

Coaching Development

CoDe

the magazine of the BCU Coaching Service
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SPORTS
COUNCIL



Any comments or articles
please forward to the
BCU Coaching Office
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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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Editor: Mike Devlin, UK Director of Coaching.



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Dear Code.....

As we go to print we are able to confirm the appointment of Mike Devlin as the new BCU UK Director Of Coaching. Mike will be known to most of you having held the post of Acting Director of Coaching following the illness and retirement of Geoff Good. Mike's appointment will, over the coming years, provide the opportunity for the Coaching Service to take a more strategic view of coaching service needs and development. Further, the post of UK Director Of Coaching will open up additional employment opportunities. Additional posts will cover the management of English Coaching Department matters, Coaching Development Officer roles to support both the current RCO network and the Young Peoples Programme.

Dear Code:

I think that what brought matters to a head was the Job Specification for the post of Director of Coaching, in the October edition of Code. I found myself having to read the main paragraph several times before I even began to get any inkling of who, or what, we were looking for. I do not consider the problem to be due to any reading handicap on my part. I taught in an inner city school for twenty-five years and I think I know what reasonable English is supposed to look like.

Before the last National Coaching Committee meeting, I received 60 or so pages of information for me to read, mark, learn and inwardly digest. It was all presented in what must be the new and fashionable jargon of the Corporate Business Studies class. The whole wretched wad was a warren of badly constructed sentences interspersed with the usual 'mission statements', 'strategies' and contrived words. The punctuation allocation to the author of this tortured prose was obviously only one comma per paragraph, an omission that can convert any English into total gibberish.

After the meeting, I mentioned my confusion to a number of the more prominent members of the committee. All agreed that the wording was frustrating and very difficult to understand. The trouble was, not surprisingly I suppose, they apparently felt uncomfortable about mentioning this 'out loud'. It seems we've reached the stage of the Emperor's New Clothes with regard to the English language, with everyone nervous about making sensible criticism in case they are the only ones who are having difficulty in understanding the written presentation. What happened to good, clear sentence construction?

Its a pity we could not have had a few words in the Job Specification to the effect that the candidate must be able to write simple, clear, punctuated English when communicating to the normal membership? Let him keep the corporate jargon for those meetings he is obliged to attend where all speak this rather strange language.

Question:

Will the person who wrote the Job Specification be on the interview panel? Will they, therefore, demand the same kind of vague and veiled communication skills?

Yours in fear

Derek C. Hutchinson.

Derek Hutchinson has been a member of the Coaching Service since 1963 and holds the Level 5 Coach Sea award. He has written five books on the sport of canoeing and was a contributor to the BCU's Canoeing Handbook. He is currently on the Sea Touring Committee and is Vice-chairman of the National Coaching Committee.

*While not involved in the writing of the Job Description in question, I have, in the position of acting director of coaching been primarily responsible for the presentation of papers to what is now the **English Coaching Management Meeting**. It is however surprising to me that Mr Hutchinson, after his many years as a member of coaching committee, seems unaware that many of the papers presented come from a myriad of sources and are not necessarily written by the Coaching Department. If all papers were vetted for the fine detail of grammar the work involved would be far in excess of what is reasonable and possible given our limited resources.*

Picking up the point about technical jargon, mission statements and strategies etc it is important for us all to be aware, irrespective perhaps of our individual feelings, that 'jargon' is an accepted form of technical or scientific language allowing or facilitating the sharing of specialist knowledge and information. To ignore it / bury our heads in the sand etc would be to close the door on technical and scientific sporting research and cross sport coaching developments. Perhaps we are talking about keeping up to date here!

Dear Code:

REVALIDATION - THE DEATH OF VOLUNTARY COACHING?

At our AGM the subject of the required revalidation of existing coaching personnel arose as part of our future planning. There was considerable discussion on this matter and its ramifications for those who coach on a voluntary basis.

All of the coaching members present were extremely concerned at the likely expense involved in remaining members of the coaching scheme and the view was expressed by several senior coaches that they were likely to simply stop coaching rather than keep pouring money into a black hole.

The cost of obtaining even the basic level 2 coach qualification is considerable when taking into consideration the fact that most clubs could not afford to pay for getting their coaches qualified and so the costs must be met by the coaches themselves who are not paid for their services.

Many clubs will cease to exist without coaches - unless they ignore BCU guidelines as regards the use of qualified personnel. Obviously all coaches must have a duty of care, but at present an unpaid voluntary coach who coaches one or two evenings a week is obliged to undertake exactly the same training at the same cost as a full-time professional (who probably has the training paid for by his employer).

The BCU operates a very effective monopoly, insisting on full membership for all coaches and on regular updating courses - but only recognises its own courses for which it is able to set its own scale of charges. Other governing bodies in the field of outdoor activities do not seem to operate in this way (MLTB, RYA).

Prospective coaches are now faced with the cost of obtaining level 2 coach at approximately £300 - £350 (ignoring the cost of courses up to 3 star qualification!): First Aid Course- £50: Canoe Safety Test Course- £20?: Training weekend - £50: Full BCU membership instead of basic - £28 instead of £23 (every year): Extra equipment to meet requirements (splits, throwline, knife, tow line, first aid kit, repair kit, spare clothing to kit out a dwarf or a giant, exposure bag, etc. etc.) - £50- £100 minimum: Registration before assessment - £20: Assessment - £50 Plus the cost of travel/accommodation for all the above, especially if you live in a very rural area - say £50 minimum.

There will now be the ongoing, ever increasing cost of renewing first aid and revalidating Just to stand still and remain a level 2 coach. Level 3, 4, 5, AI -5. kayak, canoe, sea, surf, polo - those aspiring to the higher realms will need a healthy bank balance.

We are extremely concerned about whether there is any future for clubs who cannot afford to employ professional coaches and who are unlikely to find voluntary coaches who are prepared to fund the required qualifications and ongoing revalidation themselves. How do other clubs feel about this issue?

J Mellor (Chairman on behalf of Tamar Canoe Association)

While I appreciate the concerns outlined above, re-validation or coach update is a positive move by BCU Coaching Service to support all coaches. It is not intended that in order to re-validate or update, coaches would have to take another level of coach award. Re-validation will be possible via a regional programme of forums and workshops and will be at minimal cost - see page 10.





Dear Code....

Geoff Good's Outstanding Contribution to Paddlesport Coaching Honoured

Dear Code

Racist Incident – coaching update weekend – North West November 1999

I was one of 12 coaches in a group doing 2/3 star standardisation with two level 5 coaches.

The coach started the session with lots of enthusiasm and we all knew, we had lots to cover in the time we had available. One of his comments left me feeling disgusted and angry, especially because no one else seemed upset by this comment.

