

Coaching Development
CoDe
the magazine of the BCU Coaching Service
The Coaching Service is supported by



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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.

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.

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Happy Retirement

Following a lengthy illness and period of recuperation Geoff Good has decided that its time to look to his own future and that of his family, choosing to retire from his position of Director of Coaching. After twenty years of commitment and hard work this cannot have been an easy decision to make. The Coaching Service having literally been his life, not perhaps that he choose to make it so, the work load involved in keeping the Coaching Service on the rails and keeping time with the need to develop and move with the times is an all consuming, almost unescapable burden. Nonetheless, throughout Geoff has faced upto the daily challenges of the Coaching department with vigour and enthusiasm, so much so that to many he became the public face of the Union, recognised by all as the 'man from the BCU'. Without his sterling work the Coaching Service would not be what it is. Geoff's presence on the scene will be sorely missed so much so that he may well find himself unable to fade into the background as he would wish simply because his talents and expertise are required and the department finds itself having to press the panic button marked 'Geoff' in the hope that he will be available to respond.

Having had the privilege to know and work with Geoff over many of the years in question I am aware that much of his work has gone without the appreciation that it deserved and I for one, and I know for sure many many more of you would join me in sending a huge thankyou and vote of appreciation for all and everything that Geoff has done for Coaching and Coaches. We all wish him well for the future no one deserves to take time out for themselves. Enjoy!!!! You'll be a hard, if not impossible act to follow. - Mike Devlin

... a fond farewell ?

How times have changed within the sport and the Union since All Fools Day 1979 when, with some trepidation, I drove to the cardboard box infested set of offices in Addlestone, Surrey, that constituted the head offices of the BCU, to commence employment as Director of Coaching. The services of my predecessor, our first Director of Coaching, Oliver Cock, MBE, had been retained to provide me with a month's induction, and this was much appreciated, and necessary. Resources overall were, however, very limited, and money was tight. But in spite of the difficulties, the administration was endeavouring to keep up, and the Union was, in fact, one of the first governing bodies of sport to successfully computerise its membership records.

This was not without its difficulties, as anyone responsible for introducing computerisation will appreciate. The complete breakdown of the dedicated hardware and software in about 1983 did not help, and it was only through the conscientiousness and dedication of the membership secretaries at the time, that we were able to cope at all. Complaints were kept to a comparative minimum, until order was finally restored through the installation of new equipment and a new programme. Every record then had to be re-entered manually. The Union had invested some £5,000 overall for a system which ran well for several years, compared to a governing body of similar size which, at that time, to my knowledge spent £25,000 for a system which never did get up and running. These sums pale into insignificance, of course, compared to the regional health authorities, some of whom have spent literally millions, on failed systems.

Paddling, itself, was 'taking off' in all directions. Journeys which I, and many others at the time, had considered to be fairly advanced, were being undertaken by comparative novices - this development being assisted by the production of boats in the new polythene materials. Safety problems were arising from the harder grades of water being tackled, and attention had to be given to the enhancement of paddling, safety and rescue techniques. Fortunately the BCU is blessed with having within its membership paddlers of a high level of competence and coaching expertise who are generous with their time and ability, and I would like to express my personal thanks, and those of the Union, for all the support which has been given by numerous members over the years to enable us to 'keep up with the times'. I am only sorry that at times we were so strapped for resources that the administrative support we were able to give did not match the quality of the input from these coaches. The Sports Council also made available the services of the canoeing staff of Plas y Brenin to the Union, to provide the necessary level of practical and technical competence for the courses which were being pioneered.

The perception of the average member is probably at variance with the picture I am painting. As an example, a group of paddlers turned up at the offices on one occasion, complaining at the difficulty of locating the place. This had been exacerbated by their stated expectation of finding a dedicated tower block, teeming with superfluous staff ! CoDe was revived, and for a few years was printed and collated 'in house' - 13,000 x 12 sheets (24 sides) four times a year being produced on a small, worn-out litho. The manufacturers in fact wanted to feature the machine in their journal, as it had produced 18 million copies, which was apparently well in excess of their expectations. Our machine operators were, of course, untrained juniors - we couldn't afford to pay a journey-

man - and although they did their best, there were constant breakdowns, and the quality of reproduction sometimes left a little to be desired. The artwork was originated on word processor and the text then had to be reduced down on the photo-copier and 'pasted up' as the wp programme at that time did not allow for different type sizes. Oh what joyful memories one has of fiddling about with myriad scraps of paper, and a pot of glue, seeking to put together a presentable publication - which, of course, under the circumstances, it never really was. How different the process is now, with the availability of the desk top publisher - and it's not even a 'pirated' programme !

The upturn in the Union's financial fortunes during the last five years in particular, following the move to Holme Pierrepont, has been very encouraging. I trust that financial support for the coaching service will continue to grow, and I do wish my successors a very positive time in post, and every success. With the limited number of personnel employed during my main period of tenure I often found myself as the only member of staff in a position to pursue a particular project, even if it was outside my remit. I also have to admit to a philosophy of believing that all interests within the sport are worthy of development and support. But if I were to leave advice for the next DofC it would be to try and prioritise more and avoid becoming embroiled in projects or problems which were not of direct concern. Priority needs to be given to schemes which bring in revenue and improve the funding to coaching, so that consultants can be engaged as necessary to undertake and bring to fruition agreed projects and developments in reasonable time, and avoid disrupting the routine matters which members rightly expects to be serviced in a prompt and efficient manner.

It would have been nice - from my point of view - to have remained and been part of the improved situation, but fate has decreed otherwise. And so I am now resigned to becoming even more of an 'arm-chair' canoeist. There are many happy memories on which to draw, however, of 'mini-epics' on the water, of accidentally letting off a mini-flare in a lecture room, of meeting many talented people, and of the numerous friendships which have arisen, and which I greatly value.

With good wishes to you all - long may your paddles plop !
Geoff Good

The Coaching Service says thankyou

Geoff has many friends within the BCU all of whom I am sure would wish to celebrate with him in his retirement, wish him well for the future and thank him for all he has done.

*The BCU therefore is organising a retirement sendoff.
All are welcome.*

**The Date - 6th March 1999 - 6.30 onwards.
The Venue - Nottingham**

**Full details available from the coaching office.
Please call, fax or e-mail.**

*This promises be a very special and popular social event.
We hope you will be able to join us.*

*It is important that we are able to judge the numbers wishing
to attend please, please let us know if you are able to
attend as soon as possible. !*

"Stars of the Small Screen"

Video for Coaching - A practical users guide by Richard Joy

Rationale.

This paper will examine the benefits and limitations of incorporating video within a coaching session. It focuses on the role of a standard domestic video camera as another tool in the "Coaching Toolbox" and suggests practical strategies by which the medium may be used to its greatest educational potential by the coach. These strategies are based on the author's experience of utilising video sessions for student and self development over the last 4 years of coaching.

