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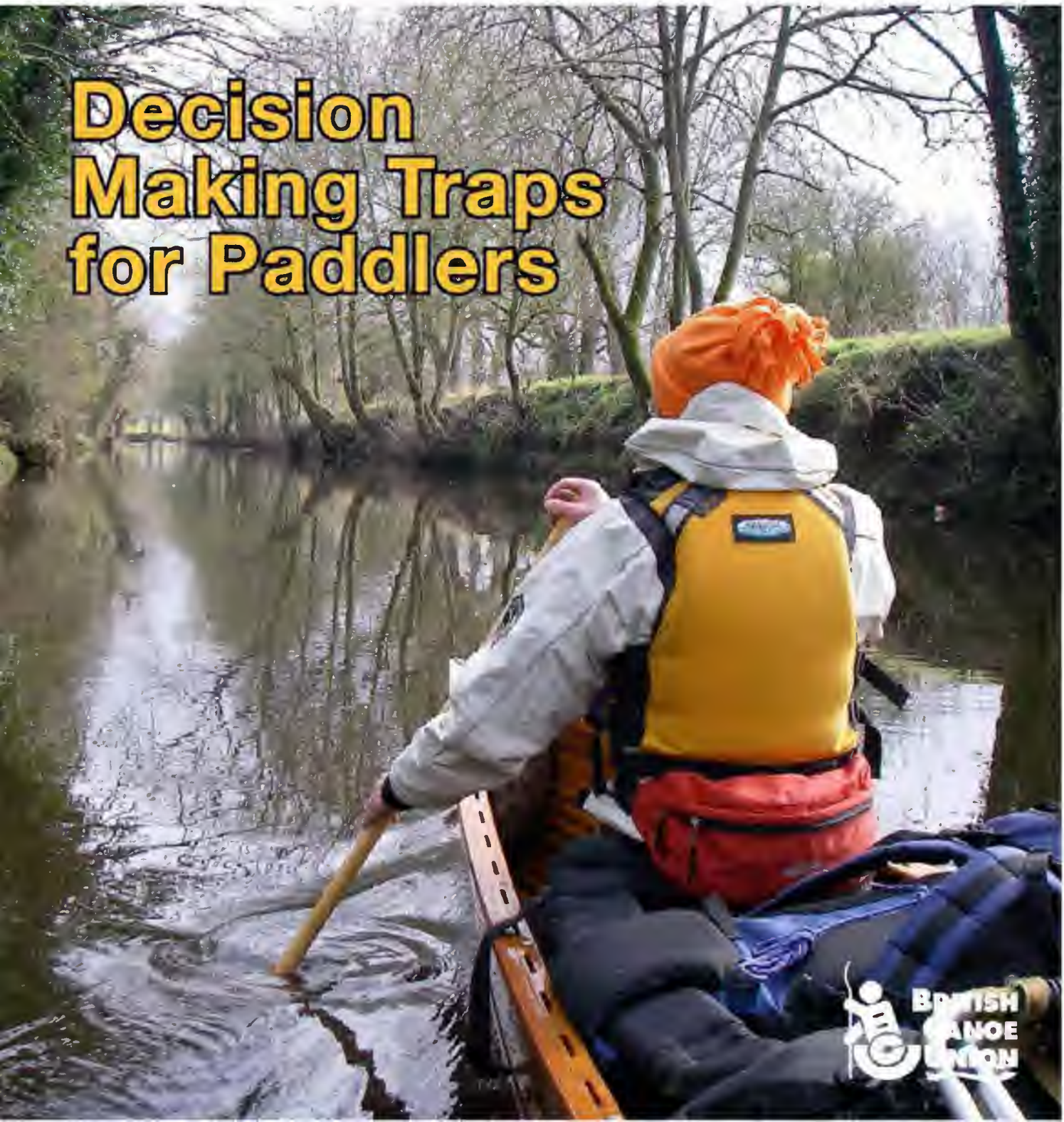
for Coaches Code

The BCU's magazine for coaches

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Decision Making Traps for Paddlers



Welcome

Welcome to this December issue of Code - one year on from the first 'electronic' version of the magazine. We hope you continue to enjoy the format and the content. In this issue there are two very thought provoking articles relating to decision making issues around the what, where and why of what we do and also to how we can maximise our coaching interactions.