"Let's throw another nigger on the woodpile". Straight away, with disbelief I said "that's outrageous, you can't say that". He was rushing to get on with it and someone else told me, he only meant, 'another spanner in the works'. I said again that it was an outrageous comment, but was told to be quiet by means of being ignored and powerful non-verbal communication. This left me feeling confused, flustered, angry and ashamed, no one else seemed to see it as insulting or racist.

It took me a long time to get back into the course, overall the coaching update was brilliant and I learnt so much from it, it was very positive being part of this event. However, I came away with many questions that I want to raise here in Code.

As a mixed race woman on the course, it was great to see some other women in attendance, two women involved in organising the course and two other women attending. The rest were predominantly white and male. There were approximately 60 people there.

This incident has left me feeling without a doubt, that equal opportunities and racism awareness need addressing urgently by the BCU!

At the current climate of coaching update, surely equal opportunities needs to be one of the three sessions all coaches should attend and be recognised, just as child protection and legal responsibilities are recognised.

The BCU have to ask themselves, what messages are being given to Young people and newcomers to paddlesport if level 5 coaches are overtly using racist terminology when coaching.

Even one of our most powerful institutions. 'The Police Force' have recognised their own Institutionalised racism and have put policies into action to address this. I think it's about time the BCU took anti-racism on board and put their equal opportunities policy into practice.

Please comment in code your ideas on the way forward.

Ms J. Effiong North West Coach

Thank you writer, for the above letter. Food for thought !! The letter clearly raises relevant issues in respect of racism and equal opportunities. It may well highlight to many coaches that issues in this respect do exist and that racism can be identified even within our sport. Coaches should be aware that the BCU has adopted a code of ethics and an equal opportunities policy that its coaches should follow. The code of ethics was printed in issue 84 of CoDe and the equal opportunities policy can be found in the BCU Yearbook. Both documents will be available in the new coaching Directory due out shortly. Copies are available from the BCU Coaching office Nottingham.

Dear Code

Short Boats on 5 Star courses

I was wondering how other coaches who are involved in 5 star kayak training and assessment feel about the use of short playboats on such courses. Chatting to other paddlers it would appear that there is a natural division of opinion of the appropriateness of low volume craft in advanced whitewater leadership situations, and I think it healthy that we look to the wider issues of paddling leadership rather than dictate the sort of boat which must be used. I would also welcome the opinion of others involved on 5 star kayak courses, and that of the BCU. The two schools of thought appear to revolve around two main issues.

1. Personal performances – Ensuring that the leader is able to make the moves necessary to safely lead the group on the water, such as making micro-eddies from which to scout from the boat., etc., etc

2. The boat as a rescue craft – Ensuring that the boat is able to perform certain key functions of safety, including having sufficient space to carry spares and emergency items.

My own opinion is this: - 'There have been occasions when the ability to tow on whitewater has been the key to a safe and speedy rescue, and the facility to pick up a swimmer using a nose or stern deck carry has been invaluable. Being able as a whitewater river leader to offer assistance to a swimmer in difficulty is occasionally necessary. Being able to tow a boat to the bank, even on whitewater is occasionally necessary. Whether or not you actually choose to do either of the above things depends on many factors, but not having the appropriate craft means you have cancelled the option to choose. Some of today's short playboats have minimal hull speed so towing is difficult at best, and lack of volume is obviously a big consideration when sharing buoyancy with a swimmer in difficulty. Best you can hope for here is the role of "Swimming Coach".

It is possible to share out spare items amongst the group, but I've found the ability to quickly locate the piece of equipment you need in a hurry is crucial, rather than trying to round it up from other group members. Obviously the issue of split paddles needs consideration here. I feel that if I use a short playboat in a whitewater leadership situation, that it cuts down my options for rescue and safety provision, even though it may increase my enjoyment of the river and my ability to get around on it.

Martin Barry. N.Yorks

Hall of Fame Honours Outstanding Canoeing Coach

The National Coaching Foundation (NCF), in the presence of its patron HRH The Princess Royal, recognised outstanding achievement in and contribution to the development of coaching with the induction of a further twelve coaches, past and present, into the NCF Coaching Hall of Fame.

The NCF Hall of Fame was inaugurated in 1998

Inductees included the late Geoff Good

Where: Cafe Royal, Regent Street, London

When: December 9 1999

Entry to the Hall of Fame will be marked annually by conferring one of two awards each named after outstanding coaches. The NCF Mussabini Medal is to acknowledge outstanding achievement at world class level by coaches from the United Kingdom.

The Geoffrey Dyson Award is for individuals who have made a sustained and significant contribution to the development of coaching and individual coaches in the United Kingdom. Six awards will be made in each category.

Geoff Good was awarded a Dyson Award

During a 19-year tenure as Director of Coaching for the British Canoe Union, the late Geoff Good devised a system of coach education and support services envied at home and abroad.



THE DEVELOPMENT OF COACHES.

Coaching exists in a rapidly changing environment. The Foundation-Participation Performance-Excellence programme will continue to offer coaches opportunities to develop their professional knowledge and expertise, widening the range of people with whom they can work, encourage and guide towards an improvement in sports performance. Coaching is often described as being at once both an art and a science. In the past decade, a wealth of scientifically based performance related information has become widely available through research into sports orientated physiology, biomechanics, nutrition, and psychology to name but four areas. Such scientific investigation will undoubtedly continue to expand, offering coaches increasing opportunities to broaden their knowledge, and to develop professionally. The art of coaching, however, will remain in the interpretation, dissemination and application of such information at all levels. Irrespective of recreational or competitive interest, coaches will be encouraged to develop and share good practise.

Accessing the scientific support available to coaches will, therefore, also be increasingly encouraged, through sports councils' initiatives, training organisations such as the National Coaching Foundation, and through National Governing Bodies, such as the BCU. To that end, there are below, a number of concepts central to coaching whether an athletics, baseball or paddlesports coach, the concepts are generic. The list is by no means comprehensive. **The Oxford Dictionary of Sports Science and Medicine** (Kent. 1994), for example, contains over 7500 entries, and personal research by coaches is highly recommended as part of taking responsibility for their own development. The more professional development that is undertaken, the higher the value of our input, contribution, and image as role model for the paddlers of today, who are ultimately, the coaches of tomorrow.

Specificity. Only by applying the principle of specificity will you be able to prepare paddlers for their chosen activity. Specificity requires that in order to improve any aspect of physical fitness, a paddler must apply the principle of overload to that specific physical characteristic. If a paddler wishes to improve strength, for example, there is likely to be little concomitant development of stamina or flexibility. In order to develop these, specific exercises for endurance or range of movement are required.

Overload. Training sessions must overload the system if they are to promote the adaptation process. Through forcing the body to adapt to increasing training workloads, the ability in specific aspects of performance will improve. For example, if a rafter wishes to increase the strength of a muscle that will only occur if the muscle is forced to work against loads not normally encountered. It is vital for coaches to understand and apply the principle of progression, in which workload is increased gradually and regularly over lengthy time periods if injury and/or overtraining is to be avoided.