"The moving image is one of the most potent forms of communication with an audience."
Elliot 1984.

Introduction.

Since its invention less than a hundred years ago, moving picture technology has evolved into an integral and powerful medium for information transfer. An important part of this evolution process has been the comparatively recent development of video which has offered a level of access to relatively low cost and good quality moving picture technology which had been previously unattainable for most people.

Motion pictures possess a unique ability to inform, to communicate and to provide concrete illustrative feedback when used for performance analysis. This was recognised by the BCU Slalom Committee back in 1987 when they helped sponsor the development by John Fazey and Alan Edge of a closed-circuit "delayed loop" video system. This enabled athletes to immediately analyse their own performance after each run. In a more recent publication, Faragher (1995) advocates that video as an analysis tool is-

"...an invaluable aid to understanding what is going wrong and to iron out any rough edges..."

Video is used extensively for coaching in other sports (for example, skiing) and has been shown to aid instructors in the development of their students' motor-skill acquisition. Despite this potential, recent research¹ among canoeing coaches showed the following conclusion:

"That very few coaches have experimented with video in their coaching sessions, often citing lack of time, resources or a basic distrust of the medium's value or suitability for their group."

That video sessions were utilised to a much greater extent in competitive disciplines such as slalom, kayak racing and polo, while being considered by their absence in "recreational" coaching. That while some coaches had experimented in the past, they had been disappointed with the results. It is understandable that those who work with each group merely to "run the session", for example most outdoor canoeists, might feel that their time is best spent on that the aim of the session is to develop a skill rather than performance-

oriented. It is also not surprising that the competitive disciplines make more use of video. This is, perhaps, in part due to a greater commitment to gaining optimum efficiency of a selected set of motor skills - a process which can require very subtle changes in a paddler's style. Regular video sessions over a period of time can often help to show the progress of the paddler's development.

Why should I use video?

Firstly, this article is not suggesting that video is some kind of "magic recipe" for every coach, or that it should be used during every session. Like many coaches, I have occasionally struggled to describe to a student exactly what their performance "looks" like. The conceptual image to which they are relating is blurred because there is a fundamental difference between what they believe they are doing and what they are actually doing. On some occasions, the video "evidence" can be a sobering experience for students witnessing the actual version for the first time. More on this later!

It is often said anecdotally that "...a picture is worth a thousand words." Listed below are some of the main benefits of using video for specific motor skill feedback:

- *Can be viewed repeatedly with many pauses or partial replays until the content is seen or understood.

- *Allows safe, controlled presentation of information which instructs or stimulates debate or discussion.

- *Allows viewer (both coach & students!) to see sequences in motion - also in slow motion, depending on level of camera/player function.

....and lastly.... this process often helps you, the coach, to facilitate valuable learning experiences....

"The videotape appears to be the most comprehensive form of objective confrontation. Not only does it present information about the self more completely, directly and concretely than any other media, but is also permits easy, repeatable verification of information through immediate replay." (McRae.1988)

Limitations of Video.

Unfortunately, while technology has advanced greatly, it will never get to the stage where the camera will do the coaching for you. You, as the coach, must have a good 'idea of what you want to show and how that will be achieved. Merely capturing some footage of your student and then watching it carries no guarantee of useful learning. Remember - the camera simply provides visual information about the performance and that this information needs to be recorded and reviewed in a meaningful way for learning to take place.

Getting Started.

In his recent CoDe article², Dave Luke wrote about the benefit of a powerful visual image particularly when working with more complex combinations of motor skills but also added:

"The use of video can be a great aid but giving direct and immediate feedback in a wet environment can be problematic"

Using video successfully requires some preparation. For those unfamiliar with the medium, some time must be spent getting "hands-on" practice of using the camera. Inadvertent footage of the coach's feet does nothing to enhance the session! In addition, some thought must be given as to precisely how you are going to use your camera to help your students. If you class yourself as "technologically -challenged" or if all of this seems like a daunting amount of effort - don't despair! The process can be quite easily separated into 3 distinct parts:

*Planning *Recording *Reviewing

Planning your first session:

If you've never used video before, here are a few simple suggestions to get you started. Ask yourself the following questions. Oh - and of course...

Acquire access to (by fair means or by foul) aforementioned camera-thingy plus all the relevant accoutrements. (See technical section at end)

Who are your students? Age? Ability? How many?

Where will you be? Will you take the camera in the boat? Does it fit? Will it stay dry?

Where are the most suitable places to get the camera out? What will you record?

Have you got access to a TV afterwards? Do you need a VCR or can you connect the camera to the TV?

Have you got all the bits? Can you operate everything? Does it work? Check!

Recording your first footage:

Don't be tempted to dive straight into footage of cartwheels! Even if your students are at this level, there are many good reasons to start by recording more basic skills:

1. Many people are nervous until they become used to the presence of the camera. The very process of pulling even a 'stills' camera out makes some people more tense and they don't perform as well. Many will have never before seen their performance on video - don't make it an embarrassing ordeal for them!

2. Remember that it's a learning process for you too. It's far easier to effectively film, say, forward paddling than a splitwheel. Also, when you review the footage it'll be easier for you and your students to analyse their forward stroke on the screen and learn from the process before moving on.

3. When you do move onto more complex moves, you may be able to trace faults back to 'the source'.

exaggerate any specific area or movement? If so, these instructions should be explained before the demonstration takes place. There are different views on the subject, but I usually give a running commentary whilst filming. This explains the skill/technique being practised, any instructions given and coaching points - especially any flags or markers. If, at the review stage, the commentary is a distraction, turn the sound down!

Getting it "in the can."

So, let's imagine we're looking at forward paddling in this session. Here is one simple method which I've used....

Begin with side view of 'correct' demonstration for around 15 secs. Ensure shot clearly shows correct arm motion, body rotation, good upright posture with nice extended catch and smooth recovery. Suggest that buoyancy aids left on for this practice - but for possible development in future they could be removed for greater clarity of movement in suitable location. Front view - same paddler. Maybe 10-15 secs. Try to concentrate shot on trunk rotation, arm action and hand position, behaviour of boat, position/path of blade in the water.

Rear view - same paddler again. As for above but going away from the camera!

Each student then goes through the same 3 angles for a similar time period before moving on to different exercise/skill. Remember not to spend the whole session doing this - it should complement your session rather than dominate it.

Reviewing the footage.

Not surprisingly, this is the most valuable stage. For optimal learning to occur from the session, there is no doubt that the footage must be viewed on a proper TV screen. Some cameras now have miniature LCD viewing screens and, while they are of more use than squinting through a tiny viewfinder, they are still far too small to be of any real use for reviewing with a group.

