

Issue 171 - £3.50
August 2013

for Coaches **Code**

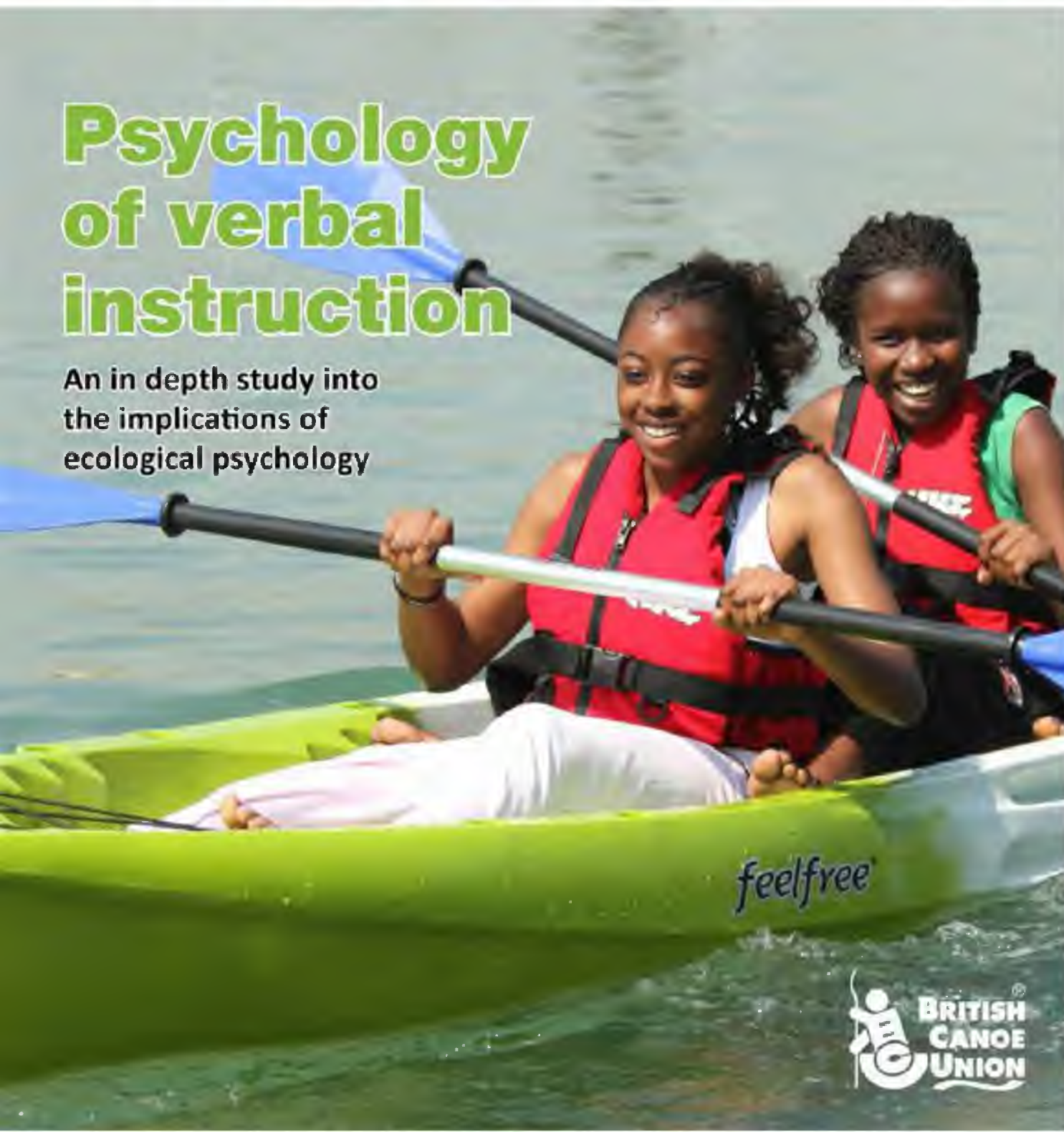
The BCU's magazine for coaches

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Psychology of verbal instruction

An in depth study into
the implications of
ecological psychology



Welcome

We hope you are enjoying a great summer season, with plenty of paddling and lots of coaching.

Immersed! (No pun intended), as we all may be out there on the water we would like to draw your attention to a 20 year event... Having joined the BCU 20 years ago a certain Maria Winfield has decided to switch off her computer for the last time.



Maria Winfield

Maria joined the BCU in 1993 as a member of staff within a coaching department team of 3 and at a time when paper records and Wednesday phone free days were the order of the day and the sharing of the one computer was essential. While Maria's actual job role has changed and evolved over the years she will be well known to many and perhaps better known than many high profile coaches and directors of coaching!