Frequency. To improve any aspect of a paddler's physical ability repeated practise in that area is required. Frequency is synonymous with consistency, and a little often confers far better advantages than a lot seldom. Careful planning between coach and paddler can help the latter avoid overtraining through trying to do too much and neglecting recovery time.

Recovery. Recovery is crucial in promoting improvements in performance. It is during recovery that the required physiological processes occur to facilitate adaptation. A paddler who does not allow adequate recovery periods will fail to improve performance. It is not uncommon to see freestyle paddlers training over four sequential evenings, particularly during warmer summer months, and then complaining that they seem to be making little gains. The coaches role is vital, therefore, in the education process.

Adaptation. When training volume and intensity are gradually increased, the body undergoes adaptations to the stresses being imposed on it. Thus, coaches should teach paddlers to carefully plan overloading, in order that the paddler's capacity to endure exercise is within their limits. Such planning will avoid overtraining or injury.

Reversibility. Easily remembered as the 'use it, or lose it' principle. The effects of training can be lost [reversed], and performance deteriorate, if intensity, duration or frequency of effort is reduced. If, for example, paddlers expose themselves to Class IV water only in the winter season, coaches should encourage them to plan a programme whereby training is increased during the late summer and autumn months.

Quality or Quantity? The high mileage approach, in which more is synonymous with better is not recommended. Instead, coaches should educate paddlers to understand that training at the appropriate intensity and duration is necessary, that a balance with other activities is required, and that recovery is vital. Encouraging paddlers to pay attention to how they feel when training is also useful. Coaches and paddlers may well draw up seemingly effective programmes, but these cannot account for tiredness or moods. Especially when feeling fatigued, the paddler should be encouraged to reduce intensity or volume of training or both, or perhaps even to engage in another activity or rest. Having a bad session on the water should be avoided; better to do something else, and keep the enthusiasm for paddling high [the principle of demand and supply]. Coaches can teach paddlers that unlike machines, they tire, and fatigue, both acute [short term] and chronic [long term] will have a detrimental [possibly profound] effect on training and enjoyment. As such, coaches should encourage paddlers to recognise that flexibility is vital to having fun, and having fun is why they paddle.

Mark Hickman

English Sports Council 1997. **England the Sporting Nation** a Strategy for sport in England. London. Sports Council. Hayes F. 1998. **The Complete Guide to Cross Training**. London. AC Black. Kent R. 1994. **The Oxford Dictionary of Sports Science and Medicine**. Oxford. Oxford University Press. Coaches can also contact the NCF's Coachwise for a catalogue containing CD-ROMs, publications, videos and cassettes on training and other issues in sport. Coachwise Limited. Units 2/3, Chelsea Close, Armley, Leeds LS12 4HW. Telephone 0113-231-1310. E-mail enquiries~coachwise.ltd.uk

Regional Coaching Forums :

Cumbria - 12th February 2000 / Devon & Cornwall (Bude) - 18th March 2000 / Wessex 19th March 2000.

All coaches will receive mail shot info of events in their region, however, please make a note of the date of your regional event in your diary. Alternatively Contact your RCO / BCU Coaching Office

Thoughts For Course Providers / Assessors....

As Course Providers, surely it is our responsibility to ensure that even those candidates who fail assessment courses gain positive experiences from them....

Introduction

This article aims to explore whether candidates who present themselves for assessment courses and are unsuccessful can still gain positive experiences from the course. Furthermore, it questions the responsibility of the Course Provider in ensuring this. In order to do this, the article looks at a recently run course which failed to provide the candidates with such experiences and actually provided them with negative ones, leaving them disillusioned and demoralised about their desire to continue in the coaching of canoe sport.

Case Study

A group of enthusiastic paddlers recently started up a canoe club in South Wales and have over the past 18 months built up a substantial membership list, totalling in excess of 80 members. Within the past 12 months, the club has joined the WCA and has enjoyed the many benefits which this membership offers.

As those paddlers who were running the club had no formal qualifications (and subsequently were calling on the assistance of local qualified Coaches to assist them in running pool sessions and river trips), they set their sights on gaining their Level 2 Coach Award. In November 1998, they did a Level 2 Coach Training Course and then a year later, in November 1999, registered their intentions to do their assessment. During the period between training and assessment, all but two members of the group, had gained a vast amount of experience and shown **unquestionable commitment to the coaching of canoeing** - running club pool sessions every week and organising and running sessions, on a regular basis, on a local pond. These paddlers have kept the club going and without them, 80 club members would not have had a club to go to. Their enthusiasm for coaching has been remarkable.

On the assessment course, one out of the six candidates passed. While the candidate who passed was obviously very pleased, those candidates who failed, left the course feeling demoralised and disillusioned with the Coaching Scheme and in particular with the way in which courses seemed to be being run by highly qualified Coaches. It should be strongly emphasised that this was not as a result of failing the assessment but as a result of the negative experiences which they had been subjected to throughout the duration of the course.

Following the course, I spent some time talking to the candidates and listening to their individual experiences from the course. Whilst those who didn't pass (and two out of the six had accepted prior to the course that they were probably not ready for assessment, but still wanted to go through the experience in order to gain **something** from the course) were obviously disappointed in not passing, accepting this becomes much easier if one has enjoyed the course; left it having learnt something; and looking forward to implementing their new found knowledge and skills.

However, according to those on the course, this was not the case. As a result of the manner in which the course was run, those who didn't pass returned home feeling completely disillusioned with the whole experience and some even questioning their desire to continue in the coaching of canoe sport.

Conclusion

Out of the seven candidates on the course, one passed and six didn't. Those that didn't being unable to present themselves for re-assessment for a further six months (An issue open to debate in itself - surely time periods should be more specific i.e. when we say six months do we mean, one hour a week, a couple of hours a week, a couple of hours a month or do we leave it to the candidate to decide for them-

selves. Surely it would be more beneficial and fairer to individuals to specify a number of hours which they need to log, as this provides them with a more specific guide).

However, the issue with which this article concerns itself, is not whether those candidates should have passed or not (the author is in no position to make judgements on this) but looks to deal with a more important issue.

As Course Providers we should be providing candidates with an experience which not only assesses their ability to lead, coach and manage groups of paddlers in a safe and enjoyable manner, but to also provide those who present themselves for assessment (irrespective of whether they pass or not) with an experience which continues to develop their enthusiasm for coaching and guides them in the direction which they need to go in order to improve upon their coaching skills. If we can achieve this, then even those who don't meet the required standards, should leave the course feeling that they have learnt something, and are motivated and enthusiastic about their future in the coaching scheme.

If Course Providers, are providing courses which, as the course in question did, leave candidates feeling so negative about something which they were, prior to the course, so committed to, then surely those providers need to look very closely at the way in which they are running their courses.

