

Coaching Development

CoDe

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



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UNION

*Any comments or articles
please forward to the
BCU Coaching Office
or E-Mail us at
Coaching@bcu.org.uk*



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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Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Mike Devlin Acting Director of Coaching.



IN THIS ISSUE

No 89 October 1999 £1

- 2 Dear CoDe
- 3 In At the Real End
- 4 Freestyle and playboating Basics
- 5 Surf Landings for Non Surf Paddlers
- 6 Paddlepower
- 8 Regional News
- 9 Coach Level 5 News and Info
- 10 Canoe Coaching with the letter C
Office Matters
- 11 Dear CoDe
- 12 Child Protection Issues Within The BCU



CoDe has received a number of responses to letters published in recent copies of the magazine. Many of them are published here in this issue. I welcome further response to these and indeed any feedback in relation to any current issue or concern. It is hoped that a rounded response will be published in the Dec issue of CoDe.

Y Bwthyn, Fachelich, St David's, Pembs, SA62 6QL

Dear CoDe

Following the previous 2 letters on the subject of in house training there is a need to give an NGB perspective.

There seems to be three subjects for discussion:

1. The value of NGB awards:

The NGB's in recent years have carried out considerable work ensuring their awards can meet rigorous standards of quality and assurance. This includes the implementation of Approved Course Providers who sign up to a contract and have their courses observed for standard and quality.

The contract contains a clause; Assessors should not test candidates whom they have trained for the same coaching award. Wherever possible, one assessor on each course should be from another centre, club or region as applicable.

In order to maintain standards and avoid compromising the integrity of the assessors and candidates, in-house assessment is not acceptable.

We would like to think that NGB awards are an indication of all round competence at that particular standard assessed, after all you can only assess competence at a given standard.

After a review of the coaching service, standards are increasing and standards are being met. It has been argued that in the past we have been assessing above the criteria.

2. In house assessment of NGB awards:

This answers the anonymous author's complaint in April code. In house assessment of BCU awards is not acceptable. The quote from the letter, "we the assessors....." should add – have a duty to the service. If he/she or any other member of the coaching service knows of assessors who, in house assess, or contravene coaching service rules then they should write to their RCO. We all have a duty to protect its integrity.

3. The value of In House Qualifications:

There is a huge difference between in house qualification, and additional training or validation to staff who already hold an NGB award. An induction period is a responsibility that a professional employer has a duty to carry out.

Marcus quite correctly argues that the safety net for in house qualification is that it is not transferable unlike the NGB awards that are the nationally recognised qualifications. However one could question, is there a quality assurance built into these in house qualifications?

All awards must be supported by current and up to date logbook to reflect experience. The coaching service has introduced a revalidation process that ensures that coaches are up to date with current best practice. This is an important part of any induction process providing a valuable safety net for prospective employers.

While the BCU does not have the monopoly on assessing competence, it does have the monopoly on the quality control in canoeing through the Centre Approval Scheme and revalidation. While it is recognised that the AALA scheme includes more than just paddle sport the WCA approval scheme ensures that the competence of the staff and technical advisor, where, necessary, are assessed at a national level.

We would like to think that if employers and AALA have any views on the coaching service they would inform us and assist in its further development.

Dear CoDe

Further to the article by Adam Box in August (CoDe No.88) regarding Incident Reports, I feel that I must comment on "Lesson number 4." Adam asks us to consider the formation of specialised whitewater rescue teams akin to Mountain rescue teams. He states that the emergency services have little or no experience in swiftwater rescue. He is probably correct.

For the past year, as training officer, I have been helping with reshaping the structure, mode of operation, skills base and financial security of an Inland Canoe Lifeguard Unit. Turning this highly specialised group of kayakers with a fairly limited operations base (namely providing lifeguard cover at the major whitewater tours) into a group of people who can provide the level of expertise and response that Adam asked for in his article. It is a massive undertaking involving a lot of time, a lot of training, a lot of recruiting and then there is the issue of funding to entertain us.

Our members are still predominately from a kayaking background although this will change with time. We have decided to adopt the Rescue3 standard operating procedure, mode of operation and skills base. Rescue3 are an American company comprising of a number of rescue professionals recruited originally from the emergency services, fire, police, coastguard, mountain rescue etc. They provide a series of awards from a basic First Responder, through Swiftwater Rescue Technician Level 1 and 2 to Instructor. There are many additional specialised awards including cliff rescue, animal rescue etc but everyone does the core modules. The majority of all full time and part time rescue organisations in the United States have adopted this series of awards. This is not the case here in the UK where most emergency services have not heard the name of Rescue3, do not understand whitewater and hence little or no volunteer units exist.

In addition to the Swiftwater Rescue Technician award, our members are also Inland BCU Canoe Lifeguards, are Level 2, 3 or 4 Coaches, have attended the BCU whitewater safety course, are first aiders or better i.e. Emergency Medical Technician, have completed modules in oxygen therapy and spinal management, hold the RYA Safety Boat and Advanced Powerboat certificate.

Once the mode of operation, skills base and training schedule is in place, you then need to look at the number of operational members. You have to reach the required number of members you feel are sufficient to provide a 24-hour on-call service before you can register with your local emergency planning office. Our unit is working towards achieving this by year-end. You then need to achieve sufficient funds to equip such a unit. Personal gear including good drysuits, ropes of all sizes and types, karabinas, pulleys by the score and a comprehensive first aid kit including stretcher, spinal board, oxygen kit, defibrillator and a trauma bag. You will need a suitable 4 wheel drive vehicle to get your team across fields to reach your victim. A good communication system is essential, as are rafts and powerboats.

To summarise, yes I feel we do need a number of such specialised teams throughout the country but to undertake such a task is asking a lot from your volunteer professional. However, even if such teams were fully operational, it still would not have prevented the tragedies, such as the ones Adam described on the Dart and Barle, unless this team happened to be nearby. Rapid response teams are going to be many minutes away if they exist at all. **Common sense must still prevail.** My thanks must go to the Headquarters of Rescue3 in this country, Canolfan Tryweryn, the Llangollen Swiftwater Rescue Team and to Richard Lee at the WCA office without which our unit – SwiftWater 2000 Search and Rescue Unit – would not have got off the ground.

We are currently recruiting and would welcome any new members in the Gwent area of South Wales. Please Contact Simon Fairless, National Training Officer (Wales) WCA Lifeguards on 07010 711945 or E Mail Lifeguard@SwiftWater2000.freemove.co.uk



IN AT THE REAL END by Stephen Banks

Over the last ten years of teaching physical and outdoor education to secondary school pupils and now adult students, my approach to assisting others to acquire physical skills has developed and altered. This has happened by reflection, through personal experience and by involvement with others very knowledgeable in the field of skill acquisition. Perhaps the greatest change has been in the way I introduce students to new activities or aspects of an activity, it is particularly obvious in my canoeing and kayaking teaching. I offer the following thoughts and information in the hope that they may add to and further stimulate the debate on skill acquisition, which I am pleased to see taking place in the canoeing community. I do not claim to be teaching in a way that is not being used by others though I am aware that the forthcoming suggestions may appear counterintuitive to many – as they once did to me!