There tends to be an assumption that because we are familiar with watching visual stimuli on TV, we are also familiar with learning from them. Research has shown³ that for learning and performance to be enhanced: The performer's attention should be directed verbally to specific parts of the replay.

Repetitive use of video is necessary if advancements are to be greater than by using other forms of coaching. Advanced beginners tend to benefit more than beginners.

Ideally the reviewing stage should be as soon as possible after the paddling session and, for any extended reviewing, students should be warm, dry and comfortable - not still dripping! The atmosphere should be supportive and open, with most of the input coming from the students. The best learning results will occur when the students are encouraged to identify strengths and weaknesses of the performance. Constructive comments should be welcomed and should be made in relation to the performance as opposed to the person. Reviewing the footage is a great opportunity for the coach and the students to take a few brief notes on any key coaching points which arise and action points to work on.

The Technical Tip-bit.

If you're curious about the nuts and bolts of the video-coaching equation, hopefully these general points will answer most of your questions.

"What sort of camera is best?"

The array of video equipment available at the moment can be bewildering. There are countless different models and several tape formats to choose from, all of which have pros and cons:

Format +ve points -ve points

VHS - Can be played in standard VCR. Too bulky for practical use.

VHS-C Cost, more compact than VHS Usually more bulk than 8mm cameras.

8mm - Cost, size, choice of model Variable quality on cheaper models.

Hi8 - Great quality of picture sound. More expensive than 8mm.

Digital Fantastic quality & options. Cost! Choice of Model.

For coaching purposes, the picture really doesn't have to be broadcast quality! A smaller camera with fewer features has the advantage that it can be carried more easily in the boat. My personal choice over the last few years has been a small Can 8mm camera, which has been carried in my kayak on almost every river I've paddled.

"How do I keep the camera protected?"

Videocameras, as you might expect, are not designed to cope well with the average river environment of water and rocks. Many people use a "Pelicase" - waterproof & bashproof plastic boxes which come in a variety of sizes. This enables you to access all the functions on the camera whilst filming, but also allows you to drip all over it whilst doing so. From a practical point of view in rainy Scotland, I use a waterproof camera housing and carry it in a padded bum bag either between my knees (if I'm happy) or clipped behind my seat (if I'm not.) At present, only Sony, Canon and Ortlieb manufacture these housings, so it's worth checking if there's a suitable one available before you buy a camera. Expect to add £150-200 for a camera housing, or approximately £60 for a Pelicase.

"What extra bits will I need?"

Other useful accessories include:

Spare batteries - make sure these don't get wet! (Duct tape over the terminals is a wise precaution.)

A lens cloth and a small cloth to dry hands before using camera.

A wee umbrella - great for filming in the rain.

Some people also carry a tripod. In my opinion, they're only really necessary if you've...got a T-Canyon and are determined to fill it with gear, or...

...got so excited by the prospect of filming that you think you will drop the camera.

Summary.

This article has been written in an attempt to encourage coaches to use readily available technology to it's greatest potential and, in doing so, to complement usefully their 'on the water' coaching abilities. There are, however, two 'Health Warnings' which should be noted:

Video cannot replace proper instruction - but it can support it.

The video should serve the session - not vice versa

Happy Filming! Richard Joy 1998.

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OPEN CANOE RAFTING

WHY AND HOW? by Ian Ray aspirant Level 5

Every open canoe adventurer and coach inevitably ends up making improvised rafts at certain times. Through my own experience I have often observed canoeists making rafts which make the hairs stand up on the back of my neck! Open canoeing is becoming more popular in this country both as a sport and also as an activity taught in many outdoor centres - making rafts is something which is often tacked on to the end of a course and rarely covered in depth. The following thoughts and ideas are taken from my own experience and also from a number of other experienced canoeists. I do hope that you will find these helpful but remember any raft is improvised and therefore need continual observation and all rafts have limitations. Personal practice in construction is essential, don't just take my word for it - a badly constructed raft can be more dangerous than not making a raft at all!

1. WHY RAFT?

The Canoe was to American Indian the Landrover or JCB of our modern world. It was their work horse and often their life line. They rafted canoes to cross the Great Lakes and to enable them to carry heavy loads - and this was taken up later by the fur traders rafting down enormous rivers and across the lakes transporting a tremendously heavy cargo of precious animal fur skins.

Today we make rafts for all sorts of reasons - underlying them rafting enables the wise coach to maintain control in many different situations.

1.1 Security

It can make a short journey more realistic with young children. If someone is suffering from injury or fatigue it still offers a way to continue. In cold weather it avoids the possibility of capsizing and hypothermia. It offers a temporary solution if a canoe has been damaged. It offers a good introduction to canoeing for physically disabled people.

1.2 Rough Weather

- * Increases confidence
- * Creates stability
- * Control of potential risk

1.3 Sailing

- * Stable
- * Fun
- * Fast and effective
- * Social

1.4 Capacity

- * Increases carrying or load/weight capacity

2 RAFT CONSTRUCTION

Rafting sometimes happens as a planned activity. If it is a planned activity there is no excuse for dangerous and poorly constructed rafts. At other times a coach may choose to raft because in his or her judgement it is the safest option. Even with limited equipment and totally improvised we have options some reasonably safe other potentially very hazardous.

2.1 The "classic" raft

The strongest type of raft. It is very ridged and fights against waves, tending to take on board a lot of water - especially when going across the waves.

- | | |
|---|--------------------|
| *strong Construction | *fast to paddle |
| *takes time to build | *best built ashore |
| *two beams makes paddling a little cumbersome | *needs lots of kit |

2.2 The improved "classic" raft

In my opinion the most seaworthy construction. Slightly weaker than the classic but because the canoes pivot around the pole the forces upon the raft are much less. This is the driest and least likely to swamp and therefore the safest.

- | | |
|---|-------------------------|
| *canoes pivot independently | *1 pole needed |
| *quicker to build | *fast through the Water |
| *easier built ashore | |
| *only 1 pole to interfere with paddle strokes | |

2.3 The "diamond" raft

Good for short distances and can easily be built on the water. Probably the best emergency raft.

- *Requires very little equipment
- *Fairly slow to paddle
- *Has no "open mouths" in which to collect water
- *Paddling restricted to outer sides only
- *It is **essential** that the bows are pulled in tightly towards the centre
- *Any number of canoes can be rafted in this fashion as long as the principle is followed

2.4 The Cockleshell raft

A quick emergency raft. Poor construction can be **very** serious. It is essential that a line is passed from the outer gunnel of one canoe, under the raft and up to the gunnel of the other canoe. Failure to do this could result in the shell closing trapping you inside - it has happened!!

- *Easily constructed afloat
- *Needs very little equipment
- *Slow to paddle
- *Will swamp easily in rough weather

3. SAFETY ISSUES

A raft is improvised and needs constant close examination.