In addressing the question posed in the title of this article, I would suggest that yes, even candidates who don't pass qualification courses can still gain positive experiences from the course. I would even go a step further in suggesting that as Course Providers, we should, even on assessment courses, be looking to provide all candidates with positive experiences, and that if we are not achieving this, then we are failing in our role as Course Providers.

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COACHING CHILDREN WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS.....

As we are now in the year 2000, more and more coaches are facing the possibility of working with so called labelled EBD (Emotional, behavioural, difficult) young people. Some coaches will find this task daunting and mentally draining. I am not going to say this is an easy task but I have been a Residential Social Worker/ Instructor now for over three years and have come across many areas that in this time some could have been avoided if I had the knowledge and experience.

This paper's aim is mainly for other people already working full time in this field, but it is hoped that others will find it also useful. I am not going to discuss every issue just give you a few golden tips to put away in your coaching tool box, and to bring them out when needed.

But the first **GOLDEN RULE** is to keep it **SIMPLE** and that is what I am going to do.

The following thoughts and ideas are taken from my own experience but also from other care workers and social workers.....

1) **APPROACH**

◆ From the word go the young person will be testing you out examining you, and maybe try and push you. It is important that you go into this with an open mind you maybe on a 1:1 if you are lucky or on a higher ratio, but however many young people you have for the day, keep it light and easy for them to understand.

◆ Now you have met him/her/ them make it fun. From my experience they do not want to spend much if any time on the bank going through warm ups. Let it be known that you are their coach and you need to go through it because you have seen others being hurt because they have not warmed up. What I like to do is say (We are going to spend 5 minutes on warming up) this then installs the time in their minds, try not to go over the time as they will start to become bored and mess about. Make it **FUN**.

◆ Try to establish a relationship with them but be careful with issues like family's and where they have come from, unless they bring this up. Tell some jokes this is great as this will lighten up the session and pass time effectively. They like to be made to feel important and what I do is give each a piece of kit, what I like to say is look after this for me. Be aware of course that this does not affect safety.

◆ Do not put over the impression of being a figure of authority, as they will try and push you to your limits. Keep Jargon to a bare minimum Keep It Short and Simple (KISS).

◆ Look out for signs of boredom; take a break they will most probably mention this I like to mention at what points we would have break's. It is better to have frequent breaks rather than have long periods without one, then have a long break and have problems getting them back into their boats.

2) **COACHING**

One of the greatest enjoyments that a coach can have is taking the young people on white water, not

only does it show improvement giving them the responsibility of tackling white water it is great fun too. Try not to get into the habit of spending too long on demonstrating strokes their minds will only drift after a while on to other things, which are happening around them.

◆ Copycat, for the younger paddlers up to 11, I have found that they tend to copy what I do, rather than pass on lots of verbal coaching information.

◆ Praise, everyone likes this but do not abuse this as too much can be detrimental if not used properly. Lots of the time studying their faces after doing something right says it all, and all that is required by you is a cheer or a thumbs up.

◆ The venue you use is extremely important, if you intend to use a site for most of the coaching that is on the other side of the river to what you and your students are presently on, avoid starting them off on a difficult ferry glide. So make it obtainable choose your site well. These young people are afraid of failing again and most of them will be used to this through out their young lives, do not aid to this. You will only go away frustrated if within the first five minutes they refuse to carry on because they could not complete the task.

◆ Peer pressure, it is all too easy to have a young person who can perform a task and another at the same time who can not. Careful thinking needs to be applied here if the pair get on well together then all well and good, but if not then avoid praising the one who can too much in front of the one who can not. After all it is the taking part that is important and hopefully provides a positive experience.

◆ Do not be afraid to shut up and sit back and let them coach/analyse each other sometimes this can work better coming from another young person as long as this is appropriate and safe.

◆ Most if not all coaches working with young people will come across (I can do that; I can do an Eskimo roll). Never take anything for granted, treat them as you would any other young person you take paddling. Encourage them in what knowledge they do possess on the sport as it shows an interest and some understanding.

◆ Ensure that they know you are in charge and that you must be 100% sure that they are capable before you give them the trust to do a specific task.

3) **EQUIPMENT**

The use of coaching aids can be used too much, however there is a time when an aid has its advantages.

◆ The skeg-If I was to do a trip with a young person who I have not worked with before then the use of a skeg as a tool can be useful. However be sensitive that you don't make out that they are a dummy because you are putting a big plastic thing on that resembles the Titanic's rudder. As you may have others with you who might not of used one.

◆ Throw Lines-I introduce these in land games back at the centre, by throwing the whole bag at a target using under arm, side ways, and over arm and at various distances. I then repeat the exercises at a local lake and river in summer conditions; the sessions can be run more flexible rather than rigid. Try and have some structure to the sessions and take and karabiners off the bag to avoid over zealous throws at a face.

◆ For instant success- I have used a clean rope passed through a karabiner attached to a grab loop attached to the bow handle. I do this with two people one either side of the surf wave, this enables the young person to stay on the wave, they then get the feeling of staying on the wave (**kinesthetic**). On a safety note it must be decided who is to let go off the rope and who is to keep hold of the rope if a capsizes arises or other paddler's approach.

4. CONFRONTATIONAL BEHAVIOUR

◆ Avoid negativity if at all possible as this can lead to confrontation and possibly aggressive situations.

◆ These young people can grow up too quickly due to varying circumstances and at times can seem very grown up, do not forget that they are young and vulnerable and a capsized can soon change the young person into a young frightened or terrified child.

◆ Many of these young people have been abused in the past by carers/parents/friends/relatives etc., either physically or sexually. This can be especially evident when a young female is frustrated that she can not hit that eddy and gets washed down stream, it may be the second or third time that she has missed the eddy, she may feel like a failure. It must be the coach who accepts responsibility for this and change the angle/perspective. You must not be heavy handed here or shout as this can bring back her/his history of being touched and can lead to confrontation.

◆ Most of these young people have a very low self-esteem, and can be very frustrated with their situation, some would prefer to be at home rather than be in care. They feel let down by carer's/parents/social workers and they are very angry about past experiences. Anger and frustration can be shown by graffiti, running off, solvent abuse, aggression. A lot of the young people resent authority and resent care workers/instructors because they are seen as authority and taking over the role of the parent. Some of the signs shown above will hopefully act as indicators to why they do these things.

◆ They can be very angry because they cannot build a relationship with the carer's/coach because they may move on or the young person may only be on a short-term placement, so therefore the young person cannot build a long-term relationship. You as the coach must as already discussed in the approach build a bridge to form a relationship and this requires good people skills. At times it may seem only one way and it is your role as the coach to form this or at least start it but a bridge can only be built bit by bit, over time.