Earlier in my career I started people off in swimming pools and on very placid water and taught them individual strokes (techniques). I kept them there until they were technically competent (usually three star) before taking them onto moving water. What I discovered was that whilst individuals may be technically very capable on flat water, they often had enormous difficulty transferring their techniques into an environment where they had to deploy and apply them appropriately. Furthermore, they were often unable to adapt their techniques for the range of situations with which they were now faced. Indeed, some of the strokes, which they had learned, were completely inappropriate when used in a moving water situation – flat water sculling for support in a small stopper for example. This has led to them having to unlearn their flat-water technique in order to acquire an appropriate moving water one – often a time consuming and difficult task. In essence they were not being skilful.

I have encountered this problem of transfer in several other activities. Most noticeably in open skill sports i.e. ones in which the environment and everything in it dictates when and how the individual performs, invasion games for example. There are several explanations for this difficulty. Firstly, the difference may be too great either mentally or physically or both for a successful transition to be made. Also, what has been learnt initially may not be appropriate for the environment of use either technically or in terms of feel or timing. A further crucial point concerns response time. Response time is the sum of reaction time (the time taken between the stimulus and the beginning of movement) and movement time (the time from the beginning of movement to the end of movement.) Reaction time is naturally much shorter than movement time

but it can be significantly improved. The balance between reaction time and movement time is most vital in open skill situations when the total response time is relatively short due to external pressures. The faster the reaction time the more time is available for movement and the longer the performer can wait until moving. Competent practitioners in many disciplines are often described as appearing to have lots of time to execute their skills. This may indeed be the case and arise from practising in the normal open skill environment. It could, therefore, be argued that in the context of kayaking and canoeing an improved reaction time for moving water skills can best be developed by practice in the open skill situation. This is of vital importance for paddlers if they are to apply their three-star techniques confidently and comfortably on rivers and be able to cope with the wide range of variations within this environment.

It appears to me that the natural transition time from flat water to moving water for canoeists in the star award syllabus is between Three Star and Four Star. It also appears to me that in Three Star many teachers are encouraged to teach strokes/techniques/fixed action patterns on placid water that are designed for moving water. Perhaps it would be better to teach skilful manoeuvres on safe moving water and develop an adaptable and flexible approach to canoeing before honing the skills to be more effective. What we may be doing at present is enabling students to reproduce a fixed action pattern to a high standard in a static closed skill environment, i.e. one where we have removed most external variables. What may be needed is the ability to adapt to the moving and changeable open skill setting. The logical extension of this argument is the alteration of the star award syllabi so that coaches are encouraged to teach and assess Three Star on gentle moving water – grade one. This would appear far more likely to produce skilful paddlers who can more easily transfer their learning onto increasingly challenging water.

Of course, if the approach of taking elements of an activity out of the whole and even out of the intended environment is a common one, there must be a good reason for it. I believe that safety issues aside – because none of us want to endanger people – it is because the speed of acquisition of what is being taught is much faster if interfering contextual variables are removed and a more basic movement is focused upon. This provides fast positive feedback to both the learner – who can do what is being asked of him/her – and the teacher who sees this as success and, therefore, as good teaching on his/her part. In effect, this approach is self-reinforcing. Unfortunately, this learning may be neither well retained nor readily transferable

and is, therefore, of limited use in the eventual environment. I am concerned that we may sometimes unnecessarily teach with the short term in mind and that both we and our students want instant success. Whilst I would accept that not everyone is as fortunate as me in having students over an extended period of time, I believe that whenever possible it is better to have long term aims and to educate those in our care to work towards them.

A further avenue of study, which may enlighten this field, is that concerning the Contextual Interference Effect. The Contextual Interference researchers alluded to by a recent author in this journal have demonstrated beyond reasonable doubt that initial skill acquisition is superior using blocked practice but that transfer and retention of the learning is much better if interference exists in the practice scheduling. Perhaps this could be extended to interference in the practice environment.

I generally introduce my students to canoeing on gentle moving water so that they are instantly having to develop feel, timing, reaction time and confidence. That is not to say that I do not use swimming pools and placid water when appropriate. My aim is to encourage individuals to become adaptable paddlers who enjoy their canoeing and to assist them to improve their skills and techniques as they go along. I tend to adopt a very student-centred approach where I watch and ask first rather than demonstrate and tell. I am very keen to promote independent learning, not wanting to be a crutch for my students without which they cannot cope. Now and again someone accuses me of putting them in at the deep end, I used to find this quite irritating and ended up trying to explain myself to others who were patently not prepared to consider an alternative method. Whilst this approach is not suitable for every occasion, I have found it to be very successful. I now prefer to think of it as 'In at the real end'.

About the Author:

Stephen is Joint Outdoor Education Co-Ordinator at Dallam Outdoors, Dallam Community Education, Milnthorpe Cumbria LA7 7DD (Tel: 015395 62437)

He is presently undertaking skill acquisition research in canoeing as part of an MSc. Stephen is a trainee Level 5 Coach.

Dallam offers an extremely popular and inexpensive (or free) Outdoor Education course run over 2 days per week for 32 weeks. Students develop their practical and coaching skills whilst working towards NGB qualifications and completing complementary educational modules.

Dallam also offers a wide range of inland and sea kayak and open canoe courses, which are open to all at very competitive prices.

Freestyle and Playboating Basics - D Brookes

1st part of a guide and tips for average paddlers / Coaches wanting to refine skills and precision. Some ideas to get you started. All that's needed is basic white water equipment and a safe play spot.

Freestyle is a competitive development of Playboating. It differs to Playboating in respect that moves are scored with respect to style, difficulty and the way they are linked together to give a choreographed run. The simplest method of marking is the elimination model along the FA cup line with the losers in each round dropping out of the competition. For large numbers of competitors several heats will be needed and seeding where possible is a good idea to get a final with the best paddlers head to head. A repechage with the best eliminated paddlers competing for a place in the next round or final usually avoids the elimination of top paddlers too early in the competition. Once the judges have placed the paddlers in rank order positions are easily established by aggregation of scores from different play spots if more than one is being used. Alternatively get the official scoring system from BCU Head Office. Limit runs to 45 seconds to keep them action packed. All you need is a group of interested paddlers access to a play spot and of course appropriate safety. National events are set out in the BCU Handbook, local or regional events can be organised on a less informal basis and attract a wider range of expert to novice. It's a great way to gain ideas about new moves and develop precise boat control. Remember competition always encourages people to try new ideas and improve technique but still should be fun. Safety is always paramount so if in doubt get advice before trying things out.

Retentive moves keep you on the wave hole or pile so that your not washed down stream.

Dynamic, Enders, Pirouettes, Loop.

Linked Dynamic, Cartwheel, Bandit, Inverted Loop.

Static, Surfing, Revers surfing, Juggling, Paddle Tricks.

Dynamic are moves that contain boat motion in any or all of the three dimensions possible. They can be linked to other Dynamic moves or Static moves. When planning a routine the paddler should consider how moves can be linked together and how a Dynamic move might initiate another dynamic move or end in a stable static position. Generally a move that cannot be linked should be used to end a run providing it will impress the judges.

Static moves are the basis of good Playboating. They are best defined as those moves that can be maintained for more than a microsecond on a wave or in a stopper. The boat is more or less stationery. Good freestyle and playboaters make this look easy because refined and Static Moves are the easiest to start with and the basic skills needed.

Top Tips

Good posture keeps the boat balanced.

Boats turn quickest and much more easily when the head leads, the trunk rotates and the edge is set. The boat tries to catch up.