Both articles, in their own way and in their content highlight for us, as paddlers and coaches, the effect complacency may have on our decisions while also providing stimulating discussion into good practice.

We hope you enjoy them and encourage those of you with comment of your own in these areas to consider putting pen to paper. In the meantime we wish you a great Christmas and a great winter of paddling and coaching.

Take care out there and avoid those decision making traps!

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Canoe England Coach Updates

■ East Midlands –
Boat House, Barrow
Upon Soar, Leicestershire
5th October 2013
Details available from
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■ West Midlands –
Leamington, Warwickshire
16th November 2013
Details available from
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5th October 2013
Details available from
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20th October 2013
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■ South East –
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3rd November 2013
Details available from
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~~~~~  
 "Time and again people make the same blunders, like moths to a flame. But don't worry – I am not going to get all "Safety Nazi" on you. It is up to you how much risk you like to take, and where you choose to draw the line." ~~~~~



# Decision Making Traps for Paddlers

## What makes paddling dangerous?

**T**his week, an email came across the Atlantic from Vermont with an interesting question on the subject heading: "Is paddling dangerous?" asked my mate Hugh. Now Hugh and I go back a long way, and he is no stranger to a bit of risk and gnarly paddling. He has run some of the hardest of alpine classics in great style, I have held a rope for him on some outrageous rapids, and we shared an exhilarating (and blind) descent of the Bio-Bio – with nothing but Spanish instructions from the local raft guides we were supposed to be supporting. But, as no stranger to risk himself, he finds himself curious as to the number of accidents that seem to surround him over the pond.

What followed was an interesting journey surfing on the coat tails of the same question. From the head of paddling at PyB, to the head of coaching at the BCU – I got a fascinating range of ideas and thoughts. It turns out that if you put a Google alert on "Canoeing Deaths" you will find a relatively frequent alert from the US of A compared to the UK (and let's not see that as an excuse to let our guard down and change that eh?). So if this implies that paddle-sport accidents are a cultural thing, then that gets us thinking differently about the original question. So instead of asking "Is paddling dangerous", perhaps it is better to ask "what makes paddling dangerous" instead (other than the obvious fact that we can only hold our breath underwater for a few minutes, of course!).

What I found really interesting about the journey of questioning, was the parallels it threw up between paddling and other sports. Modern technology in boat design and materials technology allows

relative novices to go places we simply couldn't, at least, not so soon: there was an apprenticeship to our development that we had to serve first. Growing up racing slalom kayaks meant we learned to put our boats in the right places first, and transfer those skills to running rivers later. If you got it wrong in a four metre

craft of glass, then the boat would be in bits long before you got to a place you couldn't handle. Everyone I talked to (above a certain age) had some sort of story about an epic escape from a broken boat; an early pinning that resulted in a swim with the cockpit still in the spray-deck for example. But this is not the case anymore.

That boat is not going to fold, that rim is staying put, and you are not coming out of that thing that can take you into a whole world of trouble you are not yet ready to handle.