Hard working, loyal and supportive and always ready to do what needs to be done Maria has always given 120%, giving up many weekends in support of National Coaching Committee meetings, UK Coaching committee meetings and nearly every coaching conference during the intervening years. The supplier of many a sustaining lunch and the logistics officer for paddlefest events, coaching updates and assessments Maria has also been known to provide, courtesy of a glass of good red wine, an evening 'events' programme to be envied.

Why, after all of that has Maria decided that now is the time to take her leave? Well, we can report that it's not simply to take life easy! Maria has announced her marriage to partner Bill Pilkington – a coaching 'development' we all think is fantastic!

While we all regret very much to be losing her we all wish Maria good luck, good fortune and a fantastic new life in a new partnership and retirement.

This most momentous of events, Maria's last day, will take place on the 6th September 2013. If Maria has touched your coaching we would very much like and actively encourage you to email her your congratulations, a thank you, and a bon voyage – maria.winfield@bcu.org.uk.

Thank you Maria, a hard act to follow!

Canoe England Coach Updates

■ **North East –**
Location TBC
2nd-3rd August 2013
Details available from
Keri Hughes
keri.northeast@bcu.org.uk

■ **West Midlands –**
Wychavon, Worcestershire
15th September 2013
Details available from
Jagjit Dhillon / Jagdhillon@thejagjitadventure.co.uk

■ **East – Essex**
21st September 2013
Details available from
Clive Marfleet
clive.marfleet@iscali.co.uk

■ **North West – Crosby**
Lakeside Adventure, Crosby
Coastal Park,
off Cambridge Road,
Waterloo L22 1RR
21st September 2013
Details available from
George Hasman
groloman@talktalk.net

■ **East Midlands –**
Boat House, Barrow
Upon Soar, Leicestershire
5th October 2013
Details available from
Colin Broadway colinbroad@pyb@hotmail.com

■ **Yorkshire –**
South Yorkshire
5th October 2013
Details available from Jed Wright
jed.wright31@gmail.com

■ **South – Longridge,**
Buckinghamshire
19th October 2013
Details available from
Paul Sutton paul.sutton25@btinternet.com

■ **East Midlands –**
Wane Centre,
Northamptonshire
20th October 2013
Details available from
James McCarty
jmc.mccarty@dsl.pipex.com

■ **South East –**
Cobnor Activity Centre,
Chichester
1st November 2013
Details available from
Andy Hall
ro@southeast@bcu.org.uk

■ **West Midlands –**
Luxington, Warwickshire
10th November 2013
Details available from
Jenna Sanders jennasanders1@yahoo.co.uk

■ **North East –**
Location TBC
15th December 2013
Details available from
Keri Hughes
keri.northeast@bcu.org.uk

To make gaining awards easier, we've introduced multiple choice.

This year we're running more courses, on more dates, than ever before. Making it easier for you to choose a date that fits in with your schedule.

We run a full range of BCU qualification courses – including the new Level 1, 2 and 3, throughout the year. What's more, if you can't find a course date that suits you in our brochure or on our website, we can arrange one for you. For clubs, or groups of four or more brooking together we can programme a bespoke course date specially for you. But we know it's not all about gaining qualifications, which is why we run a huge range of recreational

courses, holidays and expeditions too, including paddling holidays for families.

When you get here you'll be convinced you made the right choice because everything we provide is first class, from the coaching, boats and equipment down to the facilities, food and accommodation.

So if you are looking for somewhere to improve, expand or enjoy your paddling, you'll find we tick all the right boxes. For a free 72-page colour brochure telephone us on 01490 720214 or e-mail us at brochure@pyb.co.uk



The following project seeks to examine and explain the impact that a simple shift in coaching behaviour can have on the skill learning process. After a brief preamble the reader will be introduced to an informal study into the giving of instructions and their impact on learning the canoe pry stroke. The implications of these results are then considered in the context of some specific examples. Finally some of the underpinning theoretical principles are discussed.

"Theories are good for you!"
(Sharp, 1992)

Theories are like 'educated guesses' (Sharp, 1992) which should be applied tentatively and tested by using them to predict future behaviour. In discussing coach effectiveness Lyle (2007) proposes that the coaching process might be viewed as an "input-treatment-output" system where the output is influenced by the coaching (treatment) interventions made. The effectiveness of the 'treatments' is determined by the range and quality of the 'inputs' available; e.g. coach education, physical resources, research. This study seeks to influence the quality of the 'inputs' that I (and other coaches) receive through the testing a theoretical principle that is peripheral to my current practice. Specific improvements may be hoped for on the level of coaching the pry stroke but the underlying principles have the potential, through reflective practice, to permeate across a range of areas.

Internal or External?