◆ Some of the young people have genuine behavioural problems, and they find that they cannot relate to other people in an appropriate manner or in appropriate language. The location you take them too is very important I try to avoid busy sites as they may show off by being too loud and swearing as a way of demonstrating their frustration. They may also feel embarrassed with other people watching who they do not know. The last point here is some will run off at any given opportunity and if this is their intent then you will find it very hard to stop them. What you must do as the coach is minimize this as much as possible you may do this by using a location away from public transport i.e. buses or trains, do not leave your bus or car open with money around. And keep your keys on you and not under the wheel arch of your vehicle

◆ As well as being a coach you are there to befriend and act as a positive role model be firm but be fair. Set boundaries in relation to behaviour and expectations. Make any goals or aims achievable it is no good setting up unachievable goals as you will be setting up the young person to fail this will in turn effect their self-esteem. Think back to coaching points like the Expert model which could be you and the coping model which could be one of their peers, and use this to achieve the goals.

◆ You need to be there for them, listen to what they have to say. Remember the ideal coach is someone with big eyes and big ears and a small mouth. They may talk to you about things that they might not do in the formal care situation they will do this because they do not feel pressured to talk. In this informal situation away from everything you are in a

position to gain their trust.

◆ As the coach you are there to teach and coach skills, this is something that they can take away with them and nobody can take from them, from this they may take up paddling as a sport which may keep them off the streets and they may not offend. There is a great opportunity for the coach to pass their enthusiasm onto the young person and to put something positive back into the community.

◆ What we do is work with very difficult young people who can present challenging and difficult behaviour sometimes due to things that have happened to them.

Finally all of these suggestions and points can be used to certain amounts of success; it is down to you as the coach/carer to develop your own skills to achieve success both on and off the river.

This document has been put together by
Richie Watson Asp. Level 5 Coach.

If you have any other relevant information you would like to pass on or ask any

questions then please do not hesitate to write to me at: -

Solutions, The Old Rectory, Hope Under
Dinmore, Leominster,
Herefordshire, HR6 0PW.

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BOURNEMOUTH BOROUGH COUNCIL

EDUCATION DIRECTORATE Hengistbury Head Outdoor Education and Field Studies Centre

This busy day centre requires an outdoor education instructor for the summer term and school holidays that must be qualified to RYA Instructor level (dinghy) and BCU Level 2 coach (kayak). The persons appointed will be experienced and show proven ability of working with a variety of young people. They will require a valid first aid certificate and ability to drive a minibus.

CLOSING DATE FOR APPLICATIONS:

Friday 18th February 2000

**For an informal discussion about this post please contact The Centre Manager
On 01202 425173**

For an application pack please either:

Telephone: 01202 456236 E-mail: BES@Bournemouth.Gov.UK

**Write to: Bournemouth Borough Council Education Directorate, Dorset House,
20-22 Christchurch Road, Bournemouth, BH1 3NL**

Regional Round Up.....

North East

Following recent CoDe discussion on a Paddlesport coaching awards review the North East Region Pass comment and give it the thumbs up!

With an impending review of the coaching service and awards structure on the horizon and the opportunity to make real differences in the quality of canoe coaching in general, I would like to take the opportunity to write on behalf of the North East Region to confirm our support for the concept. As ever, such support comes with natural concerns rooted in the desire to see the whole process lead to an end product that meets the needs of coaching service members. By implication this product will influence all BCU members because the influence of coaching in the development of sport has always been substantial.

Sports development, however, is not only about coaching, although in this instance it is applicable to the coaching scheme. In fact it is a multi-dimensional process that is both strategic and process led. Initially, setting aims and objectives, which will give that process forward is fundamental to any degree of success. It is at this stage where coaching service members must have their say in democratic development. Once established the aims and objectives will be the basis for design and implementation. They will be written down and accepted by the membership of the coaching service. Members can then be confident that the strategic planning and implementation process will work to meet the aims and objectives they have approved.

The working party which has been established to investigate the feasibility of such a product review and development have begun by deciding how you as coaching service members can play a part in the establishment of aims and objectives. One way is to be more active in your support of the service in your locality and region. Meetings are open and all members are welcome. Dates of all meetings, together with start times and locations, in the NE Region will be put in CoDe henceforth. Come and have your say; it will make a difference. If you are unable to come to meetings then you can contact your Local Coaching Organiser (LCO) or District

Coaching Officer (DCO). They will represent your views at regional management meetings. The DCO position is unique to the NE Region and serves to offer you more opportunity for contact. Lists of the above LCO's and DCO's will be available from the RCO or by referencing the list in CoDe. All LCO's will be holding a panel meeting in early 2000, so if regional meetings might seem a little intimidating then go to a local one. It is your choice we are here to serve the membership not the other way round!

Another way to have your say and to actually ask all the burning questions you might have will be at the open forum which will be held as part of the Re-validation! Coaching Festival weekend in April 2000. There will be full-time BCU staff available for consultation. Details are in this issue of CoDe.

To stay abreast of the developments you can access the information which will be regularly posted in CoDe. If you don't normally read CoDe, or you know someone who is concerned about the review who doesn't, then read away or persuade them to; you will be surprised at the quality and usefulness of the content. At present the NE Regional Coaching Management Committee have expressed an interest in the review and development of the coaching service in the context of the following points:

How will the integration of both competition and recreation into one set of awards with a generic coaching process style core and complementary specialist modules help to off-set some of the cost of getting qualified and the administration of the awards?

Can the new design be simpler or is the very nature of canoeing so complex that we have to accept a degree of complexity in order to accommodate all the disciplines and levels of award? Do we want to dilute the content?

Is there an easier way to recognise transferability of competence? Can the process be cheaper without devaluing the status and quality of our awards in relation to other sports? We want to continue to be able to say that BCU awards stand up against any awards in canoeing worldwide and any other sport.

Can it be less time consuming while still maintaining the highest standards of skill

in both coaching and personal ability?

The review will rightly reflect the need to modernise in the face of sports development across all sports in the UK and in doing so will start with a blank sheet of paper. This means that it will be open to all ideas and not constrained by the framework of the old structure. Although it must be pointed out that following the review, if a model that has recognisable features from the old system is seen as the one to take us into the next century and keep us at the forefront of coaching practice, then that is precisely the one which we should adopt. This review will be supported by scientific research and the strategic nature of the new UK Director of Coaching post. It will also seek to take advantage of the partnerships the UK director will forge with other agencies such as the National Coaching Foundation, Sport England and National Accreditation Bodies. It will be administered by the National Associations (WCA, SCA, CANI and the new English Canoe Association).

The review is seen as an opportunity to recognise the hard work done in the past, the substantial contribution made by all coaches and assessors over the past years and the quality of coaching within the BCU at present. Recognising these factors means we can now modernise with the confidence that those people have the skill and enthusiasm to make it work. Because the success of this review will be dependant upon you!