And then there is the changing expectation. We live in a world of social media. If it isn't on Facebook by the end of the day, it simply didn't happen.

~~~~~  
 "Is paddling dangerous", perhaps it is better to ask "what makes paddling dangerous" instead (other than the obvious fact that we can only hold our breath underwater for a few minutes, of course!) ~~~~~

But cool things do happen, and so frequently. From hucking big drops, to skiing big powder pillow lines, to the fanciest aerial and trick move, everyone is a hero at the end of every day. Thanks to the careful editing, the moves always seem to work out, no-one ever lands one flat, or misses a line, and it all looks oh so easy. Go on – with a happy ending guaranteed – what could possibly go wrong?

So this led me to thinking about the real reasons why paddling is dangerous. The seasons come and go, the storms roll by and the rivers rise and fall – but it is the decisions we make (and why we make them) that have the potential to put us in the wrong place at the wrong time. In avalanche education, we acknowledge that people are deliberately seeking adventure in the worst possible places. The research has recently moved from the physical snow sciences to the psychological and social issues of decision making. The results are very revealing. There are a few consistent traps that we seem to be frequently attracted to. Time and again people make the same blunders, like moths to a flame. But don't worry – I am not going to get all "Safety Nazi" on you. It is up to you how much risk you like to take, and where you choose to draw the line. But to recognise these familiar "heuristic traps" is to be able to spot them. Think of them as the recirculating pour-overs in your mind. To identify them is to have the choice to paddle round them – if you wish!

Decision making traps

The first thing you need to recognise, or admit, is that we like taking risks. "Not I!" you say – but I beg to differ. Just imagine taking the seatbelts and airbags out of your car, and putting a dirty great steel spike in the centre of the steering wheel. Driving any differently now? Of course you are! Your tolerance to risk has stayed the same – but the odds have changed. Plastic boats and modern kit have had the same effect on our sports. Where once we picked our

way down through the fragility of our situation, we now find ourselves throwing ends and pulling stunts in some super gnarly places. Because we can.

So why do we get it so badly wrong? Well the second thing you need to know is a bit about mistakes. The aviation industry are pretty good at studying these – as they matter to them – a lot! They will tell you that there are several kinds of mistakes:

"Just because you've come all this way, you have no choice but to push on – right? Wrong!"

► Real mistakes (doing the wrong thing)

- Black-outs (a momentary lapse of reason)
- Errors (doing the right thing, but badly)

All these errors can be made on several levels, based on: skill level; according to the "rules", or the knowledge of the paddler.

What unites all these mistakes are the contributory factors that make you more likely to make them. That comes down to the people who influence the decisions; the equipment at your disposal (as we suspected); the organisational or logistics of the day; and all those outside influences like weather and water conditions. So this all starts to sound like the root causes of any paddling 'accident' are the decisions you make along the way, revealing the troublesome fact that the real enemy is in your head! In fact – the real enemy is that cheeky little critter on your shoulder that gets giddy with excitement, and encourages you to go places you probably shouldn't go. So I think it is time to start questioning why some folks might suddenly start taking massive and uncharacteristic risks – often with disastrous consequences. I looked to the research from avalanche accidents, to see if we could apply these same traps to paddling. What do you think?

Familiarity

So you've been here before eh? So you know this run is always okay... don't you? Well think again. Our first trap is that of familiarity. Every day is different. Each swelling of the river comes from a storm that could have brought a whole host of other issues along. But before you know it you'll pile out of the car, and head for that favourite classic run – trusting your life to a bunch of decisions

you made last year. Sound familiar? We've all done it! I have even applauded my colleagues, amazed and impressed with their tales of running the Glen alone on the way to work. Just one newly felled tree away from disaster...

But try instead to approach each day, and each run with a fresh set of eyes, and make a fresh set of decisions based on what you find. Try to think back to the first time you paddled that section, and the amount of information you tried to glean to decide if it would go. Just because you've been there before, doesn't mean it'll be the same – so put in just as much time and planning into those old favourites, as any new run you might fancy the look of.

Scarcity

This is the one you'd like to think you'd never fall for. You're better than this right? You'd never risk life and limb, just because it's your only chance for a weekend away? Well this is the one that gets us giddy with excitement, and before you know it just look at us all – doing crazy stuff we would never have dreamed of a few days ago because we are desperate to make the trip worthwhile.

So where does the scarcity trap come from? Well how many of us have been on a long weekend to the other end of the country, to find that the river we had planned to paddle is not an option. Well it's now or never, right? We better find something else to paddle, and quick, if that long trip was going to be worth it. Well more never than now if you get it wrong! Take a quick mental check – if you had a whole week, would you be taking such a risk? Or if you had a whole host of other options to choose from – would you really end up on that gnarly creek?