Good forward paddling with the paddle finding the water well forward down by the feet makes position on the water easier to achieve.

All of these can be practised on flat water.

Pad the boat out to stop yourself falling out when inverted.

Flexibility is essential this is why gymnasts are slightly built and young. Many of the moves described put high shearing stresses on the body, particularly the back. Enhance performance, keep yourself free from injury and on the water paddling by mobilising, warming up and down.

These ideas are not definitive but based on personal observation they are intended as a starting point to stimulate discussion and argument in the wider paddling community.

Surfing

Find a clean wave with no hazards down stream. Remember when you are surfing you are sliding down a hill of water. Provided you do not offer too much resistance to the stream flow you will achieve a balanced position on the wave where the slide down the hill is balanced by the river flow in the opposite direction to your boat. Try and achieve a balanced position on the wave where you can control the boat with edge rather than the paddle.

The entry

Usually by a ferry glide using the down slope of the wave to progress across the river. Use a stern rudder to control the boat and establish a static surf position directly up stream.

Top tip always rudder on the upstream side.

Common faults

1. Starting entry too far upstream. (Pushed over the wave because of too much downstream speed obtained)
2. Taking too steep an angle on to the wave. (boat continues across and is pushed off the wave).
3. Too much resistance offered by the paddle blade. (pushed back off the wave)
Try and control the entry move on and off the wave without establishing the Surf as you build in confidence stall the nose of the boat out to hold the boat for longer on the wave.
4. Sitting forward will accelerate you down the wave and help you get established.

The Turn

Once you are established on the wave you will tend to drift to the bottom of the slope. Pushing upstream are the resistive forces balancing out pushing you downstream and off the wave. If the wave is steep enough the nose will tend to dig in the oncoming flow. Keeping the boat turning from side to side by use of a stern rudder. This will move the nose through the point of most resistance quickly by about 15 degrees either side should enable you to stay on the wave.

Common Faults:

1. Turning too far from the directly up stream position. (Boat pushed off sideways)
2. Failure to rudder quickly enough on the upstream side.
3. Rudder provides too much resistance pushing the boat off the wave.

Coaching points:

1. Always lead with your head looking in the direct of the turn. Follow with your trunk.
2. Hold the paddle well away from the body almost with straight arms you will be stronger and quicker moving side to side.
3. Rudders do not need to be at the stern try them further out to the side in the American style.
4. Use your knees to edge the boat carving the turn on the wave.

Practice a smooth rhythmical turn from side to side using a verbal cue to yourself as you turn each time experiment with the tempo of this to vary the speed of turn.

Coaching points:

1. Co-ordinate your edging with your rudder. Lead with your head Knees and blade.

Mountain Water Safety

Specialist First Aid training for those who use the outdoors for work or leisure. Keep National Governing Body awards valid. HSE approved courses.

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REC, RLSS, ITC, BCU, RYA Training 1 day and 2 day Emergency courses (16 hr + Assessment). 4 day Standard FAW. Advanced First Aid. RYA Small Craft First Aid. BCU Aquatic First Aid. Trainers courses. Specialist courses

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Contact MWS

Fax 01429 222089

2. Reduce the amount of blade in contact with the water until its in free air, use the paddle like an imaginary set of handle bars to steer your boat turning rhythmically from side to side. Steep waves often require none standard posture letting your body sit back moves your centre of gravity back so that less of your weight is pushing you down the hill. It also lifts the nose out of the oncoming water and reduces the resistive forces pusing you down stream.

Common faults:

1. Nose digs in the bottom of the wave pushing you back off the wave.

Coaching points:

1. Vary your posture back ward and forwards moving your position up and down the wave top to bottom.
2. Practice moving the boat from the top of the wave down into the trough by changing your posture.
3. Edging the boat quickly as close to 90 as possible as the nose begins pearl is another good way of **shedding** the water building up on the nose.
4. Increase the pressure on the blade to move yourself to the top of the wave then release and let the boat slide down the hill again.

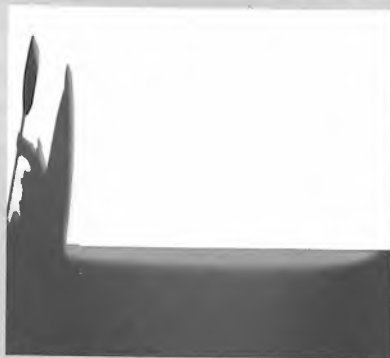
Waves usually have sweet spots. Find the position it is easiest to hold on the wave without turning. Control your position with fine edge movements.

Common faults:

1. Paddle is needed to hld the surf, go back and practice the edge. Once mastered:
This is the moment for paddle spins, throws, twirls, hand surfs and juggling refine these on the bank before adding to the surf.
Paddle tricks can disturb the established surf.

Coaching points:

1. Remember body movement will inevitably change the edge and balance of the boat.
2. Work out the change in direction caused by the trick and use it to your advantage.
3. Practice find edging to counter balance turning. Depending on the boat profile and balance you may find fine opposite edge turns work as in a sea boat. Experiment with this.
4. Practice turning rhythmically side to side without blades.



We went out paddling with some very experienced West Coast Sea kayakers' some weeks ago, and discovered that a few of them have problems with the NE Coast. It can have big surf on its beaches. Now, like most sea paddlers, I object to getting salt water down my neck, so over the years I have developed cunning plans for avoiding this problem. I would like to share it with those of you who tend to panic on seeing the path to home and safety barred by the backs of ravening monster size breaking waves. (And it does make for a more relaxing paddle if my companions aren't spending the whole trip worrying about the landing.)

A lot of people don't actually look forward to the prospect of going out of control on their way to the beach. This can lead to a lemming like tendency to paddle blindly for the shore and bail out when the first big one hits you (to get it over with). To keep in control of the situation it is necessary to use one's brain (brawn is of limited value – there is *always* a bigger wave waiting for the apeman).

Know thy enemy. Unless you are near the path of a superfast ferry service, waves follow logical and predictable rules. The most important fact is that they are NOT ALL THE SAME SIZE. Sit and watch them. They will gradually increase in size, then decrease, then increase again. Bigger waves break in deeper water, i.e. further out. The point at which the waves are breaking (break lines) moves towards the shore and then back out to sea gain on a regular pattern.

A wave is at its most powerful at the point of break. Bigger waves have more power. If you are going to make it to the beach, you have to pass the break line at some point, and the trick is to pass it when the smallest wave is breaking.

This is actually fairly simple to do. Sit outside the break, and work your way in until you are just outside of the biggest waves as they break. Once the biggest one has gone, and the break line starts to move shoreward, follow it in keeping just behind the break. At some point, the waves will start to get bigger, and the break further out and you are aiming to be just behind the smallest wave as it breaks. When it looks like the next wave will break behind you, paddle really hard, and it will probably break before it hits you, leaving you to just ride the soup onto the beach.

You can use the same technique to get out through surf, sitting just inshore of the break until the sea goes flat in front of you. A spot of PLF and you can usually keep your neck dry for the rest of the day.

Low cunning rules OK?

Once you start looking at the surf without your eyes glazing over with fear, you can often pick places where the surf is smaller, or breaks easier – or take a ride out in the rip. Use your brain, and you won't need your muscle. (It does work, honest!).