3.1 Swamping:

Rafts can and do swamp. The two most common reasons are a) not enough space between the canoes and b) surfing down waves and ploughing into the next wave. This has often happened when sailing rafted canoes and is potentially very hazardous. The sail should have been taken down long before and if necessary measures taken to slow the raft speed down. If your raft does swamp it is essential to empty the water as soon as possible. If you can still paddle the raft aim for the nearest shoreline and bail as quickly as possible with bailers, paddles or stirrup pump. If you have so much water in the raft that paddling becomes impossible then either bail furiously or alternatively rock the raft for and aft to swill great quantities of water out quickly. This is effective but please do practice this before you have to use it! Adequate large bailers should always be carried or a useful alternative is a stirrup pump.

3.2 Man over board:

Stopping a raft and regaining ground with an inexperienced crew is virtually impossible in a strong breeze. Using throw bags or a sea anchor offers a possible solution. These are only as good as the people using them and practice in their use is essential.

3.3 Capsized:

To my knowledge this has only happened when canoes have been pitchpoled (a forward loop). It can happen in an extreme case of surfing too fast and ploughing into the next wave. As the bow of the canoe enters the next wave it becomes swamped and heavy. The stern is still travelling fast and is light. It is lifted up and looped forwards resulting in the raft being totally inverted. This is an extremely serious situation and only practice, knowledge and a certain amount of luck will enable you to right the raft. The technique is similar to righting a river raft but success depends upon the amount of buoyancy in the canoe. Standard air bags fully inflated do not sink low enough whilst too little air in the bags and you sink too much..... If you work in canoes regularly do practice this with other experienced canoeist BUT it is a situation, which in my opinion should NEVER arise.

3.4 More than one raft:

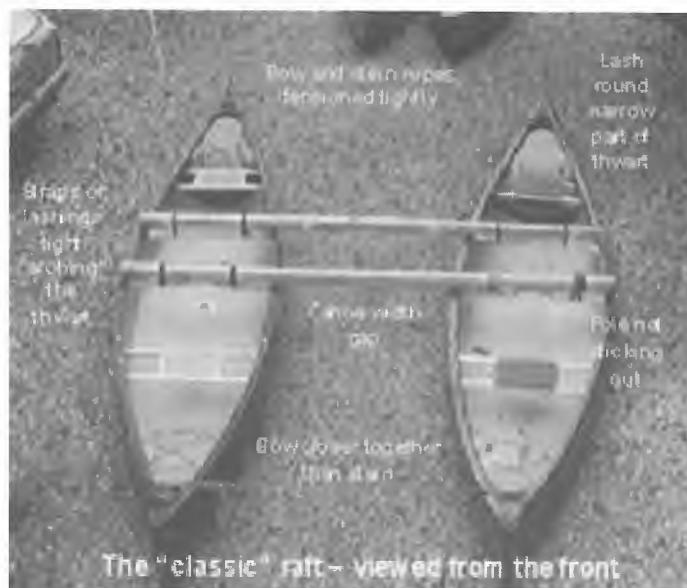
The coach should think carefully about the quantity of rafts. If it is at all windy an experienced paddler in each raft is essential. Keeping close together can be difficult and communication can cause problems. Remember if you are the raft in front could you stop or go back to help another crew? - Keep on top of the situation and don't let the excitement of a fast sail cloud your judgement!

3.5 Trim:

The trim of rafted canoes is important. Many canoeists end up rafting because the conditions become too difficult for canoes on their own. If you are rafting in winding conditions make sure you have practised trimming a canoe on its own in varied conditions. A well trimmed canoe or raft is much safer, faster and more enjoyable to paddle. Remember your trim may need changed regularly - particularly if you start sailing.

3.6 Team control:

Be aware of every person on the raft. Children love to trail feet in the water. Have you ever stuck a paddle into the water forwards of the central beam when the raft is cruising along? If you haven't try it next time you are out and then imagine what would happen to a persons knee joint exposed to such forces.....



3.7 Towing an empty canoe:

It is often a wise decision to tow an empty canoe behind. In the event of any serious mishap - swamping, man over board, capsize - you still have a canoe floating which will be very useful in controlling the situation. The empty canoe isn't just taken for a ride as a spare. Once a decision has been made to raft then six people could easily travel in one raft and hence you have a spare boat anyway! Make sure you practice towing a spare canoe - how long do you want your tow line and what about the trim?

3.8 Raft Construction:

Be practised, quick, simple and safe.



4. Key Points

4.1 Raft Shape

All rafts should be slightly V-shaped, narrower at the Bow. If the bow of the raft is wider than the stern, not only will it be harder and slower to paddle but more uncomfortable chances of swamping will greatly increase.

4.2 The Gap

If you are constructing either the classic or the improved classic then it is essential to have at least a centimetre with gap between the canoes. If the gap is too narrow and you are sailing or surfing along then you are likely to see a flume of water growing between the canoes. This is a warning sign - if it gets too big then you could swamp the raft very quickly.

4.3 Straps and lashings

For fastening beams to the thwarts I use shortened ratchet straps. These are not only very strong, they are also quick to use. Whether you use straps or rope the beams do need to be tight. The thwart should flex towards the beam - if it doesn't by making the ropes tighter. If you have any movement between the beams and the thwarts before you start then you can be expecting problems later on!



4.4 Poles

Poles as describe in this document for making rafts are not the same as those used for poling a canoe. Poles for rafting should be strong beam of wood at least 3 inches thick. If you are rafting regularly with groups make yourself some specific rafting poles and get together a kit of all the straps and string you need to make safe, effective raft. The length is important and you should allow for about 3 feet between the canoes at the centre thwart. Finally all of these are suggestions which have been tried and tested and in my opinion lead to safer rafting. Remember everything mentioned in this document is based on the word 'improvised' and should not be relied upon totally. Everything also requires practice so enough reading.....lets get out there!

If you know of other canoe rafting "top tips" please do not hesitate to write to me at
The Old Police House, Patterdale, Penrith, Cumbria CA11 0PJ. Thank you.

ESSEX COUNTY COUNCIL HARLOW ENVIRONMENT & OUTDOOR EDUCATION CENTRE REQUIRE THE FOLLOWING STAFF:-

Seasonal, Part time and full time Activity instructors.
Full time seasonal Senior Instructor for Sailing and
Windsurfing Week day, evening and weekend work.

Full time staff must have at least 2 National Governing
Body Instructors Coaching Awards - RYA, BCU, BOF,
SPSA, GNAS.

**Vacancies from April - Oct 1999 - Normal rates of
pay.**

Energetic, Enthusiastic, Willing to work as part of a
team.

CLOSING DATE: Fri 26th Feb 1999.