A classic example of this for me is watching teams paddling those drops at Pony Cyfng or on Swallow falls. A long trip to Snowdonia is thwarted by a lack of water – so folks head for the few remaining options. So get used to applying the acid test: Are you there because it is the perfect place to get the kick you seek? Or are you there because you can't think of any other options? If this answer then doesn't apply to the whole team, beware the chances of encouraging the weaker members of the team into a trap – based on the scarcity of other options. That is a familiar scenario, and leads nicely on to:

Social Proof

This one is simple to avoid if you are headstrong enough to make your own decisions! When people get lucky and it all works out, it's quite a funny one to



watch. Think you are immune? Well next time the fire alarm goes off, ask yourself why you are not legging for the door, and instead you choose to see what your colleagues are going to do. It's hilarious – and we all do it – but our mate at the next desk has absolutely no more of an idea whether the office is on fire than we do. Yet we wait and watch for a reaction. So have you ever seen this scenario unfold on a river:

A team of boaters arrive at the top of a rapid. Taking a quick look, a few of the team don't fancy their chances and are just about to walk, when one of the weaker paddlers takes a punt. So what happens next?

Well if Billy can paddle it, it must be okay – right? Well one thing you can be sure of is that nothing Billy has done has made that line easier to make, and perhaps he just got lucky – but just watch the lemmings go. Boat after boat, in absolute contradiction of their previous decision, dive in and take their chances.

But it's not always a pre-conceived plan. This can all happen in a hurry. I remember sitting in an eddy on a blind bend above a drop on the ... Eventually, Ian plucked up the courage to go and have a look and disappeared round the bend. Well if he has got through it must be okay right? How wrong could we have been: paddling round the corner I crest the drop to see Stu and Ben getting the kicking in the hole, and Ian frantically running up the bank to warn us. Funny enough now – but a valuable warning shot at the time!

Make your own decisions and stick to them. Don't let an unknown mystery guest change your mind, and don't get all lemming like if they do!

Commitment

This is the classic one for all those professionals, leaders and instructors etc. You've promised a good day out have you? Whatever the water levels? I have seen so many days when it was desperate for the team to make a choice. But whilst the eager young guns are straying on to some gnarlier drop, or well-rehearsed set piece; the wise old sages are getting creative and inventing greater challenge on those easier rapids – stretching the clients finesse rather than courage. But not all commitment traps come from external or social pressure:

All of us can get caught out by bad weather or changing conditions, just trying to get to the end of the run. Picture paddling a long descent down an amazing valley, to find the rains just keep coming and the water levels keep rising.

Perhaps the storm came through sooner than expected, perhaps it has rained more than forecast, and perhaps you've just left it too late before getting on. Just because you've come all this way, you have no choice but to push on – right? Wrong!

"Planning is the solution.

Plans to make sure you've thought of everything and won't end up on the wrong side of a nasty surprise."

Planning is the solution. Plans to make sure you've thought of everything and won't end up on the wrong side of a nasty surprise. Try to make plans with options, so that when plan a) looks nails, that tempting plan b) looks suitably inviting. Think about the timings, and have a realistic cut off point if the shuttle takes way longer than expected.

Expert Halo

Ben knows best does he? Don't feel like you can speak up and contradict the leader? Well we've all been there – but is biting your lip worth the risk of getting nailed? I reckon the most useful tool in boating is your anal sphincter – so listen to it! If it starts to pucker up then you need to do something about it. It's your life on the line, and if you are not happy, yet you carry on, you only have yourself to blame.

But this is even trickier when it's a mate who claims to know more than the rest! Or if you are on a course, club trip, or have a leader of 'unknown experience'. Just because you are on a course doesn't mean the force of the water is any less harsh, or you can hold your breath for any longer under the water! So next time your sphincter starts to pucker, just ask yourself – Just how much of an expert is that expert you're following?

Risk Normalisation

Finally, I would like to add our very own up to date boating trap to the well-researched and evidenced traps above. This is one I made up myself – based on too much of the wrong experience in avalanche terrain, but I fear it now has a modern twist: If you spend too much time on social media, it is easy to think that the rest of the world is boating way gnarly stuff, and it always ends okay. But the reality is very different. Remember the fire alarm test – you are easily persuaded by the behaviour of others – and there is not always a happy ending, however calm folks might look.

You know what they say – good judgement comes from experience – experience from bad judgement! Well if you spend a lot of time in risky places, it is easy to get blasé about the experience, and to get used to a higher level of risk (on a daily basis) than is good for you. Spend too much time like this and you are stacking the odds against you, and sooner or later it'll go wrong.