Surf Symposia

16th / 17th October 1999

4/5 Star
Clinics and Workshops
Coach 3 Training
Coach Updates

For details contact
BCU Coaching Office

"Cutting Edge - Shoulder Riding
Surf-Fest"

Paddlepower

New Canoe Polo Development at the Winfield Pool, National Water Sports Centre, Holme Pierrepont.

The BCU's Youth programme is keen to support the development of Canoe Polo in Nottingham. To this end, we have recently commissioned two high quality floating Polo Goals which are now positioned in the Winfield Pool at the National Watersport Centre.

If any youth group would like to use these goals, play polo matches or if any young paddler is interested in getting involved in Canoe Polo please contact the local Paddlesport development officers. Our aim is to ensure as much usage of the goals as possible and hopefully set up our own youth polo group!!!

For further information please contact your PDOs:
George Oliver – 0115 9817635
Angie Hampton - 0116 2674428.

TRUST LEASIDE..... A FOLLOW-UP

There has been a good response to our article in the last edition of Focus regarding Trusts. Mickey Gordon has offered to run a workshop in Nottingham on Wednesday 1 September at 7pm at the NWSC, Holme Pierrepont.

If you are interested in attending one in the Thames Valley area.

Please complete the slip below and return to:
The National Youth Officer
British Canoe Union
Adbolton Lane
West Bridgford
Nottingham

TRUST WORKSHOP

Name.....

Address.....

Contact tel. No.....

I will attend the Nottingham workshop Yes/ No (please delete as appropriate)

I would like to attend a Thames Valley workshop Yes /No

PADDLESPOUT grips Sheepy Magna !
By Angela Hampton (PDO for Leics/ Derby)

Nestling somewhere in between Tamworth and Nuneaton. Sheepy Magna and Albert Village Primary Schools have a long history of kayaking and Canoeing. There are around 90 children at Sheepy Magna of which 40 paddle on a weekly basis. This enthusiasm for paddlesport in these two schools is largely due to the time and effort put in by their two Head Masters and an army of teacher and parent helpers.

I work with the two Head Masters - Roy Williams and Colin Chandler - on The Leicestershire Schools Canoeing Association's Winter competition series and on other projects that they put together. Through this link we discussed the opportunity that Bellboats could provide as a means of getting even more children in primary schools started in Paddlesport. With this in mind I attended the next area

meeting of Head Teachers to sell them the Bellboat concept. All were very interested in introducing their children to Bellboating.

As a result of this meeting, we planned an introductory event for mid May, after the children had completed their 'SAT' tests. Roy immediately booked a beautiful little lake in Sheepy Magna and the other Heads booked mini buses and coaches to get the children to the event.

The event took place over two afternoons and evenings in wonderful weather. We had four Bellboats, four helmets and, thankfully, many helpers. The children were transported in to Sheepy Magna during various time slots throughout the days. Attendance was above what we expected with a total of about 275 children and teachers on the boats throughout.

All of the children had a wonderful day.....it seems that children find splashing their teachers very appealing. It was a good job the weather was really warm.

We managed to fit in a few informal races between different classes. The children liked this a great deal and some of them now want to enter the National Bellboat Regatta at Paddlefest in October 1999. All of the children want to take part in more Bellboating. A repeat of the event is already planned for May 2000 but with opportunities for Bellboat practice during the rest of the summer term in preparation for the Championships.

The response from the teachers was excellent. Most of them want to take the Bellboat helm award before the end of this year. We are also hoping to be able to raise enough money for the group of schools to buy a couple of Bellboats between them.

If you would like any more information on Bellboating or on the National Bellboat Regatta, Please contact Angie Hampton 0116 2674428.

.....and to other schools.....beware of Sheepy Magna at the National Championships

MONEY, MONEY EVERYWHERE.....NEW FUNDING OPPORTUNITIES

AWARDS FOR ALL - GOT YOUR APPLICATION IN YET??

Last months FOCUS featured the small grants scheme - AWARDS for ALL . The key points of which were that no match funding is necessary and there are lots of opportunities for the purchase of group equipment (eg boats, paddles & buoyancy aids). The Sport Awards from Sport England are particularly keen to fund schools/ club links in after curricular time and volunteer recruitment & development schemes.

So get applying..... Tel 0845 600 20 40 or contact your local Sports council office

NEW OPPORTUNITIES FUND

This Lottery distributor focuses on health, environment and education and reflects the Governments intention to target Lottery funding at key areas of social exclusion and disadvantage. It aims to fund out of School hours Learning Activities

WHAT ARE OUT OF SCHOOL HOURS LEARNING ACTIVITIES?

Activities that take place during school hours, lunchtimes at weekends or during school holidays with the aim of motivating pupils, building self esteem and help them to achieve higher standards of achievement.

KEY OBJECTIVES

To address the needs of the most disadvantaged in society. To benefit children & young people from all backgrounds but particularly those who suffer disadvantage and who would benefit most from help to raise achievement.

••Notice - Notice - Notice - Notice - Notice - Notice ••

Inland Sea between Holyhead and Angelsey

Restriction of Culvert Used by Canoeists Under the A5

Paddlers should note that construction work which will close access through the culvert which passes under the A5 and railwat line adjacent to the inland Sea. These works will commence from 1st July 1999 for 18 months during consruction works over the culvert. This restriction is made in the interests of the safety of

WHAT IS FUNDABLE

- " Competitive sports, games and outdoor activities
- " Partnerships between providers and schools are particularly encouraged and the teaching staff involved/ consulted
- " Any finding will be for a maximum of 3 years
- " Each application to be linked to at least 1 school
- " Grants are generally for revenue purposes
- " Will only support projects for public benefit and not private gain
- " Cost of teachers time

TIMESCALES

Application forms now available
Closing date 1/ 09/2000
Project must start by 3/9/ 2001

FOR APPLICATION PACK – tel 0845 0000 121

PADDLEPOWER WORKSHOP CHANGE OF DATE

DATE – 16th October 1999, 10:30am – 17:00pm

VENUE: Maidstone Canoe Club, Kent

Cost : £10 per person

Contact SUE Hornby: 0181 941 2714 for application forms & other details

WANTED!..... COACHES

Placid Water and MOVING Water (L3) coaches are needed for Paddlesport work in the LONDON/ THAMES VALLEY area. If you are interested and available please contact:

Sue Hornby 0181 941 2714 (West London)

Jon Smith 01708 526685 (East London)

Craig Hill 07775 676600 (Berks)

GOOD PRACTICE & CHILD PROTECTION in ACTION

Few would dispute that sport and canoeing, in particular, is good for young people and that thousands of them enjoy taking part in the sport every week. However, we cannot ignore that sometimes sport has been used as a cover to disguise child abuse. The term child abuse is used to describe ways in which children are harmed, either physically or mentally, usually by adults and often by those they know and trust. Those of us who coach and organise sport need to understand and operate good practice in working with young people. To this end, BCU is being proactive in terms of developing and implementing policies, which it is encouraging its clubs, centres and other affiliated organisations to take on board. Two have been developed and adopted:

Paddlesport and Young People
Child Protection and Duty of Care

..... Continued on page 8

ACORN VENTURE LTD WORKING ADVENTURE

3K, 3CN REQUIRED FOR CHIEF INSTRUCTOR & RIVER LEADER POSITIONS

Level 2 Kayakers and Canoeists required as soon as possible to work at one of our adventure camps in the UK, France and Spain.