As a region The North East will again show the way in making sure the democratic process is adhered to and subsequently in supporting the BCU coaching scheme throughout the process of change, but be sure; we need our needs to be met.

Regards,
Ken Hughes RCO

*North East Regional
Coaching Forum
April 8th / 9th 2000*

All coaches will receive mail shot info of events in their region, however, please make a note of the date of your regional event in your diary. Alternatively Contact your RCO / BCU Coaching Office

Shielbaggan Outdoor Education Centre

Instructing in Southern Ireland

Shielbaggan Outdoor Education Centre, operates under the auspices of the Co. Wexford Education Committee.

Its residential activity centre provides a year round programme. Shielbaggan is looking for enthusiastic, qualified, motivated and happy people for its Year 2000 programme. Ideally candidates should have a range of coaching qualifications in some of the following activities: Canoeing, Sailing, Windsurfing, Climbing, Archery, Snorkelling and Orienteering.

As well as working hard in an enjoyable environment with other enthusiastic staff, you can make use of your time off to do your thing in the rest of our country. The centre is located an hour from the ferry-port of Roslare which has direct sailing's to Pembrokeshire in Southern Wales.

**Send your CV and a letter about your wonderful self to Ken Kelly:
Shielbaggan OEC, Ramsgrange, Co Wexford, Ireland. E-mail shielbaggan@eircom.net**

Eastern Region:

Development Plan: Further to Regional Round Up December CoDe. Once your needs have been identified and returned to me you will be allocated a development coach (discipline specific L 4). Your allocated coach will be responsible for organising events to satisfactorily identified boats. By focusing on the regions needs it is hoped to:

*Increase course numbers

*Reduce course costs

*Disseminate good practice.

Disciplines to be covered

*Sea*Surf*Placid Water*Canoe

*Kayak. In addition 'A' Grades will have a dedicated coach to co-ordinate their progression. It is not the intention to provide awards of personal performance below 3 star as it is felt that skills should be catered for at local level.

Communication - What's Happening? Since the last edition of CoDe all named clubs and centres within the yearbook have been sent issue one "Eastern Region Coaching News" If you or your organisation would like to be mailed please contact RCO. It is the intention to develop the ERCN into a working document, so any articles would be gratefully received.

Eastern Region Coaching Forum:

In order to maximise time and effort, the Eastern Region Day will be host to this years Regional Forum. (10 —11 June 2000). Validation will take place throughout the weekend, you attendance needs to be registered with the RCO prior to the event.

Workshops for Clubs, Scouts,

Guides or Paddling Groups: A number of evening workshops have been run addressing coaching issues, assessing 3 / 4 star skills.

Should you require any form of presentation or help with grant applications please contact your LCO or myself direct.

Eastern Region: Coach Development Plan 2000 - 2001 - Complete and return to RCO who will then be able to assist your development.
Steve Scorer, Old Walters Cottage, St Neots Road, Bolnhurst, Bedford, MK44 2EP

Please use the matrix below to identify your coach level development plans for the period 2000 - 2001.
Step 1: Insert a ☒ (BOX 1) for your desired new level of coach award (duplicate for each discipline). **Step 2:** If you require an assessment circle assessment.

Step 3: If you require a training course circle all pre-requisites. **Step 4:** Circle missing pre-requisites in the appropriate discipline box

Notes: (FA = First Aid, WWS = White Water Safety, CST = Canoe Safety Test, CP = Coaching Processes, Leaflet = BCU Coaching Leaflet)

Coach Level	Kayak	Canoe	Sea	Surf	Placid Water	W/Water	Slalom	Marathon	Polo
Box 1 ☒	Star Other	Star Other	Star Other	Star Other					Star Other
5					N/A	N/A	N/A	N/A	N/A
TL5	Coach course	Coach course	Coach course	Coach course	N/A	N/A	N/A	N/A	N/A
4	5* CP WWS	5* CP WWS	5* CP WWS	5* CP WWS		See leaflet	See leaflet	See leaflet	See leaflet
3	Assessment	Assessment	Assessment	Assessment	Assessment	3	3	3	3
TL3	4* FA	4* FA	4* FA	4* FA		See leaflet	See leaflet	See leaflet	See leaflet
2	Assessment	Assessment	Assessment	Assessment	Assessment	2	2	2	2
TL2	3* FA CST	3* FA CST	3* FA CST	3* FA CST		See leaflet	See leaflet	See leaflet	See leaflet
1	Assessment	Assessment	Assessment	Assessment	Assessment	1	1	1	N/A

Name..... Address.....

Membership Number.....

Contact Telephone Number.....

Assessor Upgrade

Kayak

A4

A3

A2

A1

Canoe

A4

A3

A2

A1

Sea

A4

A3

A2

A1

Surf

A4

A3

A2

A1

Placid Water

A4

A3

A2

A1

Other comments /

Please use the matrix above to identify your development plans by placing a circle around your NEXT desired assessor grade. Other comments / requirements. Please identify if you are able to support either a group (open canoe etc.) or an individual (assessor upgrade).

"Get Yourself into a Good Position" with...

Senior Instructor

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Aged 25+ with significant experience of group leadership in the outdoors, qualified to RYA Dinghy Senior Instructor or BCU 3K or OC; (plus 2 from RYA windsurf instructor, SPA, ML)

with a firm commitment to sharing your Christian faith through our work in the outdoors.

Also **2 great opportunities** for instructors with some experience, loads of enthusiasm and similar commitment.

(£10-12k pa plus substantial training) **Subsidised housing available for all positions**

Send us your CV **now:** Adventure Plus, Church Lane, Witney OX8 6LA

fax: 01993 708433

email: aplus@freeuk.com web: www.aplus.freeuk.com

Go and get your new diaries before reading any further. There are several dates that you will want to keep clear. Most canoe club members should now be aware of the **clubs coaching weekends**. The first one is **25th and 26th March**. If you club-training officer has not told you about these, go and ask them what is happening.

We are looking for staff to work on the 25th/26th weekend. It will also be an opportunity for logbook signatures for those working towards Assessor status. If you are interested please contact me.

June 10th is the West Midlands Coaching Forum Day. This will include a regional meeting, coaching processors course, canoe safety test, other courses if requested, with the highlight of the day, a Coaching Service question and answer session headed by Mike Devlin. Further details will be available shortly.

We are well underway with the organisation of a regional **COACH LEVEL 5** modular course. This would begin this year and take place over a number of weekends. There are limited spaces, so please contact either Jamie Drummond or myself. You do need to be a level 4 coach to register for this course.

There are still many people out there who have not attended an **Injury Prevention Course**. There is a mid week course on 13th April and also at the weekend on the 15th April. These will be run at the Ackers at a cost of £30 per person. Contact me directly to confirm your place.