The answer? Relate the risk back to something tangible, and measure your decisions against that. How confident are you really? I remember standing above a fantastic rapid with a team and asking them to rate their chances of making the line? "Well it's not 100% safe for sure", they replied. 90% then? I goaded. By the time we finished they reckoned it was 70/30, so we applied the daily reality check tool for you: If you were standing on the side of a busy M6 and there was only a 70% chance of getting across, and a 30% chance of getting killed – would you have a go?

Now I don't get to go paddling as often as I used to (or would like). A young family, a busy job, and a love of several other sports all compete for my time. But there will come a day when the water rises, when the team will tempt me out on to the river. Feeling a little rusty, I will try to keep up with the big boys, albeit "off the couch". Those decision making traps will start to gang up in a troublesome cocktail. So when I find myself at the top of that next big drop, there will be a scary mix of familiarity; scarcity and social proof all tempting me into a duff decision.

Just knowing those traps exist helps me to recognise them. The decision needn't change. I just need to know that I am paddling that drop for all the right reasons – not failing to walk round for all the wrong ones! So when you read these, I hope you can be sure to think – oh yeah – that was me from time to time. But if you make these behaviours a habit then the odds are stacking up against you. The answer lies in measuring up to the facts, and being realistic about the risk you are taking – then it really is up to you. Good planning habits make sure you've thought of most things. Recognising all those traps in your decision making process might just help you paddle round them in the future.

Martin Chester is a Level 5 Coach, and an International Mountain Guide. He is the Director of Training for Plas y Brenin, the National Mountain Centre where he helps his team question whether they are paddling into the same traps on a daily basis. They will gladly share all they have learned, so check out www.pyb.co.uk for courses and info.

Much has changed since the last article I wrote for Code, 'The Influence of Practice Structure on Long Term Learning and Adaptability', October 1996. However, after all this time I have found myself back at Bangor University, and back researching motor learning and practice structure. I have also found that many of our coach educators and higher level coaches are confused about how the current research literature suggests they can most effectively structure their coaching sessions.

What tools do we use in our coaching sessions?

As coaches we aim to increase the learning, or skill acquisition, of those we are coaching by manipulating their learning environment. To help us do this we have a number of coaching tools at our disposal. These include; 1. structuring practice (choosing the right environment, task(s), level of performance, and order of practice), 2. conveying information, 3. giving feedback, and 4. directing the performer's focus of attention.

Over the next few editions of Code we will look at the current movement (motor) learning literature relating to each of these tools and how it suggests we can use them most effectively.

Are you maximising the effectiveness of your coaching sessions?

1. Structuring Practice

What do we need to practice?

If we are interested in increasing the performance of our learners we need to know what this will look like. How does their performance compare to an 'expert' model or perfect performance? What does the performer need to achieve this? How will success be measured?

Most skilful and experienced coaches will answer these questions intuitively. They will be able to assess the skill level of the performer they are coaching; are they a beginner (cognitive), intermediate (associative) or elite (autonomous), the needs of the task (technical, tactical, physiological, and psychological) and the long term performance requirements and goals of the individual (adaptability and transfer needs). In other words, what they need to learn will depend on how skilled they are, what the task is, and what they need to be able to do in the future.

Will they need to perform different variations of the skill, or in a novel situation, under pressure, pre planned or reactive, continuous or discrete, in an open or closed environment? For example, are they going to paddle forwards for sprint racing or running big rivers, competition or recreation, slalom course or open sea, continuous forward paddling or a polo match, in a river, on the sea or in a swimming pool? This will be picked up again in the next article looking specific transfer needs.

Using this information the coach should be able to accurately assess the performer's coaching needs; what they need to practice. And define measurable performance goals; the learning outcomes. It is important to point out that we are looking at the development of movement patterns here and need to assume that the physiological requirements of the skills (i.e. strength, flexibility, balance, agility, etc.) have been

met and the learner is in the right frame of mind (psychological) to learn.

How do we structure this practice?

Blocked and Random Practice Orders

In most of our coaching sessions there are multiple skills we may want the performer to learn. For example; in a polo session we could concentrate on different defensive strategies, set positions, or a variety of passes. On white water it could be different ways of entering, exiting and moving across the flow. If they practice each skill repetitively (blocked practice), the learner should quickly improve their performance during the practice session. This is because with blocked practice the learner has plenty of opportunity to compare multiple attempts in working memory and thus correct errors and refine their skills.