A study into the Implications of Ecological Psychology for the Verbal Instructions Canoe Coaches give.

The Pry Stroke?

The pry stroke applies the paddle shaft to the canoe gunwale creating a fulcrum against which the boat is levered across the water. Goodwin (in Ferrero (ed.) 2002 p. 76) details the stroke thus:

- "The upper body is turned strongly to the side the pry is done on. It helps to swivel the knees and hips to the side the stroke is done on.
- The bottom hand rests on the gunwale and holds the paddle shaft against the side throughout. The thumb of the lower hand can be hooked against the gunwale.
- The drive face of the blade is levered away from the side of the canoe.
- The blade is sliced back at right angles to the canoe, and for maximum efficiency is sliced under the canoe, before being turned and levered back out and away from the canoe.
- The blade should not break the surface during this stroke."

Note the language used in the above, traditional, description of this stroke.

How easily could you execute these instructions if you were seeking to learn this skill? Where do they direct your

attention? Might some sections be easier to conceptualise than others?

It has been argued (Wulf et al 1999; Wulf et al 1999; Wulf et al 2001; Fassin et al 2002; Zachry et al 2005 in Davids et al 2008) that where the attention of a learner is directed toward external (outside the body) cues skill learning is more robustly transferred and retained than if the attention is directed internally. That is people learn 'better' when their attention is directed toward factors other than their body such as the boat or the blade for paddlers. We will return to this later.

In my view the availability of a stable mechanical leverage point to the canoeist adds a dimension to boat control missing from kayak-based craft. Furthermore it has been my observation that learning to harness the power that can be generated through leverage against a gunwale in a range of contexts can represent a key step in a student's development. As a result I have learnt to value the humble pry both for itself and as an introduction to the foundational principle of leverage against the gunwale.



Photographs showing study environmental conditions and context. (Holmes, 2010)

However the focus of this study is more about the 'how' of coaching than the 'what'. That is how coaches can foster robust, transferable learning in their students rather than the teaching of any specific given technique.

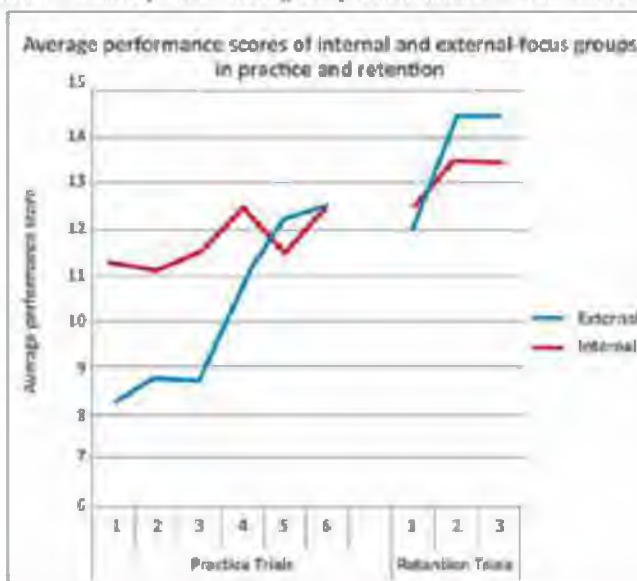
The learning advantages of an external focus of attention in the canoe pry stroke – an informal, practice based study

This informal, practice based study aimed to consider the theory that novice performers would retain and transfer learning more powerfully when given an external focus of attention. To this end eight novice canoeists between the ages of 19 and 30 who are students on an Outdoor Studies course at the University of Cumbria in Ambleside volunteered to explore this concept. The study took place in a sheltered area of water (prevailing winds were still to light and from the SW) on the shore of lake Windermere between two jetties approximately 20 meters apart. All participants used the same model of canoe, set up in very similar ways with a seat just behind the centre line and used the same design of paddle (though of differing lengths commensurate with their torso length). Paddlers side-slipped approximately 10 meters from beside one jetty to an agreed point mid way between the jetties, turned their boat, then returned to the jetty side slipping with the blade on the same side throughout.

Participants were separated randomly

SOUT5500: Skill acquisition experiment results

- ▶ The results from the 'pry' experiment we conducted on a Thursday and Friday can be seen below.
- ▶ For each block of trials each participant's total score was calculated and an average for each group calculated and plotted on the graph.
- ▶ Due to the fact that several participants did not turn up to the Friday practical the results for the retention test are based on the average results of only half as many participants.
- ▶ When we consider that we identified that there were many limitations in the way we were able to collect the data; the results still appear surprisingly striking.
- ▶ *In your own time consider the results below and try and explain them in relation to skill acquisition theory, and previous studies of a similar nature.*



into two groups, though numbers were managed to ensure equal group sizes. Data was collected from four participants at a time with two paddlers working in each group simultaneously

due to time limitations. Both groups observed a silent demonstration from a skilled canoeist but were then segregated to receive a further briefing and 'dry run'.