These rewarding and challenging positions have only recently become available and would suit a well motivated and highly organised outdoor enthusiast.

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.**

Current Trends

Autumn Courses for Coaches.

- * Level 3 kayak and Canoe (Training and Assessment)
- * Aquatic First Aid
- * Coaching Processes
- * Assessor Training
- * 5 Star Kayak and Canoe

**For dates and details contact:
Paul (Reg) Gray**

**Current Trends Adbolton Lane West Bridgford
Nottingham NG2 5AS Tel 0115 9818844 Fax 0115 822033**

Paddlefest 99

Paddlefest 99

October 9th /10th 1999

Holme Pierrepont Nottingham

Following its previous success Paddlefest is back for 99 and ever hopfull of a good weather year all are invited to the paddle / coaching bash of the year. The objective of the weekend is to bring together as many paddlers, with as a wide a range of interests as possible so as to create a fun, multi-discipline event, featuring elements of competition, Coaching sessions and clinics, have a go / try a boat sessions, presentations and lectures, doing your own thing, along with a Car Boot Sale and of course a Paddlefest Party.

**Paddlefest Peak White Water Challenge.
Paddlefest Coaching Symposium.
Paddlefest Paddleability
Paddlefest personal Performance Clinics
Paddlefest Young Paddlers Programme
National Bell Boat Championships.
National K4 Race
Div B and Open Sprint National WWR
Paddlefest Demo / Retail / CarBoot
Paddlefest Bonfire Party and Live band.**

BCU Breakfast Question Time – Bacon Butties on the BCU and a chance to raise your comment and views with the BCU Executive Committee.

For further details, including full programme and booking form please see Augusts edition of Canoe Focus or write / phone / fax / e-mail the BCU Coaching Dept, Adbolton Lane, West Bridgford, Nottingham NG2 5AS Tel 0115 9821100 fax 0115 9821797.

Don't miss it. See Canoe Focus for Programme details and book in advance.

Paddlepower Cont' from page 7

These are both available **at no cost**, through the coaching Department and will be launched at Paddlefest on October 9th/ 10th.

The documents not only provide useful information on issues related to young people but also good hands-on tips related to simple good practice that you should adopt within your club or centre.

The Coaching Service and Youth Programme are also encouraging all coaches to attend the National Coaching Foundation course – 'Good Practice and Child Protection'. Paddlesport Development Officers are currently organising workshops in their area over the winter period and will be encouraging all coaches to attend. Where there is not a PDO in your area, you can find out where the nearest NCF course is through contacting your local NCF office at the number below:

Area	Name	Telephone No.
North	Malcolm Moore	0191 374 7820
North West	Jan Turley	01695 584657
Yorks	Karen Douglas	0113 283 7579
West Midlands	Alison Woodward	0121 414 3890
East Midlands	Emma Atkins	01509 223493
East	Steve McQuaid	01234 261547
South West	Colin Wilson	01225 444823
South	Michelle Vickers	01628 475510
London	Barry Simmons	0171 594 9069
South East	Mandie Godlman	01323 411186
Wales	Catrin Devonald	01222 300500

The course covers:

- " Identification of good and poor coaching practices related to young people
- " Understanding of what constitutes abuse, what is acceptable /unacceptable behaviour
- " Recognition of the signs and symptoms of abuse"
- " Awareness of the action to be taken a child discloses abuse
- " Identification of practice that reduces the likelihood of abuse occurring
- " Identification of practice that reduces the likelihood of wrongful accusations.

Regional Round Up

SOUTH EAST REGION

New RCO appointment
Steve Lenny, 40 Brookmead Road, Cliff Woods,
Rocheater, Kent, ME3 8HL
Tel - 01634 222037

Steve has bravely accepted the post of RCO and will begin work immediately.

Regional Forum early in the new year / early spring

NORTH WEST REGIONAL NEWS

North West Region are holding there AGM at the Burrs on Saturday 13 November 1999.

Featuring:

*	Coaching AGM	5 – 6 pm
*	AGM	7 – 8 pm
*	Coach up date modules	9 – 5 pm
	White Water Safety Course	
	Injury Prevention	
	3* standardisation	
	Child Protection	

Sunday 14 November 1999 Assessor Training Day – contact Pat

Mee 01457 864817

Nominations for AGM to – Andy Cook 01695 577221

Regional Round Up

SOUTHERN REGION

SOUTHERN REGIONAL UPDATE WORKSHOP

TO BE HELD ON SATURDAY 11 DECEMBER 1999 AT THE

Caldicott Project
George Amey Centre
Milton Keynes

Contact Steve Finch 01189 755318

NORTH SOMERSET (FORMERLEY AVON) COACHING PANEL MEETING

There will be a meeting of the North Somerset Coaching Panel on Tuesday October 19 starting at 7.45 p.m in the Albert Inn, West Street, Bedminster, Bristol.

This is YOUR opportunity to meet YOUR Regional and Local Coaching Organisers, and get the latest information on what is happening up at BCU HQ. For new coaches, it is an excellent way to make contacts.

Anyone requiring a map (if you haven't retained the one from the last mailing) or any other information, please get in touch with the LCO, Craig Steadman. E-mail: bcu-lco-nsomerset@craig-steadman.clara.net Tel: 01275 877488 or Fax: 07970 501932

Wessex Region - Injury Prevention Course

Date: 23rd/24th October 1999.

Location - Bristol

Cost £20.

Bookings via Craig Steadman 41 Woodlington Road, Clevedon BS21 5LB. A deposit of £10 is required to secure your place, and send a SAE

Only 12 places available each day. Bookings taken on 'first come basis'. So book early

WEST MIDLANDS

Our web site is now working, so even if you can not get to the river or the beach you can still go surfing on www.bigfoot.com/~bcu-westmidlands.

There is a page for comments, so tell us what else you would like to see. If you have any photos you would like to be included send them to me.

There are still people out there who need to attend an injury prevention in paddisport course. The next dates are 4th or 7th November. The course will be based at Upton Warren, (the regions centre of excellence). The cost of the day is £30 and all booking should be made with me.

Contact: Dave Crooks, RCO West Midlands, PO Box 69
Kidderminster, DY10 4YG. 01562 827065

SCA Conference 2000 - A hands on approach

20/21st may 2000 - get this date in your diary.

For our next conference we thought our theme would be to have an hands on approach, and make sure as many of our sessions as possible would be done in a practical way. "Aren't they called 'Workshops' or 'Coaching Sessions' ? I hear you say.

We can't argue with that! The intention is to condense the chalk and talk; to keep it snappy and informative and run a number of very different sessions. Some of the groups will wish to work on into the beginning of the following week, creating a long weekend. Don't worry if you can't make this though - sure you'll miss out on some great stuff, but your welcome to book for just as long as you can make. The conference is open to everyone and we hope to offer something for everyone. All this and a Saturday night celebration too. We apologise for the frustration we're going to create, but you just won't be able to get to every session - book early!

Further details in the next issue of code.

Coach level 5 News and Information

Call for Tutors.

As most of you will know, after aspirants complete their training course they are given a tutor to guide them through their development phase and programme. This task carries no financial remuneration but can help develop supportive friendships and generally helps the award and the individuals move forward. There is a shortage of willing individuals to take on this task, you do not necessarily need to be a coach level five yourself, and in the past other aspirants have taken on this role. Indeed any coach working at an advance level could put himself or herself forward. If you believe you could take an aspirant under your wing, then contact your national association co-ordinator. And they are:

Nigel Robinson WCA- 01437720675
Mike McClure CANI- c/o 01247469907
Bill Taylor England- 01270781004
Gordon Brown SCA-01505503824

The road to coach document update.