If we structured our practice session so that it reflected a game situation, or running an unknown river, then the skills would be practiced in a random order. This is where no one skill variation or task is practiced in exactly the same way twice in a row. This usually leads to poor performance compared to blocked practice because the performer has to continually choose a response and then re-plan each movement (action plan reconstruction hypothesis). They may also try to distinguish between different consecutively performed tasks in order to not get confused between them (elaboration hypothesis), and be unable to compare consecutive attempts of the same task in order to refine or reduce errors.

So, by using blocked practice a skilled and experienced coach should be able to improve aspects of a paddlers



performance considerably during a coaching session. Sounds great!

However, most of the research into motor learning shows that using blocked practice increases learning during practice, but it is detrimental to learning when measured after a period of time has elapsed (retention) and to the ability to adapt the learning to novel situations (transfer). In effect this encourages 'learn and dump' skills. Paddlers may show an improvement at the end of a session, however, they would struggle to use the skill in context, i.e. the right timing, placement, and force of stroke in response to an environmental stimulus such as a eddy line or opponent.

High CI, or random practice is shown to lead to poor learning during practice, but the long term learning and transfer will be significantly improved, they will be able to more accurately judge where when and how to apply the stroke. Thus, blocked practice may be great for your performer's short term motivation but not so great for their long term skill acquisition. This counter intuitive research finding is known as the 'contextual interference' effect.

Contextual Interference (CI)

Contextual interference (CI) is the term used to describe the learning outcomes associated with various ways of structuring the practice order of different movement skills (different generalised motor programmes, or GMP's). There are various levels of CI, blocked practice provides low CI, serial practice moderate CI, and random practice high CI. This is not to be confused with 'variability of practice' which is concerned with practicing variations of the same movement skill like using the same technique to throw a polo ball various distances (developing schema, or detailed parameter relationships of a single GMP). GMP's, schema, variability of practice, and specificity of practice will be looked at in detail in the next article.

There are currently two popular explanations for the CI effect, the elaboration hypothesis and the action plan reconstruction hypothesis. Re-read the section 'how do we structure practice' for a brief explanation. These explanations will also be looked at in more detail in the next issue but what is

common to them both is that they involve an increase in how much effort the learner has to put into learning. The concept that skill acquisition is facilitated when the learner needs to engage in effortful, skill related problem solving is the key to maximising the effectiveness of our coaching sessions.

However, as highlighted before, it is not quite that simple. Most of the previous research into CI has only looked at either blocked or random practice orders, and most of it has been done with very simple tasks, in laboratory settings. Research involving beginners and children, or complex motor skills in applied settings, have shown very little, if any, support for the CI effect.

In an attempt to account for these anomalies, current research is starting to look at contextual interference and variability of practice as related continuums, and at identifying optimum levels of problem solving, or challenge, for the learner (Challenge Point Framework).

I'm confused! What does all this mean to me as a coach/learner?

It means that there should be an optimal level of challenge that will maximise learning. Too little will result in poor skill retention and too much will be too confusing to learn the skill in the first place.

If a learner is making lots of big mistakes, the challenge needs to be reduced. It may be that the learner is not as skilled as you thought, the task is too complicated for them, the environment has too much information for them to make sense of, or is perceived as threatening. Before manipulating contextual interference you would need to adjust the environment and/or the task difficulty. It may be that the learner just needs an opportunity to practice in a more blocked format that will allow them to reduce errors and refine their performance. For example, you might choose to stop and 'play' on a river feature or use 'drills' during your polo sessions.

Once a more stable performance is being demonstrated and there is less need to be able to reduce errors, the practice structure could be changed to increase the challenge. This could be circuits (blocks of practice at one skill, then blocks of another, etc.), serial (practice one skill after another in a known order; break in, cross the flow, break out), and finally random (no known order or repetition, paddle a river section).

If the learner is not making any, or very few errors, the challenge will need to be increased to best promote retention and transfer of learning. Assuming that you have chosen the appropriate environment and task difficulty, then practice structure can be manipulated to increase contextual interference.

How do I know what to change?

This is where there is no substitute for experience. It is important to be coaching the right skills, at the right level, in the right environment. If you get this right you can then purposefully adjust CI (by changing the practice order) to maximise the learning.

Summary

- ▶ High contextual interference during practice helps increase long term learning and adaptability.