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Moderate Water

Endorsement Courses,

4,5 Star Leader Courses,

FRST and WW Safety and

Rescue Courses

and more, go to...

www.canoe-england.org.uk/coaching/courses-dates

The 'external' group were given the instruction to:

"dig the blade deep under the boat and roll the shaft around the gunwale"

This group were then allowed to practice this movement with a paddle in their hands while kneeling on the edge of the jetty.

The 'internal' group were briefed:

- 1 Place the lower hand close to the hip and stack the top hand above.
- 2 Twist the top hand through 90 degrees and (keeping the lower hand still) drive the top hand out to the side twisting the shoulders and torso as far as possible and extending the elbow.
- 3 Twist the top hand back through 90 degrees and pull the top hand firmly back across the body.

The internal group were allowed to practice this without a paddle while kneeling on a jetty.

The participants then entered an acquisition phase where they were allowed around 15 practice attempts in a canoe, remaining on the same side with regular reminders of all or part of the above briefing and feedback as appropriate. Observations were taken by a team of student peers over the course of 30 further attempts (subdivided into 5 trial blocks). A single trial was counted as a sideslip in one direction away from or toward the jetty. One observer was stationed on each side of the paddler ensuring that a full view was maintained in each direction. The observers agreed a numerical score from 1 to 5 based on accuracy and consistency for each attempt.

So the information given was very similar for all participants, the main difference lay in the direction given to the participant's attention, that is toward internal or external stimuli. For a skill to be described as learnt it should be retained over a period of time (Schmidt & Lee, 2005), to establish how far any progress might have been temporary the test was repeated a day later. On this occasion the briefing was repeated and the participants allowed a short period to rehearse the movements without feedback then they made 15 further observed attempts.

An average was found for each group and graphed to help with comparison. The graph (above left) suggests that the group who were given an external focus started slowly and completed the first set of trials at a similar level but

performed at a higher level in the retention tests.

Clearly these outcomes should be treated provisionally if only due to the small sample and opportunity for observational learning integral to the methodology. A more robust experimental trial might involve more participants with each one working in isolation. However given the breadth of research in other activities and sports it seems likely that an external perspective would benefit learners of the pry stroke. So where progression is valued over short term motivation, learners of the canoe pry stroke are likely to be well supported by having their attention directed toward external stimuli. It is beyond the scope of this study but given the accumulation of data in this area it might also be reasonable to propose that attention to external stimuli would benefit learners in a range of other areas.

Discussion

It has been my practice to ask novice paddlers to draw on the BCU Handbook to gain an idealised model of particular skills they wish to learn. It is not clear from the text what the intention of some of these detailed and worthy

analyses might be but it appears clear that they need more careful labelling.

That is should a coach wish to use them as an analytical tool they may find some value but as a platform for communicating good practice to a learner they could be unhelpful.

Clearly Goodwin's description (shown below) focuses on the body and it's position, fostering an internal focus of attention while the external instructions focus on the action on a more holistic level. This leaves more for the paddler to do in terms of sense making for self organisation) and therefore is likely to promote more robust and longer-term learning.

How might this apply to other boat outcomes?

Draw Strokes (moving sideways toward the blade)

Reach out and hook some water and pull it under your boat

Sweep Stroke (solo)

Draw a large, 180 degree arc in the water driving your boat away from the paddle

Sculled support stroke

Move your blade over the water as if you're spreading soft butter on hot toast

Verbal Cues for Learners of the Pry (moving sideways away from the blade)

Internal cues underlined	External emphasis
Goodwin (in Ferraro (ed.) 2002 p.76): ➤ <u>The upper body is turned strongly to the side the pry is done on. It helps to swing the knees and hips to the side the stroke is done on.</u> ➤ <u>The bottom hand rests on the gunwale and holds the paddle shaft against the side throughout. The thumb of the lower hand can be hooked against the gunwale.</u> ➤ <u>The drive face of the blade is levered away from the side of the canoe.</u> ➤ <u>The blade is sliced back at right angles to the canoe, and for maximum efficiency is sliced under the canoe, before being turned and levered back out and away from the canoe.</u> ➤ <u>The blade should not break the surface during this stroke.</u>	On the simplest level ➤ imagine you're trying to dig a ball out from under your boat using the blade With greater detail ➤ dig the blade deep under the boat and roll the shaft around the gunwale ➤ seek to lever the boat across the water away from the blade

The number of examples will be vast and should relate to the previous movement experience of the learners. The key principle appears to be an external rather than internal focus of attention. This work will be applied to my teaching as an exercise with my coaching students being presented a set of internal instructions for a stroke and being asked to produce and test an external alternative.

