke they would be working against each other. By only doing a half sweep stroke, from the end of the canoe to opposite the hip, the stroke is most effective. The first half of the sweep stroke pushes that end of the canoe in the desired direction, the second half, if performed, would work against that initial push

After the key strokes have been mastered it is possible to progress in one of two ways, either to concentrate on refining these basic techniques into the intermediate skills, or to move directly onto developing the key movements.

The key movements are:

- 1 Forwards/Backwards .
- 2 Side ways Left/Right
- 3 Turning Left/Right

Your choice of direction will be dependent upon your groups goal. Should the goal be to journey that afternoon you may move straight onto developing the key movements, if it is to gain star tests you may concentrate on developing intermediate skills.

A solid foundation to develop any skill is vital By identifying the key elements of double canoeing we are able to structure a session so that we can develop sensibly towards a goal of effective boat control. The key elements: C skills, boat awareness and basic paddle movement can be developed in a balanced and logical way providing a sound base from which to work. Ultimately a point is reached at which the groups goals dictate the direction of the session, though now both the group and instructor have a solid foundation from which to identify suitable.

"There is no point in building on sand"

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