Ours like every other region depends on your support. Make a year 2000 commitment by putting something back into your sport and supporting your region. As usual if you have questions or problems that need some advice, please do not hesitate to contact me. Don't forget if you phone please do it between 8pm and 9pm or during the day.

Injury Prevention

Ackers Activity Centre, Waverley Canal Basin, Small Heath Highway Birmingham B10 0DQ

Level 2 Training

(Clubs Access) 25/26 March – UPTON WARREN
(2 PLACES PER CLUB) Contact RCO

Regional Forum 10 June 2000

AQUATIC FIRST AID TRAINER COURSES

**30 APRIL 2000 - MONMOUTH,
SOUTH WALES**

13/14 MAY 2000 - NOTTINGHAM

Contact BCU Office for further details enclosing sae.

Re-validation or coach update is a positive move on the part of BCU Coaching Service to support Coaches and ensure they are upto date and have ample opportunity for ongoing personal development. While coaches will need to update on a three year basis the mechanism for this will be geared to all coaches via a network of regional forums and workshops all run at minimum costs. While a higher level coaching award would count as a measure of a coaches awareness of current best practice there is no intention that this should be the only route to being re-validated. Regional activity will be run cheaply and become self sustaining, providing opportunities for coaches to update, both by taking part and by delivering. It is envisaged that all regions will, over the coming months / years provide both a general centrally agreed programme and a 'regional specific' programme.

Coaching Service Staff will attend all forums and will on review and monitoring of a coaches log book and Coaching Involvement stamp and sign logs to formalise the update. Coaches, while not perhaps, needing to attend every forum annually will need to ensure that any forum or workshop attended is signed off in their logs and will of course need to attend at least one regional forum every three years to ensure that they are formally re-validated.

I say again the costs involved will be minimal and the workshops delivered to support coaches in the field in order that they can be upto date with current best practice without necessarily having to spend large amounts of money on continually attending and upgrading their coaching status, when this is not necessarily required in relation to their area of involvement.

Regional Forum Dates

Cumbria: 12th February 2000
Devon / Cornwall (Bude): 18th March 2000
Wessex: 19th March 2000
North East: 8th / 9th April 2000
Eastern Region: 10th / 11th June 2000
West Midlands: 10th June 2000
East Midlands: 11th June 2000

All coaches will receive mail shot info of events in their region, however, please make a note of the date of your regional event in your diary. Alternatively Contact your RCO
BCU Coaching Office

Carlingford Adventure Centre

Require Activity Staff Team members from March 2000. Located on Carlingford Lough overlooking the Mourne mountains, Carlingford Adventure Centre is fast becoming one of Ireland's leading Outdoors Pursuits and management training centres. Due to this expansion we need NGB qualified instructors and coaches to work from March 2000.

BCU, SPA, GNAS, MLTB, and ROPES COURSE trained

Very **Competitive salary & Accommodation** package. For an application form to join this young motivated team please contact: **Jerry Scott-Maber, Carlingford Adventure Centre**

Carlingford, Co Louth. EIRE.

Tel 042-9373 100 International code (0035342) Fax 042-937365 | E-mail: cacentre@iol.ie

Website: www.eire-netcom/cac

CLASSIFIED SECTION

SUPERCHOICE ADVENTURE are a market leader in the field of outdoor education and adventure. We are presently looking for motivated team members to instruct **Watersports, Outdoor Activities, IT and field Studies** to children aged 7 – 18 at Superchoice, Pontin's and Center Parcs Centres in the UK and Europe. Challenging and rewarding jobs starting from January onwards. Experience of working with children is preferred but not essential as personality and enthusiasm count for more! Comprehensive training is provided leading to NGB qualifications. Call **NOW** for a recruitment pack and an application form: 01305 835966 (24 hours)



Freestyle and Playboating Basics - D Brookes

The 3rd and final part of a guide and tips for average paddlers / coaches wanting to refine skills and precision. All that's needed is basic white water equipment and a safe play spot.

Tail Squirts. Back Loops. Enders (Dynamic stokes requiring a reaction from the water) Perhaps the easiest Tail squirt to achieve is a rocket on exiting a stopper. Initiate the stopper exit as before but on reaching the 90° exit position ensure that the boat is not edged and flat. A reverse sweep should place the body slightly back and stop any rotation. The back of the boat should become well submerged and a tail squirt result. This is an ideal way to end a rodeo routine since it can be difficult to link to another move.

Common Faults.

1. Too much speed on exit boat fails to reach 90° position.
2. Boat continues to turn to 180° position, boat not flat at 90° or sweep is not used to stop rotation.
3. Boat only dips a little, body position too far forward or stopper too small.
4. Boat goes past vertical and falls back over, nose into stopper, body leans too far back or reverse sweep too strong. (This is a back loop and perhaps a desired fault. It is also the required starting point for an Inverted loop a linked dynamic move often executed by river runners when testing hole on first descents).

Coaching Points

1. At this point faults can become a positive advantage with new moves being initiated by luck. If these faults are understood new moves can be made consistently.
2. Body position and leading with the head is the key.
3. Experiment with the sweep to control the speed of rotation.
4. Opposite edging so that the stern of the boat slides under the water can greatly accentuate the move.
5. Reverse sweeping will push the stern further under and increase the reaction.
6. The volume of the boat does make a difference, low volume backs squirt more easily as do short boats. Remember that error can often produce excellent accidental intended moves, if you can understand what you did the move will be repeated consistently. A friend to observe will help with this and also provide safety cover. Check the play spot for safety before you begin. The ability to roll consistently helps but should not prohibit making a start.

When surfing a steep wave/hole or running up to a pour over, the nose often submerges standing the boat on end.

Common fault

1. Leaning back preventing the boat reaching the 90° position.

Coaching Point.

1. An upright body position is important if this move is to be developed.

Pirouettes and vertical spins.

Now the boat is stood on end it is possible to make it spin on an axis along its length. Set

yourself in a cross bow rudder position just before the boat goes vertical locking the blade vertically in the moving water at the end of the hole, as the boat does on end pulling against the vertical shaft will cause the boat to spin around the blade. Practice in the pool with a swamped boat that naturally stands on end continues the spins with reverse and forward pulls and pushes.

Tail Squirts

Eddy lines at the side of shoots are an excellent place for tricks particularly tail squirts. If you have ever capsized upstream when bracing into a current you are well on your way to achieving your first tail squirt. A boat with a low volume back deck is all you really need to add.

The set up:

Paddle across the eddy line for a normal break in. Feel the double kick of the current first as the boat crosses the eddy line then as the rail of the boat crosses the eddy line.

Common faults.

1. Too steep an angle of entry. Try about 60° to the current.
2. Not enough forward speed to break the eddy line.

Coaching points

1. Practice low brace break ins.
2. Perfect the timing reducing the contact of the blade with the water until you are doing air turns.
3. Try this with your eyes closed. Feel the water in contact with your boat.