The above text makes a number of theoretical assumptions and assertions, the next section aims to explain these.

Theoretical Background

"Our memory is a central player in the learning process"

(Taylor in Ferrero (ed.) 2002 p.121)

The section on skill learning in the BCU Handbook (cited above) can be seen through the choice of topics and language used as having adopted a particular perspective of skill learning that emphasises the centrality of the brain in the learning process.

Some examples:

"Short Term Memory" p.121

"Schema" p.122

"Cognitive (stage of learning)" p.123

While some limited acknowledgement of other perspectives is made the prevailing paradigm clearly emphasises the role of the brain in the learning process.

The following section seeks to introduce an alternative perspective which I have found challenging to my assumptions about the nature of learning and gives a context for the testing described above.

Information Processing and Ecological Psychology

Much of our current understanding of skill learning is based on work began in the 1950s which coincided with the blooming of the 'new' computer sciences. What is now sometimes described as 'traditional' approaches were based on a cognitive or 'information processing system' approach to motor learning and control (McMorris, 2004). More recently this perspective has been challenged by the application of principles drawn from ecological psychology. *NB Ecological Psychology or Ecological perspectives are used to describe a range of related concepts including Dynamical Systems Theory and Action Systems theory (McMorris, 2004)*

Writing in the 1960s and 70s key protagonists, Bernstein and Gibson, sought to emphasise the significance of the performance environment over the cognition of the performer themselves. That is they sought to minimise the role of the central nervous system and emphasise the interaction between environmental factors and behaviour (McMorris, 2004).

"It's not what is inside the head that is important, it's what the head is inside of" (Unknown, 2010)

The Information Processing System (IPS) perspective emphasises the centrality of the Central Nervous System (CNS), located from the brain down to the second lumbar vertebrae. They suggest that the peripheral nervous system (PNS) functions merely as a sensory channel for data processed in the CNS. This barrage of sensory cues is then filtered for significance by reference to past experiences and the CNS decides what to do. Once again the PNS channels these instructions so that movement may take place. As movement commences feedback information is collected and decisions made as to how the movement might be refined. (McMorris, 2004).

Key areas of weakness identified by critics of the Information Processing Systems (IPS) perspective include:

- ▶ The time consuming nature of processing sensory stimuli in the CNS. That is reaction times in normal healthy adults vary between 170 and 200 milliseconds (ms) for a simple task requiring only one possible response. Tasks involving more than one possible responses and more complex movement responses should be limited by this base figure, but aren't. For example a football goal keeper might have only 440ms to analyse the delivery/initial arc of travel, select a whole body response and initiate a movement and yet they are sometimes successful in stopping the ball!
- ▶ The number of motor programmes required for a functioning body is too great for the brain's capacity to retain, suggesting there must be another way to process movements. (McMorris, 2004)

Where the IPS approach asserts that the CNS controls the details of any given movement, Ecological Psychology

proposes that the CNS only governs movement at a generalised level with responsibility for the details of movement control resting in the PNS. The CNS sets movement goals and the PNS organises individualised local responses. This 'self organisation' is individualised in response to personal ('organismic') and environmental factors (e.g. joint flexibility the strength of the wind) and is considered to be free of the constraints of memory and processing speeds.

Learning, from an ecological perspective, has been defined as: *"The search for stable and*

functional states of co-ordination."

(Davids et al 2008) Davids et al (2008) go on to characterise the stages of learning as "temporary states of co-ordination" through which the learner passes. So the student is seeking to achieve a set of responses to environmental stimuli that achieve their goals in a consistent and efficient manner. This is achieved by passage through a series of temporary, unstable stages toward a state of long term stability.

Giving Instructions: an Ecological Perspective

A widely used coaching strategy is to use verbal cues (instructions) to direct paddlers toward an ideal performance from a traditional perspective this can be justified as helping support retention. Ecological perspectives encourage coaches to review the nature and content of any verbal guidance they give (Davids et al 2008). That is learners who are 'self organising' need to discover their own individual co-ordination responses free from additional information. The process of skill acquisition is about developing an individual biomechanical solution to the movement 'problem' presented by the performance environment. Consequently Davids et al (2008) propose that the concept of 'optimal performance' on a generalised level needs to be reframed. While being precise and efficient in both time and energy use they add that an 'optimal' performance should be *individualised* to suit the athlete's movement system.

Could too much detail in any verbal cues given by the coach constrain the problem solving process? The answer may come in the detail. Drawing on observations of young children learning complex motor skills without instruction

or verbal feedback Bernstein (1967 in Davids et al 2008) proposed that the conscious level of the CNS is not well suited to processing the details of motor skill learning. In essence learning should be allowed to remain as implicit or subconscious as possible.