For an application form telephone: - 01279 432031
or write to
HEOEC

Burant Mill Lane, Harlow, Essex, CM20 2QS
BCU/RYA APPROVED CENTRE



Seasonal Staff Required April to October Scottish Highlands

We run mobile activity holidays based aboard a large barge "Fingal
of Caledonia" cruising Loch Ness and the Great Glen. Our guests
participate in a wide
range of activities amid stunning scenery and we are looking for
friendly, outgoing dedicated staff
to contribute to a safe, relaxed and fun
atmosphere aboard.

Mate/Instructor. To lead sessions open canoeing, moun-
tain walking, (windsurfing, sailing and
safety boat skills an advantage).

Bosun/Assistant. Must be adaptable, willing to
learn and have a keen interest in outdoor activities.

Cook. Must have experience of cooking good
quality meals for groups of 16 or more.
For application details telephone:

Caledonian Discovery
01397 772167

STRESS, ANXIETY AND PERFORMANCE - Part 1

Stress has a variety of meanings to each individual so before examining its effects on performance in a sport context a clarification of stress will be useful. The word stress is associated with unpleasant, unproductive negative feelings and actions, yet many experts feel that some stress is necessary to perform well in any activity, however the fact that stress can have some positive effects should not be allowed to confuse the issue as generally it has a deserved reputation as a destroyer of performance, enjoyment, happiness and ultimately health. The way individuals handle stress is determined partly by personality and partly by an innate ability to cope under different types of pressure. Stress in relation to performance in kayaking may best be defined as anxiety brought about by the psychological demands of the activity. This anxiety is usually created by the mismatch of the performers perception of the demands created by the situation and their own self assessment of their abilities and will be dealt with later. Some stressors which can affect coaching may be categorised as;

Emotional - Fears and phobias producing anxiety about outcomes of particular actions. It is in this area that messages people give themselves about both their own actions and those of others occur.

Social - Interactions with other people, personality clashes with others in groups or the coach, feelings of loneliness and isolation are included here.

Physical - These are demands that change the state of the body, over exertion, lack of food, injury, physical ability and pain from aches and viral infections.

Environmental - This includes aspects of the individuals surroundings that are often unavoidable such as heat during the summer and freezing temperatures in winter, distractions from external sources such as other people, it may also include the elements of both water and wind noise in certain situations. Coaches should also be aware of the fact that the stress individuals place upon themselves may materialise in the mood which they display.

In Robert Thayer's research discussions 1996, stress actually formed a part of his theory of mood whereby an individual might experience one of four moods;

A) A calm energy - where the individual is in control, responds well to instruction but is working quite easily within their own comfort and ability zone.

B) A calm tiredness - where the individual is in control, mentally unmotivated, and physically lethargic.

C) A tense energy - where the individual feels full of energy and vigour, (the coach is able to utilise this particular state to best advantage.)

D) A tense tiredness - the individual has progressed to the destructive stage - resources are depleted, the person feels "used up", if not recognised and dealt with mental depression and physical illness will follow.

STRESS AND AROUSAL

Analysed and described by a variety of authorities arousal is the physiological response to a particular stressor and may work both negatively and positively.

Arousal is the word generally used to describe

how "keyed up" a person might be whether from excitement, fright, nervousness, anger or happiness. Arousal stress has both Somatic and Cognitive aspects to it, "ie. it interacts between the mind and body". The purpose of this interaction is to prepare the individual for action and competitive paddlesport coaches will be familiar with the effects that such arousal can have on performance.

The performer on the other hand will be only too aware of the physiological aspects of:

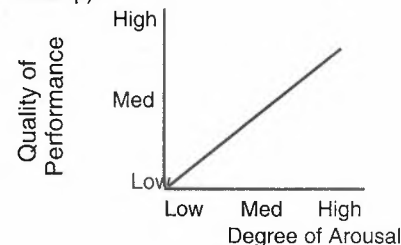
- (a) increased heart rate
- (d) anxiousness
- (b) increased and shallower respiration
- (e) dry mouth
- (c) perspiration
- (f) nausea

What the coach must be aware of is the point at which the arousal level increases beyond the optimum level and this particular area is best described by visiting the Drive Theory and the Yerke-Dodson Law (Inverted U Hypothesis). The Drive Theory was originally proposed as early as 1943 and further modified in 1966 and suggests, according to Horn 1992, that drive is synonymous with arousal and habit strength whether the skill is well learned or not. So the arousal/performance relationship can be displayed in a linear form indicating an increase in stress causing an equal increase in the accompanying response where;

Drive = the degree of arousal
and

Habit strength = the degree of how well a skill is performed.

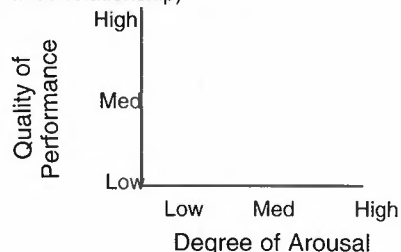
DRIVE THEORY (Arousal/performance relationship)



The theory suggests that an increased level of arousal is important during the period of simple skill acquisition and this is then relevant to the stress/performance ratio as it further indicates that when the skill becomes autonomous (instinctive) the increase in stress would actually further improve the performance of that skill.

However should the performer be at the cognitive (learning) stage and over arousal occur performance would actually deteriorate, Drive Theory does not explain such over arousal and so we must turn to the Yerkes-Dodson linear diagram to show this much clearer.

YERKES-DODSON LAW (Arousal/performance relationship)



The Theory suggests that up to point A the arousal levels as shown along the base of the graph are too low for a good performance and

the individual is not stimulated enough. Conversely from point B the arousal level is too high and anxiety is produced. The section between points A and B is the zone of optimum functioning (ZOF) at which the paddler is able to give of their best.

STRESS AND ANXIETY

The term anxiety has been referred to in this text to illustrate negative effects on performance, now as we are aware that the very nature of the field in which we coach produces levels of doubt and fear of failure, anxiety must play a large part in the quality of our candidates performance

If these negative feelings are allowed to go unchecked they will undoubtedly result in that unpleasant feeling of tension and apprehension which pushes our candidates beyond their individual ZOF.

Anxiety therefore is a general term used for a vague form of fear and involves physiological responses and stress reactions all producing a lowering of performance levels.

According to Spielberger we should differentiate between the types of anxiety which individuals suffer and recognise them as;

State anxiety - an emotional response, often temporary, which exists in relation to specific situations and accompanied by arousal of the autonomic system.

Trait anxiety - a part of the individuals personality, a variable which predispose individuals to perceive certain situations as threatening. So given that the situation we are working with is perceived as threatening to the individual we may assume that they will experience anxiety, the degree of which will depend upon the personality type and their isolated interpretation of the situation.

Consequently this anxiety level will then determine the behaviour and level of performance and so has major implications to us as coaches. In the same way as levels of arousal should be acknowledged the coach must be aware of the levels of anxiety at which each individual functions and this may be carried out subjectively by determining how happily, enthusiastically or efficiently the individuals perform tasks that we set.