This BCU information leaflet has been updated by Graham (can I be the new R.C.O. for Thailand?) Wardle. This outlines the details of the coach 5 level award and what it really involves. It is essential reading for any candidate looking to progress on to the training element of the award. Send to Nottingham H.Q. with S.A.E. for a copy.

Coaches conference April 1st/2nd 2000.

It has been nearly three years since the last coach level 5 conference which was held in Nottingham in March 96. Graham Wardle has taken on the role of organisers for the spring 2000 event. Again this is likely to be in Nottingham. The role of the coach at this level has gone through a period of considerable change in recent years, with the advent of A.A.L.A., and technical advisors, the development of the coaching processes course and the level four award. The weekend will allow a number of outside speakers to put us straight on our responsibilities with regard to these issues, and generally should be a good social weekend for all attending. Look out for further details in the next issue of code.

Thanks from Canolfan Tryweryn.

Over the weekend of the 11th & 12th of September the 4th Coaching festival was held on the Tryweryn. Over 700 people turned up to enjoy the weekend involvement, 250 of these joined in the numerous workshops on offer. **The organising staff would like to say a big thank you to all the coaches of all levels who contributed to making this event such a success.** If Paul and Loel can learn how to run a raffle, next year's festival, the 5th event, should be even better!

Running 5 star courses: a reminder on the situation (starting Jan 1st 2000)

The following information has all ready appeared in past issues of code, but working on the principle that if we are told twice we can not claim ignorance, funnily enough Wardle seems to get away with it! (Is this plane really going to Thailand?)

The U.K. Coaching executive meeting held on the 23rd of January agreed the following situation, and this in turn was given the final stamp of approval by the meeting of the 22nd of May.

As of 1 Jan 2000 5 star assessments will have to be directed by A/5 and 5 star training courses by level 5 – A4s.

E3 status will be frozen as of the 1st of Jan for a period of 12 months. After that date anyone who has not updated will have his or her E3 status deleted from the database. However, any active E3s wishing to continue to direct courses after that date will be able to seek an exemption from the above. Any exemption given will be based on current activity at this level and will be time phased to allow further opportunity to upgrade. As from Jan 1st exemption to this rule will only be given by the National Association appointed person, that being the C.D.O.

Bill Taylor.

IMPORTANT NOTICE PLEASE NOTE

**The level 3 Surf Assessment 6/7 November
1999 is in the year book as SEA & NOT
SURF**

Contact: SAM ROBERTS

THE TRADING POST.
DORNOCH ROAD
BONAR BRIDGE SUTHERLAND
IV24 3EB

CANOE INSTRUCTOR

We have a hotel situated on the waterfront at Bonar Bridge. This year we have established the first AIRBOAT TOURING Centre here and we have comprehensive back up facilities of restaurant, bar and excellent accommodation.

We wish to promote, amongst other things, watersports. To this end we are looking for a canoe instructor who is wanting to establish his/her own school. We have waters which are excellent for sea kayaking; a river system of over 15 miles, ideally suited for touring and small sheltered loch for teaching.

**We invite interested parties to contact first by letter
enclosing a c.v. to:**
The Trading Post Dornoch Road Bonar Bridge Suther-
land
IV24 3EB

1999-2000 OPEN CANOE & KAYAK COURSES

**BCU 1 – 5 Star tests & Coach level 2/3 training and
assessment**

**White water courses based on the excellent rivers
of South Wales**

**Beginners white water (3 star) October 16/17,
November 20/21**
**Intermediate white water (4 star) November 13/14,
December 8/9**

Advanced white water (4/5 star) Nov 27/28

Further dates available

**Pre-requisite Level 2 courses:- 3star, canoe safety
test, 4hr first aid October 30/31**

BLACK MOUNTAIN ACTIVITIES – Telephone
01497 847897 Email:
enquiries@blackmountain.co.uk
www.blackmountain.co.uk

PLAY NOW | WORK LATER

Canoe Coaching with the letter 'C'

Any article written will always cause controversy! which is good because controversy causes discussion, I feel. "C" should be the first letter of the alphabet because canoeing came first! I do feel this might cause a bit of controversy. But you could refer to this system and explain why.

C Canoeist always approach things differently, normally with an open mind.

C Controversial!

C Clarity – this boat is far too big to do anything in.

C Control – how am I supposed to do anything in it.

C Confusion – but every time I paddle the wind blows me all over.

C Coach combines the Canoe Union and begins – "c" hand book, client and communication.

C Cynic Ah! – but when I went down to such and such a Centre they didn't do it that way

C and they have been doing it for years! so I think you're wrong!

C Closed mind!

C Convincing that's what is needed

C Capt.Scott's discovery - lets just go out and play with some

C different approaches

C Challenging, enjoyable and experiential

C So again back to "C" Canoeing and Control

C Comparison – when you sit in a car to drive it where do you sit? Answer: - behind the wheel – but you only get the drivers perspective.

C Clicked the penny is beginning to drop – Client begins to sing "I want to teach the world to canoe in perfect harmony"

C Control after several experiments the client begins to understand the boat.

C Confidence the most important thing a coach can give.

C Considered 'C' must start the alphabet because it works!

Jason Carroll, City of Newcastle Outdoor Education

Office Matters...

E-MAIL ENQUIRIES

Could all e-mail enquirers please include membership numbers and or postal address.

ASSESSORS AND CONTRACTED PROVIDERS - We are receiving a number of Star award test applications on out of date forms. Please check that you are using up to date forms and that the prices quoted on the forms being used are current.

CANOE SAFETY TEST EXAMINERS : Please note that the CST Pass forms have been updated to enable the office to distinguish whether the award being given is Canoe or Kayak. If you are using the old type forms please indicate clearly on the form the craft used in the test. Your co-operation is much appreciated in this matter.

ASSESSOR STATUS: As per early notification of the transfer of E to A status, many of you previously holding examiner gradings will find that your coach registration will now show you as holding assessor status. Coaches felt not to be upto date, but wishing to remain active as an assessor will have had there examiner status frozen pending the completion of an updating action plan. All coaches holding E1 or E2 status should have recieved details of the transfer with forms to return to us to aid the transfer of status. If you have not recieved these or have any questions in relation to the transfer please contact the coaching Office in Nottingham.

Dear Code Continued...

Re - Rafting In The UK - Issue 98

Dear CoDe

I just had to write in support of all the Level 2 coaches after reading the letter from 'Aspirant Level 4 (Re Rafting in the UK)', which appeared at the bottom of page 11. As with all things in life there are people who do things badly and there are people who excel at what they do. It is most unfair to group all Level 2 coaches together.

I work for a number of outlets for watersport tuition. My experience is that there is always a balance of Level 1/2/3 Coaches at the centres, maybe not always there at the same time. This is simply because we all start at level 1 and there are not so many who wish or can afford the time or expense to proceed beyond Level 3.

You are correct that school groups do use the centres around the country, this however is only a small sample of the user groups. Over the last month I have had the pleasure of working with some of the Kosovan refugees, Scouts, Guides, School Groups, Youth Centres, Religious Groups and the less able groups within our Society (Learning Disabilities, Visually Impaired, Physical and Mental Disabilities).