The slice.

Continue with your break in routine but edge the boat upstream as you cross the eddy line. At the same time instead of bracing time a forceful quick reverse sweep stroke to coincide with the edge sliding under eddy line and oncoming current. Extra support to prevent an upstream capsize is obtained by adapting the sweep into a pry stroke to resist the effects of the current.

Common faults

1. Edge is not set upstream and stern does not dip. Focus on the edge get feed back from an observer. Push with the upstream foot.
2. Upstream capsize. Well done. Too much edge get some support.

Coaching points.

1. Co-ordinate setting the upstream edge as you cross the eddy line and the reverse sweep the second kick.
2. Sit upright in your boat let the weight of your body float on the water as the nose comes up.
3. Look at the sweep starting at the back of the boat. Lead with your head through out the turn.

The Pry

Adapt the sweep so that it initially pushes deep further forcing the stern down. As the blade becomes level with the rear of the cockpit let the blade turn under the water into a brace type position. Pry the blade out of the water lifting the water above the blade. This will give you the support needed to resist the upstream capsize.

Coaching points

1. Practice the sweep pry without the turn.
2. Extend the paddle leverage by changing to a asymmetrical grip. Timing is everything so don't get disheartened if it takes time. Practice on alternate sides so that you be come proficient both left and right hand brake-ins.
3. Remember that the eddy line is three-dimensional extending below the surface. So far the moves have been in the plane of the water surface. By standing the boat on end in the plane at right angles to the water surface we can develop, Ender moves and Pirouettes. Ban dits and cartwheels.

Cartwheels

Initiate an ender by getting the boat to stand on end. Use the water and run into control the angle that the boat achieves. 45° is an ideal starting point.

Common faults

1. Sitting back.
2. Boat is made to stand vertically.
3. Boat enders because of no body rotation.

Coaching points

1. Hold a normal upright body position. Sit slightly forward.
2. Low brace or push on the side you eventually wish to turn to.
3. Control the angle achieved with the low brace push.

When you have mastered this effect lead the low brace push by leading with your head trying to look at the stern point of your boat as it comes out of the water while extending the push into more of a reverse sweep. The effect should be significant and the boat should end up with its tail where the nose cap was.

Common faults

1. Head fails to lead and hence no rotation.
2. Sitting back
3. Co-ordination of body boat and blade sequence is wrong.

Two points are easy to achieve. The trick is to maintain the rotation and end up with the nose cap back where it started. To land that illusive third point continue with the head leading the rotation and co-ordinate a forward sweep on the other side.

Coaching points

1. Sit upright the boat will stall out at two points.
2. Focus on trying to sequence the order of movements.
3. Try and see the ends of the landing points for the end as the boat spins around. Always leading with your head.
4. Get feed back from an observer or even better still get video feed back.
5. Edge the boat into the turn as the move is initiated.

You now have the basic ideas to put together a basic Rodeo routine. Practice transition between moves. Remember that boat design and technique are continually moving the sport on in the time taken to write this paper it has become in danger of being out of date. Your imagination is the only limitation.

SCA CONFERENCE 2000 - A HANDS ON APPROACH!

20/21 MAY 2000

For this year we thought our theme would be to have a 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. Then run a number of very different sessions. The intention is that 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 - sure you'll miss out on some great stuff, but you're welcome to book for just as long as you can make. Remember the Conference is open to everyone; Coaching Scheme members, and the greater paddling fraternity alike. We hope to offer something for everyone: Workshops and Courses of direct 'Coaching' relevance; fun coaching sessions for those wanting to improve skill levels; and a variety of topical workshops. All this and a Saturday night of 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!!

The proposed format will be as follows:

The morning of Saturday 20th will be spent indoors; with a number of quick fire sessions illustrating what's going on in Scottish Coaching, and the broader picture of Paddlesport. This will include; a quick run down of who does what in the Coaching Scheme; the AGM; and a summary of what each of the groups will be doing for the next few days. This should prove to be time well spent, and a very useful way to keep abreast of what's happening in your world, and maybe create some opportunities to get involved with some fun new areas.

In the afternoon the more active sessions begin, some groups working through to the Tuesday afternoon. Provisionally we will be offering the following sessions:

- ◆ Women's' Only Group meet! Workshop
- ◆ Environmental Workshops (Inland and Coastal)
- ◆ Video Coaching : Seminar and Practical Experience
 - ◆ Playboating Coaching with Tim Thomas, Simon Westgarth and Andy Jackson (Paddle Gods)
 - ◆ Squirtboating Coaching with Bob Cambell (ex-World Champion)
- ◆ Surf Coaching with Neil Baxter and Jock Young (Champions and Leading Lights in boat design)
 - ◆ Sea Kayak Coaching with Gordon Brown
 - ◆ Moving and Handling Course
 - ◆ Disability Awareness Workshops
 - ◆ National Coaching Foundation Courses
- ◆ Teaching Styles : The Why and the How in Practice

ALREADY THE FUTURE IS GATHERING

MOMENTUM. IT'S EARLY DAYS, BUT ALREADY

PYRAHNA, PALM, KOGG, AND MANY INDIVIDUALS HAVE

OFFERED TO DELIVER SESSIONS. WE'RE LOOKING

GET THIS DATE IN YOUR DIARY!!

Surf Symponia 2000

Following the success of this years events, South Wales (WCA) and Bude (BCU) we again plan a number of events during year 2000. All the usual clinics and workshops plus fun 'any boat' all comers competitions

Plus - Surf Forecasting for beginners!! by 'Doc' Roberts

Bude Weather Watcher,
Lifeboat Coxswain and occasional
(when he makes a Wave) Surfer

Dates:

*** North East : 6th / 7th May
(Venue to be determined)**

Contact BCU Nottingham Coaching Office

South Wales:

25th /26th March 2000

Rhosilli OEC, Gower, Swansea

Tel Bill Beynon 01792 296769

*Please note date change from last issue. The date printed in CoDe 90 was incorrect. The North East Symposium is 6th / 7th May 2000 as above.

Open Canoe Symposium Glen More Lodge 9-10 September 2000

This is the second Scottish Open Canoe Symposium and will build on the success of the first one in 1998. This bi-annual event alternates with the Welsh Open Canoe Symposium.

This is a fantastic opportunity to meet other boat boaters, to try out new boats, take part in practical workshops, buy equipment from trade stands and work with experienced coaches. An evening programme featuring guest speakers and videos as well as a live band in the Lodge Bar will support the practical programme.

**For more information/accommodation please
contact Jo Barclay (Booking Secretary) on 01479 861256**

Level 5 Coaches Conference

1st/2nd April 2000

To be held in the North East

Open to level 5 Coaches and aspirant Level 5 Coaches

**For Details Contact
BCU Nottingham Office.**

Paddlefest 2000 23rd - 24th September Nottingham