Remember -

a) an increase in the anxiety level will produce mental confusion; alteration in physiological parameters; an increase in non productive movement.

b) a decrease in the anxiety level will lead to boredom, lethargy and an inefficient and unrewarding situation for all concerned.

Again as with stressors each individual has a different Optimum Anxiety Level (OAL) and this

From an article by C. Hall aspirant level 5

Part 2 in the next issue of Code - Dealing With Stress and Anxiety

Regional News...

12-13 June
18-19 Sep

Suffolk
Beds/Cambs

Coaching Processes

contact Paul Fynn
contact Steve Scorer 01234 376410

Wessex

Up to date contact details for your regional coaching team. All the team listed have been elected or re-elected during 1998 and their term of office will be due for re-election in 2001

**RCO: JULIE SIMPSON 35 GOOCH STREET SWINDON
WILT SN1 2BA TELEPHONE: 01793 618292 New Number 01793 33884**

LCO Positions

1. NORTH SOMERSET **GORDON SUMMERS** 20 IVYBRIDGE
TAVISTOCK ROAD WESTON SUPER-MARE BS22 6LP 01934
518505

1. NORTH SOMERSET **CRAIG STEADMAN** 41 WOODINGTON
ROAD CLEVEDON BRISTOL SOMERSET BS21 5LB 01275 877488

2. DORSET **J MOORE** BRYANSTON SCHOOL BLANDFORD
DORSET DT11 0PX

3. GLOUCESTERSHIRE **G LODGE** 3 OAK WAY SOUTH CERNEY
GLOS GL7 5XX

4. SOMERSET **DAVE STEVENS** 50 BENEDICT STREET GLAS-
TONBURY SOMERSET BA6 9EY 01458 834840

4. SOMERSET **BOB OTTLEY** 30 LOWER TOUCHES CHARD
SOMERSET TA20 1NY 01460 63812

5. WILTSHIRE **D MANNING** 371 FERNDAL ROAD SWINDON
WILTS SN2 1DE 01793 527051

Many thanks to James Hayward who took over as acting LCO from Claire Knifton. You will notice that we now have a team of LCO's for Somerset. Please contact your local LCO for information and queries. **It would help if written queries had a SAE for the reply.**

CONTRACTED COURSE PROVIDER URGENT

If you wish to attend this course, please send a SAE to J. Simpson. You do not need to send another letter if you have already done so. Courses will be arranged towards the end of February through to end of March 1999. You will then be contacted with a choice of date and venue.

Eastern Region

**IMPORTANT DATES FOR COACHES WISHING TO ATTEND A
CONTRACTED COURSE PROVIDER WORKSHOP AND INJURY
PREVENTION COURSES**

**SATURDAY 6 FEBRUARY 1999
CONTRACTED COURSE PROVIDER WORKSHOP
SUNDAY 7 FEBRUARY 1999
INJURY PREVENTION COURSE**

The Contracted Course Provider Workshop is aimed at E2's / A4's wishing to become Contracted Course Providers. (Required status to organise and run coaching courses after April 1 1999)

All E2's and A4's are also required to have attended an Injury Prevention Course by the end of 1999. The course run on the 7 February 1999 is firstly aimed at those of you attending the 'CCP' workshop on the Saturday so that you can complete both requirements in the one weekend. However, if space is available places will be offered to those just requiring the Injury Prevention Course. To book places on the above please contact:-

RCO - Paul Fynn on
01603 737456
PO Box 82 Coltishall Norwich Norfolk NR12 7DY

**ADDITIONAL INJURY PREVENTION COURSE DATES AVAILABLE
-17 JANUARY 1999**

CONTACT PAUL WEST as soon as possible on
01442 250158

33 Risedale Road Hemel Hempstead Herts HP3 9NW

Assessor Training

Assessor Training Days will be available around Eastern Region over the course of 1999 - contact your LCO for details of your nearest course.

Current Assessors seeking log book signatures prior to upgrading should write to the RCO indicating their potential availability. A list of staffing opportunities in the Region will be forwarded to you by return.

Paddlepower

Paddlepower Development days will be available at the following venues/dates.

Saturday - February 13 1999- Norwich-contact Ian Richards-01603
662917

Saturday - April 10 1999-Bedford-contact Brian Stanbridge- 01234
305867

Devon and Cornwall

A regional workshop day is planned for the 16th May. A representative from the Coaching Department will be in attendance providing you with an opportunity to ask questions, put your thoughts forward and generally vent your frustrations. Time to store up your supply of eggs and tomatoes!

West Midlands

Regional Coaching Meeting 3rd March 1999
Upton Warren Sailing Centre - 7pm

Injury prevention Course Dates
27th March / 31st March 1999

Details from the RCO - Dave Crooks

East Midlands

The region has just completed its Contracted Provider day and the first of its Injury Prevention Days. I would like to remind all E2s / A4s etc that they are required to attend an Injury prevention day by the end of this year.

13th June 1999 (as part of its general updating programme)
Regional Coaching Symposium

Any ideas, thoughts on programme content please contact
Jon Moore RCO

Additional Injury Prevention Dates
March 21st 1999 / Nov 21st 1999

Jon Moore

Regional Contracted Course Provider and Injury Prevention Dates Remaining.

These dates are being provided within region for prospective providers under the new Contracted Provider Scheme. As of April 1 1999 all Coach Education Courses will need to be provided by a contracted Provider! The one day Contracted Provider Workshop is being offered with a follow up injury Prevention day as all assessors will be required to have completed this workshop by the end of 1999.

London and South East

CCP = Feb 6th

Injury Prevention = Feb 7th

Contact Iain Patterson, Severn Sisters Canoe Centre, Exceat, Nr
Seaford East Sussex BN25 4 AD 01323 491289.

Eastern Region

CCP = Feb 6th

Injury Prevention = Feb 7th

Contact Paul Fynn RCO

North West - Contracted Provider Day Only 6th Feb

Contact RCO Derek Brooks.

Wessex - Dates to be confirmed - Contact Julie Simpson RCO

Office Matters....

Coaching Management

The next meeting of the NCC is to be held on 6th of March 1999. If you wish to make your thoughts on Coaching matters known to the committee make sure you have contact with the LCO's / RCO of your region prior to then. Alternatively send an e-mail to the coaching office so that it can be recorded and referenced during discussion. Business matters for the coming year include: UK Administration, Awards pricing, FEFC situation, Competition Issues, Overseas Courses, Insurance Review, Health and Safety Issues, Centre Approval Issues, Updating etc.