I use rafting games and I'm not ashamed to say so! The reason I use rafting games is because when I reflect back to when I started to paddle I had difficulty in staying upright. Balance is all part of successful Kayaking/Canoeing, rather like riding a bike. Rafting games teach us in the most effective manner what happens when balance is lost. The other reason, and this is no less important, is that the young people I work with absolutely love them. Even you must agree that the time you have apparently spent in 'visual supervision' of other coaches sessions the local environment is filled with screams of laughter and yelps of delight.

You will no doubt be able to reflect back on your own level 1-2 status and possibly remember that people learn best when they have a 'thirst for knowledge'. I have the most success with groups when they ask me 'Why won't my boat go in a straight line? It keeps turning'. The young person is then receptive to learning and will learn more quickly and with better effect. Rafting is not the only game you will have seen played. I'm sure you have seen 'Tick' played with a sponge amongst others. This game includes forwards, backwards, sideways and turning strokes, even if the novice paddler is unaware of it.

All coaches have a repertoire of games they like to use and situations they like to use them in, many will have different reasons for using the same games. At Level 4 one would hope you would be able to see this?

There are 2 different types of groups, which use the centres and their instructional staff:

Group 1 books a session as a 'taster session'. Few people in the group will have paddled before. The way to get these people back for another session or to go on to group 2 is for the group to have fun and enjoy themselves. A balanced mixture of games and journeying short distances.

Group 2 books a formal teaching session. This may or may not be 'Star Test' orientated. The people in this group have probably been members of group 1 at some stage in the past. They have decided for themselves that the time has come for them to learn to paddle with more effect. Both groups should be encouraged, regardless of the motivation. Both groups should be congratulated on, and appreciate what they have achieved.

Experience tells me that the easiest and quickest method of killing a session is to insist on 'Formal Stroke Tuition' with a group who 'just want to have a laugh with my mates'.

So please, open your mind to the way other coaches work and allow those who have been deemed qualified to coach to get on with it. We are all individuals and have our own ways of coaching and methods of getting it right.

It's a pity you didn't put your name to your letter. It must be great fun to be part of your 'School of technical excellence'

Les Griffiths. Level 2k/C2PO796 and proud of it!

Dear CoDe

I read with interest the letters on the 5 Star Syllabus and the perceptions of training and assessment. I then read with much sadness the incident file on the 2 fatalities. My heart goes out to those poor paddlers and to those rescuers who will have paid a high personal price for their efforts.

On reflection I noted a distinct common thread between these seemingly different topics. The subject of what a 5 Star paddler is and what he/she is perceived to be. Where was the 5 Star River leader on both fatalities; probably out trying to buy the latest design boat. My point is that Level 4 coaches are few and far between because of the 5 Star assessment culture. I entirely agree that the 5 Star assessment should only select those worthy of passing. I have failed and it was my lack of skill on the day and I do not hold grudges. However, I do have some sympathy with the comments expressed in the criticisms of the assessment. Let us speak plain English. The 5 Star syllabus is about leading competent paddlers down a grade 4 river safely; note country of river is not mentioned, no Alps paddling experience?

The qualities required of a leader have been discussed at length in many publications and are large subjects in themselves. The shortest Royal Air Force Leadership training course is 3 intensive weeks of both theory and practical skills. Leaders require specialist knowledge in their areas of operation and for the Level 4 Coach this is the moving water. He/she requires the ability to read, evaluate and understand what the water is doing and can do. Lastly, maybe, but certainly not the least important I come to safety. Paddling any moving water with obstacles poses risks. We instinctively carry out risk assessments and contingency planning whether we are aware or not. This attempts to eliminate or control the level of risk. This is where our intrepid Level 4 Coach requires the necessary skills to plan safe passages and control contingency plans that are put in place; the bank protection. Now what is he waffling on about I hear you ask. You may have noticed I have not mentioned radical boat design, colour or looks. I have not mentioned the requirements to cart-wheel in every available hole and smile when being trashed in a hole you would avoid but the assessor deems safe; note the word deems. As I stated earlier I failed on my ability or lack of but this is not a personal assault on my assessor who was and is a remarkable paddler. It is more critical on what is being perceived within the coaching and assessing world. Leading is about just that. Leaders do require personal skills, they will have to carry out boat to boat rescues but he does not have to be the best. I would like assessors to read the 5 Star syllabus and appreciate the concept behind the award. To lead competent paddlers down a grade 4 river safely. Having the 5 Star award does not mean the finest paddler. That is a personal goal and credibility can only be gained in competition. Let us not get confused with competition, personal ego and coaching. What is required are more Level 4 coaches. I am not condoning the lowering of standards but the accurate assessment according to the syllabus and achieving the final aim. I have now paddled Austria and extensively throughout the UK. At the end of the day a Level 4 Coach carries the can when all goes wrong so he must take responsibility for the group. He/she must be trained and confirmed he/she has the ability to undertake the task at hand, leading. He/she is not the river god and not the most awesome paddler, as I said, I have met him. Sorry to rattle on, but leadership and safety mean a lot to me and thanks to others and my respect for those 2 qualities I still paddle today.

P J Baldwin, Level 3 Kayak Inland Coach

Dear CoDe

I write in reference to the letter from Adrian J Pullin (L3K, L3S, L2C, A3, Club Coach etc) about 5 Star standards.

The 5 Star inland award is not aimed at the 'average club paddler' as it is an advanced award. Mr Pullin complains the award is too hard, but then says that 5 Star is 'leading on (Llangollen) town falls' (being a rapid at the top end of grade 4 - hmmm!) If I'd known that's all I had to do I would have attended 5 Star assessment five years ago!

I personally paddle quite happily at grade 4, but it will be some time before I consider myself ready for five star assessment. However, Mr Pullin, I doubt whether somebody who considers the Tryweryn to be a 'challenging river which deserves respect to survive' is even ready for five star training.

Mr Pullin also disagrees with Chris Sladden's grading of the graveyard on grade 3, which leaves myself and all my colleagues wondering if Mr Pullin has ever read a description of the grading system.

Also, most kayak retailers and some centres have large ranges of demo boats, so there is no excuse for not having tried new boats to see if they are more favourable than a magic boat.

In short, Mr Pullin, please stop writing letters which are only printed to give the rest of the paddling world a laugh at your expense.

Steve Holmes (1°C, 1°C, 2°K etc.)

Dear CoDe

In 1970 I joined the BCU, I passed the Sea Proficiency Test in 1971 and in 1973 I qualified as a Senior Instructor Sea. In following years I went on to become an Instructor Inland and Canadian, plus Senior Instructor Placid Water. My present grading is 2K 3S, 2CN, E1, 3PW. Having reached the age of 65 years and with 26 years of service to the Coaching Scheme, I believe I have earned the right to comment on the present day scheme.

In the last issue of CoDe Adrian Pullin stated 'that the BCU wanted to get rid of all amateur Assessors'.

He was only partly right, the Coaching Scheme has been taken over by the professionals, and is being run to serve the needs of the full time centres, educational establishments and commercial provision.

This state of affairs has arisen because the BCU has pandered to the professional elite at the expense of the club volunteers.