"Asking a learner to understand complex verbal instructions about skill performance or referring in too much detail to body-part movements in space is likely to engage cortical levels of the learners CNS during practice." (Davids et al, p.177 2008)

Davids et al (2008) suggest that complex verbal cues hamper the self organisation process by making explicit what ideally should remain implicit or subconscious. Furthermore an increased likelihood for performance breakdown under pressure has also been linked (Deikman, 1969; Kevie, 1973; Klatzky, 1984; Langer & Limber, 1979 in Masters, 2000) to explicit learning with the conscious baggage of 'what' and 'how' to perform a skill disrupting usually unconscious movement patterns through the engagement of conscious thought where actions need to be subconscious.

The key issue in the use of verbal

instructions lies in the nature and timing of the verbal cues used not in their use per se. From an Ecological perspective paddlers have to learn to recognise the key environmental information and produce (independently) an appropriate movement response. Instructions which are sparing and direct the attention toward key environmental stimuli help minimise dependence and support the self organisation process (Davids et al 2008). A number of writers (Liao & Masters, 2001; Farrow et al, 2008; Davids et al, 2008) argue that simple biomechanical analogies can provide powerful instructional tools, helping coaches keep their instructions concise and minimise any explicit learning. Examples shown above include: a sculled support stroke may be described as like spreading soft butter on hot toast or a pry stroke as involving 'digging' the blade underneath your boat.

The impact of directing a learner's attention toward external (outside the body) cues has been studied in some detail in a range of contexts including ski simulator, golf swing, balance tests, life tasks and the basketball free throw (occasionally Wulf et al 1999; Wulf et al 1999; Wulf et al 2001; Facelli et al 2002; Zachry et al 2005 in Davids et al 2008).

Overall these demonstrate improved performance and (where retention was tested) improved retention from adopting an external focus when acquiring motor skills. That is focussing on the positioning and movements of the limbs in relation to each other appears to hamper learning and retention suggesting that coaches should focus the learner's attention on external cues. No formal studies to date have taken the pry stroke as their focus. The above informal study is based on the methodology used by Wulf et al (1999) looking at the golf swing and aims to test out the principles of instruction discussed above in the context of the pry stroke.

Conclusion

This study has considered some reasons why coaches need to take care with what they say. It appears that they can enhance or hinder learning by the way in which they direct attention. Underlying this is the principle that coaches should encourage their students to explore challenges and find their own solutions. Coaches might need to guide their learners but they should take care to maximise student ownership and allow space for them to develop their own creative solutions without access to too much complex information.

Call for Discipline Support Module Providers

The BCU Discipline Support Modules are designed to assist coaches who currently hold BCU Coaching qualifications, and who want to develop their knowledge and skills in some of the more specialist disciplines.

As the BCU continues to grow the existing portfolio of Discipline Support Modules, we are starting the process of appointing providers for the following BCU Modules:

BCU Freestyle Support Module

BCU Canoe Polo Support Module

Applicants who meet the following criteria will be considered:

- Updated BCU Level 3 Coach (or equivalent).
Applicants who would like to use their coaching experience in the discipline as equivalence for a Level 3 qualification should utilise the APL process.
The next deadline for APL Applications is the 10th September.

- Recent experience of educating Coaches
- Varied discipline coaching experience, including 6 session progressions
- Thorough understanding of tactical, technical, physical and psychological requirements of beginners

For more information and an application forms please contact your Home Nation coaching office.

Non Native Species – Keep a look out for those Aliens!



For the last few hundred years since the first explorers sailed the seven seas, people have brought unusual plants and animals into this country. Many were brought in to enhance someone's land or out of idle curiosity.

Today we live with the consequences of their actions. The grey squirrel was introduced and now our native red squirrel has all but disappeared. Japanese Knotwood brought in to add a different dimension to the gardens of the wealthy has become a notifiable species yet still it infests large parts of the country and it almost impossible to destroy. These are just two examples of alien species that have been brought in to our country and have upset the ecosystem.

So What!

You may well think 'What has it got to do with me and my coaching role?' Well, not only do a number of these alien species detrimentally impact on our native species but they have a massive impact on our waterways where you may well be teaching your students. Several plant species have caused a major headache to navigation authorities who have to spend £25 million per year in clearing these plants that are able to totally block river, lake and canal systems and prevent the commercial and recreational use of these waters.

Sell today people bring in to the country alien species of plants and animals

without due consideration what their impact can be. Even within our country we can unwittingly transfer species from one area to another. The very nature of canoeing is that the craft is highly transportable and can go from one water course to another and one country to another.