Communication

We are working hard with the resources currently available to provide the best service possible to coaches. We are however aware that it remains difficult often to contact us on the phone and receive quick responses to letters etc. We are keen to develop our I.T. options, as many would argue that this presents the best way forward for the future, however, while it is one of those areas that is perceptively easy to set up / establish we do need to consider a strategy for developing effective communication and administrative procedures throughout the whole of the Union. This is currently under review and we hope for progress in the near future. - Any thoughts please contact us - In the mean time if you have access to e-mail please use this as a means of communicating with us. We are at least committed to this aspect of modern communication. This should help free up some phone time and enable us to deal with more straight forward requests quickly and efficiently. Also should you have any thoughts on coaching matters or a burning desire to comment on issues, current or future please, again feel free to send in e-mail comment under the title 'Coaching Management.' This will be read, recorded and referenced at both national committee meetings and UK meetings - I promise! Apologies, however, as we may not be in a position to respond directly to such comment.

Send all e-mail communication to Coaching @ bcu.org.uk

Contracted Course Provider

Having given a period of time to assist bedding in the new system Course Providers, Course Directors and Students should be aware that all candidates for coaching courses must be pre-registered with their National Association, (SCA, CANI, and ICU members must be pre-registered with the association of the course provider). **No exemption to this will be allowed in 1999. The BCU expects Course providers in Wales and England not to accept candidates on to courses who have not pre-registered.**

Coaching Award Course Certification

Please note that the practice of providing students on training courses with Certificates on the conclusion of their training course will no longer take place. Certification will take place only on conclusion of the assessment. Following their training course students will receive a letter confirming their trainee status and their database records will be amended to take account of the completion of training. Course Providers/ Students should ensure that completion of the course is noted in the students log book.

NB. The BCU White Water Safety Course will also no longer be a certificated course. A letter of acknowledgement that the course has been successfully completed will be sent to candidates. Course Providers / Students are to ensure that log book entry is completed.

Paddlepower Scheme and RAINBOW Awards in England

As from 1 March 1999, the Rainbow Scheme is being phased out in England. From this date, no further orders will be placed and the stock at HQ run down.

The BCU will continue to honour any awards gained until 1 September 1999.

Overseas Courses

The subject of overseas courses is a matter for debate at the coming UKDEC Meeting. Pending this, prospective course Providers are informed of / reminded of the following. All overseas courses with non UK Nationals are subject (like all other courses) to authorisation. Authorisation should take place prior to the course and should be made through

the BCU COaching Department in Nottingham. Authorisation will be by the Director Of Coaching. Central Registration is, unless specifically relaxed as part of the authorisation also mandatory. Providers wishing to run courses overseas will be required to be Contracted Course Providers, however, being a Contracted Provider should not be seen as an automatic assurance that authorisation will be granted. **Any courses run without authorisation will not be processed as a BCU Course.**

BCU STUDENT SAFETY SYMPOSIUM

All outdoor sport clubs have a great responsibility in ensuring safety for their members. For university clubs this, along with the demands on their unions has resulted with an array of do's and don'ts, not to mention confusion. The result is that clubs are either operating unsafely or they have restricted their activities. The BCU recognised this problem and held a course aimed at providing university clubs with information to help overcome the paper work and operate safely.

The course involved talks about legal responsibilities, equipment, and transport, planning trips and attracting new members. There were also several planned practical sessions but unfortunately Mother Nature gave us too much water to paddle most of them. As this course was the first of its kind the BCU were also learning of the needs of university clubs and it was clear that the majority faced similar problems. However, it was well received and it solved some unresolved difficulties.

This benefited our club in several ways and dispelled many myths. The course highlighted that the BCU could be a useful tool to university clubs and if suggestions made are implemented it could ease common problems. In a nutshell this was a worthwhile course which should become of more use as the years progress.

Damien Bailey Sheffield University

Events in 1999 -

Easter Camps - 20th - 28th March

Student Surf Weekend - 17th / 18th April

Alpine Camp -

Student Conference - 23rd / 24th October

For Details of above contact the BCU Coaching office

PADDLESport

Young Peoples Programme

Paddlepower Goes National

As promised, the BCU's new young paddler scheme is going national. In order to operate the scheme in your club, you need to attend a Paddlepower workshop to:

- find out how the scheme operates
- discuss the latest issues around young people and Paddlesport
- review coaching of paddling technique
- listen to your views on coaching needs and young people

If any coach is interested in operating the Paddlepower Scheme then please contact the person nearest to you from the list below. They will let you know when the next Paddlepower workshop is being held or even run one for you if you have enough coaches.

If you are interested in attending a workshop, please contact the following person for your area:

- North East-Tyneside/Northumberland-Rory Corder (0191 488 4398)
- North East-Teeside & NE Yorkshire-Dave Hellawell (01642 651661)
- North West-Cumbria and N.Lancs-Ash St.John Claire (01282 864576)
- North West-Cheshire, S.Lancs,Stafford,N.Shrops-Jonathan Davies (01244 390451)
- Yorks-W.Yorks, Humberside-Michol Kendrick (01924 510727)
- East Midlands-(incl. Burton, Sheffield & Coventry)-Angela Hampton (01162 674428)
- West Midlands-Hereford, Worcs, Glos, B'ham-Ian White (01386 831224)
- East-Ian Richards (01603 662917)
- E.London & S.Essex-Jon Smith (01708 526685)
- W.London & S.E-Sue Hornby (0181 9412714)
- South-Adrian Barker (01189 267806)
- South West-Richard Ward (01363 774841)

NEW RESOURCES AVAILABLE

A guidance note "Canoeing & the Swimming Pool" is now available containing sample 'Pool Programmes'

Contact the Coaching Department.

'Top Tips' from the **PADDLESPORT** Team

'My footrest is wrong'

'My seat's not right'

'But I'm left handed and this paddle is right handed'

Do these comments sound familiar??

It is quite possible, on a bad day, to spend most of your time sorting out boats and paddles for youngsters and before you know it there is only 15 minutes left of the session to actually get on the water! Here are some TOP TIPS on how to effectively adapt boats without compromising the experience for the youngster and maximise your coaching time.

Top Tip	Suggestion
No.	
1	Use close cell foam (Carrie mat) for seats. A 20"x20" piece gives a big range in leg length. Use more pieces to build up height gradually
2	You could consider removing the seat pin (not the locating block) and use velcro to fasten seats
3	Fix a plate from the foot rest to the bottom of the boat, this will allow you to use foam blocks against the foot rest
4	When introducing paddles, don't mention choice! only keep right or left handed blades. this will ensure you have maximum use of your (often limited!) resource
5	If the boat has a stern rudder then leave the access cover off. If the boat hasn't an access hole, then cut one. This will help when that well-meaning goliath of a parent reaches down to lift a waterlogged boat from the water and who may not recognise the difference between the hull and the deck. As we move into the culture of manual handling regulations, this might prove to be useful
6	If the children have trouble with kayaks, why not try canoes. If you are looking for a boat that gets 8 children at any one time and which has neither footrests nor moveable seats-try the Bell Boat!