In 1971 there were only 3 canoeing tests; Elementary, Proficiency and Advanced. Proficiency was the entry level to the Coaching Scheme, with Senior Instructor and Coach being the progression. The proliferation of awards with the resulting expensive training/ assessment courses, and the sale of certificates/badges benefits the Centres much more than the Clubs. Adrian is 'bang on' when he accuses the 'top dogs of protecting their status'. Too often training/assessment courses run by them reflects this attitude. Whose bright idea was it to make every Instructor a Coach? Nothing could more clearly demonstrate the 'status drive'.

In the beginning there was the Instructor and the Coach? Then the BCU begat 5 clones, who begat assessors, who begat Course Providers, who begat Quality Assurance Teams, etc The Coaching Scheme at Club level is being destroyed! Many Clubs can no longer field a viable team of qualified Instructors.

It is a common occurrence to speak to canoeists who were previously qualified Instructors! Equally alarming is the fact that in many Clubs there is a lack of recruits to the Coaching Scheme. When will those 'at the top' realise that the demands they are making are driving people out of instructing and deterring newcomers!

Having spent a lot of time and money in getting qualified, the volunteer now has to contend with an unreasonable amount of costly ongoing re-assessment. Just to add to the burden there is an increasing administrative paper chase. The amount of paper work the BCU generates would soon deplete a fair sized rain forest!

We of course need to be open to change and progression, but in doing so we must ensure that we do not 'break the backs' of what were previously many willing voluntary instructors. If we undermine voluntary coaching at Club level, we will bring down the foundations on which our sport rests!

In my Club we are facing a situation whereby within two years we are unlikely to have any qualified instructors. The BCU needs to re-assess the situation and give serious consideration to separating the qualifications and assessment of the professional, from those of the volunteer at Club level.

Peter J Lacey Axe Vale Canoe Club

Classifieds

NST ADVENTURE - Adventure Work 2000. NST ADVENTURE a division of Europe's largest educational travel company require Level 2 and Level 3 Canoe and Kayak coaches at our activity centre close to the Ardeche. Positions available from April to September 2000. We Provide full training, all meals, free uniform, NGB course opportunities, First class accommodation, Return travel to the UK, Competitive wages, comprehensive insurance. Information and application forms from Recruitment, NST Travel, Chiltern House, Blackpool, FY2 0FA Tel 01253 352525 Fax 01253 356955 e-mail:recruitment@nstgroup.co.uk

SEASON INSTRUCTOR STAFF REQUIRED: LONGRIDGE Scout Boating Centre require qualified BCU and/or RYA Instructors to help run canoe and sailing courses and to assist in the general running of the Centre. Flexibility and enthusiasm are essential for these paid residential posts. Long Term: April to September - Short Term: June to September. Applicants should preferably have a background in Scouting or Guiding. Further details and application forms available from: Longridge Scout Boating Centre, Quarry Wood Road, Marlow Bucks SL7 1RE Tel/Fax: 01628 483252. Email: sfsvac@longridge.org.uk

THE PEAT RIGG CENTRE: Self employed opportunities for Outdoor Technical Support Staff and Outdoor Instructors/Group Leaders. Running residential courses for young people (14 to 22) from the Tees valley area the centre seeks free lance coaches and instructors to cover its 48 week programme. Contact: Tees Valley TEC Ltd Peat Rigg Training Centre, Cropton, Pickering, N Yorks, YO18 8EX Tel 01751 417112

Child Protection issues within the BCU.

As you are probably aware the BCU like many other organisations has put together information for it's coaches, clubs and other bodies/people about what to look for and what to do if child abuse is suspected or reported. Please ensure you are aware of these procedures, as unfortunately we are not immune from these issues. **The Coaching Department has since last May been dealing with 3 such incidents.** We feel it is important to let you know that this is going on within canoeing, since if we keep it quiet many people will understandably think canoeing doesn't have a problem, when we clearly do!!

It is therefore important to recognize that, even though you will never be directly involved, you might well be indirectly involved. You might simply know of someone who has been convicted but has been seen coaching children once again, as has happened in our most recent case.

The government is in the process of bringing in new legislation. Jack Straw has welcomed the new proposals put forward by The Interdepartmental Working Group who reported on Preventing Unsuitable People Working With Children.

This card is designed for you to cut out, stick back to back, cover and keep handy as a ready reference

What happens if ... ?
 If you suspect a child is being abused:
 Immediately tell a club official or more senior member of your organization.
 Record the facts as you know them and give a copy to the more senior person.
 Ensure that the child has access to an independent adult.
If a child discloses to you abuse by someone else:
 Allow the child to speak without interruption, accepting what is said.
 Alleviate feelings of guilt and isolation, while passing no judgement.
 Advise that you will try to offer support, but that you must pass the information on.
If you receive an allegation about any adult or about yourself:
 Immediately tell a more responsible member of your organization.
 Record the facts as you know them and give a copy to the more responsible person.
 Try to ensure no one is placed in a position which could cause further compromise.
You must refer; you must not investigate.



Protecting Children From Abuse.

It is the policy of the British Canoe Union to safeguard the welfare of all members by protecting them from physical, sexual, and emotional harm.

A code of good practice for paddlesport coaches.

Designed for you to keep with you – carry it.

They made four recommendations;

- 1/ Identify and ban unsuitable people from working with children.
- 2/ Create a new criminal offence, which the 'unsuitable person' would commit if they worked with children.
- 3/ Provide a new definition of 'working with children'.
- 4/ Create a 'one stop shop', the Criminal Records Bureau, to provide access to information on people deemed unsuitable to work with children under the new scheme. This formed part of the Protection of Children Act 1999, which also gives the secretary Of State powers to ban unsuitable people from working with children in the health and social care fields.

He went on to say however, "but it must not be seen in isolation. It forms one of a programme of measures to protect children. Moreover it is no substitute for proper recruitment processes and continued vigilance on the part of all organisations, which work with children".

The BCU totally agrees with this last statement, as every individual, club or organisation should be aware of, and be following some simple guidelines to help protect themselves and their members from such people. If you are unsure you know what simple guidelines you should be following (or your club/organisation be implementing) then please ensure you get a copy of the BCU document on Child Protection Procedures in Canoeing.

This document is free from the Nottingham office.

Code of behaviour

- Do** treat everyone with respect
- Do** provide an example you wish others to follow
- Do** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
- Do** respect a young person's right to personal privacy
- Do** provide access for young people to talk to others about any concerns they may have
- Do** encourage young people and adults to feel comfortable and caring enough to point out attitudes of behaviour they do not like
- Do** remember that someone else might misinterpret your actions, no matter how well-intentioned
- Do** recognize that caution is required even in sensitive moments of counseling, such as when dealing with bullying, bereavement or abuse

- Do NOT** swear or make sexual innuendo's to a child
- Do NOT** permit abusive youth peer activities (e.g. ridiculing or bullying)
- Do NOT** play physical contact games with young people
- Do NOT** ever enter a changing room/showers of the opposite sex
- Do NOT** do things of a personal nature that a child can do for themselves
- Do NOT** take children alone in a car on journeys, however short
- Do NOT** take children to your home
- Do NOT** spend excessive amounts of time alone with children away from others

If the above three are unavoidable, then ensure they only occur with the full knowledge and consent of someone in charge in the organization or the child's parents.

Do Not believe "it could never happen to me"

Write for further information about Child Protection to;

The British Canoe Union, Adbolton lane, West Bridgford, Nottingham, NG25AS