What can I do as a paddler and coach to help?

As coaches you have a vital part to play in the promotion for the need to prevent the spread of alien species by all canoeists regardless of where they are paddling.

How do we stop the spread?

Regardless of the type of canoeing you do, whether competitive or recreational, inland or coastal, the chances are is that you take your canoe/kayak on to different watercourses where there is a chance you may come in contact with these harmful species.



Killer Shrimp is another alien on the Non-native Species Secretariat's list

Check you're not carrying living organisms



Check your equipment and clothing for living organisms

Your equipment – pay particular attention to areas that are damp and hard to inspect such as the bow and stern of the boat, under the seats and rims and behind buoyancy bags and foot rests

Your clothing- check folds of goggles, buoyancy aids, spray-decks, throw-lines, and the clothes you wear under your goggles.

Clean all equipment, clothing and shoes



Clean and wash all equipment, footwear and clothes thoroughly

If you do come across any organisms, leave

them at the water body where you found them, do not take them home and if they are notifiable – **Report it!**

Use tap water to clean you boat. In times of drought you will have to do this by watering cans and buckets. Take water with you so... **Plan Ahead!**

Dry equipment and clothing carefully



Dry all equipment and clothing – some species can live for many days in

STOP THE SPREAD

STOP THE SPREAD
INVASIVE AQUATIC SPECIES
CHECK-CLEAN-DRY

Are you unknowingly spreading invasive species on your water sports equipment and clothing?

Invasive species can affect fish and other wildlife, restrict navigation, clog up propellers and be costly to manage. We can help protect the water sports you love by following three simple steps when you leave the water:

- CHECK** Check your equipment and clothing for live organisms - particularly in areas that are damp or hard to inspect.
- CLEAN** Clean and wash all equipment, clothing and clothing thoroughly. If you do come across any organisms, leave them at the water body where you found them.
- DRY** Dry all equipment and clothing - some species can live for many days in moist conditions. Make sure you don't transfer water elsewhere.

For more information go to www.direct.gov.uk and search for Check-Clean-Dry

For more information

Visit the Non Native Species Secretariat at <https://secure.fera.defra.gov.uk/nonnativespecies/home/index.cfm> which details the measures discussed in this article and has identification guidance for over 50 non-native animal and plant species.



Report suspected sightings of invasive species to the Environment Agency or call **0800 807060**

moist conditions. If it's a warm sunny day, leave your boat out in the sun to dry - along with your extra kit.

- If the sun won't help then do dry your kit with towels etc... they will need to be washed after use (unless you can dry them out properly between uses). You might need to think of innovative ways of reaching inside your the end of your boat but it's important to do so.
- Make sure you don't transfer water elsewhere.

The above means **YOU** need to do it... If you are:

- a competitive paddler who trains and races on different water courses
- a freestyler/river runner who enjoys visiting a variety of waterways
- a sea paddler/kayak angler who also uses inland waterways
- a recreational paddler who enjoys touring around
- a canoe polo player who uses outdoor pitches
- a canoe sail participant who visit different places

Fundamentally we **ALL** need to do this as we have a major part to play in protecting the waterways we enjoy and are needed for our sport.



Zebra Mussel a native of South-East Russia, is a freshwater mussel.

Prevent the spread of invasive species by asking members as well as visiting participants and competitors to wash down and dry boats, plus any other equipment such as wetsuits that may have been in contact with the water. Do this every time you leave the water and before you launch in new areas.

Attend an Environmental Awareness Presentation at your Local Coach Update

The Waterways and Environment Team are pleased to announce that they are working in partnership with The Rivers Trust on an informative and interesting environmental awareness presentation. It has already been delivered to over 50 coaches at an Eastern England Coach update near Cambridge. It is hoped that further presentations will take place at other coach updates between August and December 2013. Let the Waterways and Environment Team know what you think by contacting Richard Atkinson (Waterways and Environment Manager) on 07800640108 or email richard.atkinson@canoe-england.org.uk

News round-up

RCO & LCO ELECTIONS and VACANCIES

Canoe England RCO Elections and Vacancies

The following RCO position is up for election and we invite nominations:
Channel Islands

• Congratulations and thanks go to **Darren Joy** who will be continuing with his role of RCO Devon & Cornwall (SW)

Canoe England LCO Elections and Vacancies

The following LCO positions are currently up for election and we invite nominations, these are as follows:

Team North: Durham

Team Central: Rutland; Nottinghamshire

Team South: Central London;
North London, West London
Oxfordshire

The following LCO position is up for election in September 2013:

Team North: Cumbria South

Please get in touch!