'Top Tips' - Events that work

When reviewed across the board, the BCU has recognised that there is a lack of local, 'non ranking' type events that young people can enjoy. These types of events should endeavour to apply the skill learned during an introductory course. Paddlesport offers a great opportunity not only for young people to take part individually, but also as a team. From experience-team events are more fun, involve more youngsters, a lot easier to resource and provide security for the less able.

Getting support for your events

Contact and meet up with 2-3 other clubs/centres and agree to support each others events. This should ensure a predictable and manageable turn out without ever burdening new participants. You could develop any one of the event types below to become a mini-series, holding similar types of events in each of the partner clubs.

Some suggested events

All of these events would be suitable for teams of, say, 8 youngsters and they should include at least 3 girls. Each event is made up of different types of races

1. Tri-Paddle event (suitable for water other than swimming pool)
Pick any 3 from the following suggestions

- Team Boat race - 200 metres - Using Bell Boats or Canadians rafted together
- 1 or 2 Km singles race
- Flat water slalom relay - 1 boat per team
- Flat water slalom - open double canoe
- Treasure Hunt - using rafted Canadians or Bell Boats.

2. Tri-Sport event

This event might need a little more co-ordination. Pick the sports in

relation to the skill within your club/centre partnerships otherwise, why not contact your Development officer for the particular sport.

- Team boat race eg Canadians, Bell Boat
- Mountain Biking
- Orienteering

All are popular with young people.

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These rewarding and challenging positions have only recently become available and would suit a well motivated and highly organised outdoor professional. Remuneration is very competitive and commensurate with experience.

For a full information pack please contact
Andy Follett at

**Acorn Venture Ltd, 22 Worcester Street,
Stourbridge,
West Midlands, DY8 1AN.**

**Tel: 01384 378827 Fax: 01384 378866 Email:
Topstaff@acorn venture.com.**



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Head of Canoeing-
ARDECHE & MEDITERRANEAN
CENTRES

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Kayak/Surf-Ski Instructors -
MEDITERRANEAN

Enthusiastic paddlers required for
ARDECHE and FRENCH/SPANISH
MEDITERRANEAN CENTRES
From April 1999.

Qualifications preferred but
training provided along with
the opportunity to gain NGB
qualifications.

Telephone: 0181 241 5128
for further details and an
application form

Courses

COACHING PROCESSES COURSES

16/17 January 1999 Graham Waddle, Bryanston School, Blandford, Dorset, DT11 0PX

13/14 March 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

20/21 March 1999 Jerry Scott-Maber, Current Trends, Adbolton Lane, West Bridgford, Nottingham 0115 9818844

20/21 March 1999 Keith Morris, YMCA, Lakeside, Ulverston, Cumbria, LA12 8BD, 01539 531758

27/28 March 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

7,14,21 April 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

10/11 April 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

24/25 April 1999 Kevin Dennis, The County River Centre, Whitchurch Road, Pangbourne, Reading, RG8 7DA, 0118 9843162

1/2 May 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

8/9 May 1999 County Youth Sailing Base, Upton Warren, Bromsgrove, Worcestershire, B61 7ER, 01527 861426

15/16 May 1999 Jerry Scott-Maber, Current Trends, Adbolton Lane, West Bridgford, Nottingham, 0115 9818844

22/23 May 1999 Keith Hampton, Leicester O.P.C, Loughborough Road, Leicester, LE4 5PN, 0116 2681426

5/6 June 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

24/25 June 1999 Pete Whitfield, Exeter, South Devon

14/15 September 1999 Loel Collins, Canolfan Tryweryn, Frongoch, Bala, Gwynedd, Wales, LL23 7NU, 01678 521083

25/26 September 1999 Jerry Scott-Maber, Current Trends, Adbolton Lane, West Bridgford, Nottingham, 0115 9818844

2/3 October 1999 Andy Bond, Hydroactive, PO Box 5194, Derby, 01332 383698

ASSESSOR TRAINING DAYS

30 January 1999 Sam Cook, Bewerley Park Centre, Bewerley, Harrogate, N Yorks, HG3 5JB, 01423 711626 (eve)

31 January 1999 Roger Drummond, Drummond Outdoor, South View, Severn Bank, Shrewsbury, SY1 2JD, 01743 365022

21 February 1999 County Youth Sailing Base, Upton Warren, Bromsgrove, Worcestershire, B61 7ER, 01527 861426

7 March 1999 Kevin Dennis, The County River Centre, Whitchurch Road, Pangbourne, Reading, RG8 7DA, 01189 843162

Open canoe and Kayak Coaches, Seasonal vacancies at Horshoe Lake, Sandhurst, Berkshire, Boldermere Lake, Wisley, Surrey and Kinswood Centre, Bembridge, Isle of Wight. BCU Level 2 Coach and above for full time residential and non residential positions. April - October, June - September and July - August. Local BCU Coaches required for part time casual work throughout the season at all locations. Comprehensive training and induction scheme. Contact Freetime Leisure limited, Horseshoe Lake Watersports Centre, Mill Lane, Sandhurst, Berks, GU17 7SS. tel 01252 871808.

Skern Lodge based in North Devon seeks instructors and tutors for multi activity and development training work. All posts are residential with a maximum working week of 47 hours plus an excellent remuneration package. To apply please send a CV and covering letter to : The Chief Instructor, Skern Lodge, Appledore, North Devon EX39 1NG.

20 March 1999 Mike Watson, Sussex Adventure Sports, 6 Hillside Crescent, Angmering, West Sussex, BN16 4AA, 01903 771272

24 April 1999 Kevin Dennis, The County River Centre, Whitchurch Road, Pangbourne, Reading, RG8 7DA, 01189 843162

24 April 1999 Andy Barclay, Porthpean Outdoor Centre, Cornwall, 01872 324402

25 April 1999 Claire Knifton, Coquet Shorebase, Amble, Northumberland, 01665 710367

22 May 1999 Andy Bond, Hydroactive, PO Box 5194, Derby DE22 2ZP 01332 383698

19 September 1999 Roger Drummond, Drummond Outdoor, South View, Severn Bank, Shrewsbury SY1 2JD, 01743 365022

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Nicola Pickering

Derbyshire: 01433 621947
Mobile: 07775 563639

Articles for CoDe

As always we welcome all general articles and comments for publication. In the April issues, however, I wish to concentrate on the issue of Transferable Skills. If you have any particular ideas and comments on this please put pen to paper. In the main, I suspect articles may relate to the transfer of boat handling skills between disciplines and what we can all learn as boaters from one another in skill based boat handling terms. However think about your approach to paddling and consider how this relates to other aspects of boating. You may well be multi-disciplined anyway, and in a clear position to adopt/adapt specific techniques to suit the type of boat/ style of paddling you take part in. Lets hear it!!

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