If you (or someone you know) are interested in taking on one of these roles please get in touch with Karen Bagshaw at Canoe England (karen.bagshaw@canoe-england.org.uk) who can help answer your questions and help ensure the required nominations are received.

All applicants must also be proposed by two current RCOs/LCOs, or by five other updated and active Canoe England Coaches registered within the region – these individuals must hold current comprehensive Canoe England membership, be up to date with their coaching qualifications and be working or living in the area – these all need to be received by Karen Bagshaw in the Canoe England Office by 4.00pm on 30 August 2013 – so please don't hesitate to get in touch if you are keen.

Note – before nominating anyone, please ensure you have discussed this with them and that they are willing to stand.

SCA News

Mentoring Programme - applications from coaches invited

Do you have what it takes to help another coach achieve their goal? Are you a coach seeking input from others? This new programme in autumn 2013 aims to support trainee and qualified coaches to be a better and more effective coach.

Mentoring is a process to support coaches to reach a future goal. Becoming a mentor is challenging and rewarding in equal measures. It is challenging because

you are actively involved in the professional development of the coach and the long term improvement of paddlesport coaching. There is therefore a responsibility to be as knowledgeable and enthusiastic about recent developments in coaching and coach education. It is rewarding because as a mentor you will have opportunities to articulate your own perspective, views and beliefs about coaching to another coach effectively reflecting on your own thinking and practice.

As the mentor to another coach you may become involved with their delivery of coaching, touching along the way on personal and professional activities associated with the coaches development. This interaction will stimulate your own understanding of coaching, bringing professional activity and debate into the process. It should be appreciated that this is an exciting and demanding context in which a coach can develop professionally.

- Applications are invited from any SCA coach to be either a coach mentee or a mentor (closing date 16th Sept)
- Previous experience as a mentor is not essential and training is provided
- A training and induction weekend will take place on 7/8 December for successful mentor and mentee applicants to attend

Further details at www.canoescotland.org



Regional Coaching Officers

RCO Central	Steve Linksted	07710 415539	rco.central@canoescotland.org
RCO Dumfries & Galloway	Alex Lumsden	07920 528119	rco.dumfries@canoescotland.org
RCO Fife	Ian Vossler	07917 044492	rco.fife@canoescotland.org
RCO Grampian, Speyside and Shetland	Lyle Smith	07974 431153	rco.grampian@canoescotland.org
RCO Strathclyde East	Willie McLeod	07866 557490	rco.strathclydeeast@canoescotland.org
RCO Lothians	Ian Stewart	07963 750657	rco.lothians@canoescotland.org
RCO Borders	Sam Ritchie	07724 609483	rco.borders@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org
RCO Tayside	Richie Neill	07747 108902	rco.tayside@canoescotland.org
RCO vacancies in Highlands & Islands, Strathclyde West. See www.canoescotland.org for further info.			

SCA Coaching Conference 2013

We have another exciting line up for the SCA National Coaching Conference, taking place over the weekend of 6-8 September at the sportsotland National Centre, Glenmore Lodge.

The theme is "Mental Skills Training for Paddlesport".

Highlights

- David Smith MBE talks on his journey to Paralympic Gold medal "in the face of adversity it's the mind that must stay strong"
- Paddling Interest talk by Daz Clarkson
- Conference style update bringing to us the latest information from the BCU and SCA.

Workshops

- Foundation Module – Coaching The Mind
- Foundation Module – Mentoring
- Introducing beginners – managing fear / inspiring confidence
- Use of Imagery / Visualisation in coaching – Feedback
- Daz session – Fear and Confidence
- Goal setting
- Intermediate Coaching the Mind
- Day with Daz – Fear and Confidence
- Managing and controlling anxiety – Sea kayak, Open Canoe or White Water
- NLP in our coaching

Bookings are open until mid August. www.canoesotland.org

Canoe Wales 2013 Training and Support Dates

24 - 26 Sept UKCC L3 Core	CIWW, South Wales
27 - 29 Sept CTM and OFPP	CIWW, South Wales
19 - 20 October 4* Assessor Training	North Wales
9 - 10 Nov UKCC L3 Discipline Specific	CIWW, South Wales

Canoe Wales
Canw Cymru
The National Coaching Body for Wales

Canoe England Coach Conference 2013



Attract. **Retain.** Develop.

Nurturing lasting involvement in Paddlesport



Save the Date!

This year's conference will take place on the 23rd – 24th November at the Alexandra House in Swindon.

Booking for this event opens in September, until then register your interest to receive updates on workshops and speakers.



Live the adventure

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*If funding is a genuine barrier to gaining a qualification we offer a range of potential sources of financial support that could mean you receive your training free. Majority of funding only available to volunteer coaches or leaders living in Scotland.

www.glenmorelodge.org.uk/sources-funding.asp