- ▶ Contextual interference can ONLY be manipulated by changing the order in which you practice different skills. The skill level of the learner and the complexity of the task will influence its effectiveness because they add to the overall processing demands.
- ▶ Current research suggests that you progressively increase the CI in your practice sessions to keep the learner actively engaged in processing task related information.

A simple example of this would be to practice more complex skills in a blocked or repetitive format before mixing them together in a known order, then at the end of your session put them into context by running a river section or playing a game. Using the full continuum, from blocked to random practice orders, is important when learning complex motor skills and has a vital place in our coaching sessions! The key is to use them skilfully and appropriately.

Here are a few things to think about:

- ▶ What are the implications of assessing someone at the end of a practice session?
- ▶ How could you use contextual interference when coaching a beginner to roll in a pool when they want to transfer their roll to a moderate water river environment.
- ▶ How might CI influence the learner's motivation, and whether or not they come back to you as coach, after a session that you believe will help them with their long term learning?

The next issue, **Structuring Practice** (part b), will look at the challenge point framework and matching the transfer needs of a task.

Please let me know if you would like any further information or recommended reading. Any feedback you have about this article would be greatly appreciated. If you are a little confused at the moment, that is good. I have challenged your thinking and you are processing the information. Hopefully you will no longer be confused after reading all of the articles...

Lastly I'd like to thank Scott Simon for his proof reading and suggestions!

Marianne Davies

Coaching Workforce Manager,
Canoe Wales.



2013 Canoe England Conference Highlights

This year, the annual coaching conference was held on the 22nd and 23rd November 2013 at the Alexandra House conference centre in Swindon. We are delighted with the response we have had to this year's event and the record number of delegates in attendance.

This year's theme Nurturing Lasting Involvement in Paddlesport put the spotlight on retaining paddlers within the sport. The Three keynote speakers supporting the event on Saturday, each explored a different aspect of the theme. Director and Co-founder of Watermark Experiences C.I.C Deb Pinniger got the conference underway by sharing her experiences of working with young people in expeditions, and highlighting the importance of Value, Trust and Cooperation in sustaining their involvement. Senior Research Fellow, Julian North then showcased the participant segments that emerged from the Paddler Development Model and highlighted the key characteristics that shape their coaching preferences. To conclude the first day of the event, Senior Lecturer in Adventure Education, Chris Hodgson, explored the mechanisms by which understanding motivation and rewards can help coaches keep paddlers engaged in the long term.

This theme also underpinned the selection of 28 different workshops throughout the weekend. Some workshops offered an opportunity for sharing ideas on what can be done to

Energetic presentation and plenty of useful take outs to be added to my coaching toolbox

Delegate, 'If you are not having fun you are not learning' lead by Robert Bazeley

A good resource with ideas to help guide my coaching structure and participants 'wants/needs'

Delegate, 'Goal setting for recreational paddlers, lead by Kim Bull

An inspired session showing what can be achieved if you think outside the box.

Delegate, Winter Paddling Indoors lead by Gilly Mara



inspire and challenge participants such that they are truly 'hooked' on the sport. Other workshops offered practical ideas for preventing and tackling potential barriers to ongoing participation such as burnout and injuries.

On behalf of the English Coaching Team I would like to thank all of the speakers and workshop leaders for volunteering their time and sharing their experiences and ideas to make it such a memorable event.

The date for the 2014 event will be announced in January, so keep an eye on our coaching news page for this and other updates:

www.canoe-england.org.uk/coaching/coaching-news

News round-up

COACHING REPRESENTATIVE ELECTIONS and VACANCIES

Regional Coaching Representative Elections & Vacancies

The following RCR positions are up for election and we invite nominations:

Channel Islands
North East

Area Coaching Representative Elections & Vacancies

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

Team North:
Durham
Teeside
Tyne & Wear

Team Central:
Rutland
Nottinghamshire
Lincolnshire

Team South:
Central London
North London
Oxfordshire
Dorset
West Cornwall

Our thanks go to the following:

Team North:
Faith Cook, newly elected to the role of ACR Cumbria South.

Team Central:
Continuing:
Jenna Saunders ACR Warwickshire
Jacqui Dutton ACR Worcestershire
Mark Brian ACR Staffordshire
Dave Bateman ACR Birmingham & Black Country

Standing down:
Paul Taylor LCO Lincolnshire

Team South:
Standing down:
J P Eatock West Cornwall
Paul Hurrell Dorset

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 6th January 2014 – 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.



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 Vosser	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 Strathclyde West	Grant Dolier		rco.strathclydewest@canoescotland.org
RCO Lothians	Ian Stewart	07963 750557	rco.lothians@canoescotland.org
RCO Military	Scott Simon	07533 497013	rco.military@canoescotland.org
RCO Tayside	Richie Neill	07747 108902	rco.tayside@canoescotland.org
RCO Highlands and Islands	Steve Mackinnon	07775 682034	rco.highlands@canoescotland.org

Canoe England Courses

Saturday 8th March 2014 BCU Coastal Navigation & Tidal Planning Course	Midlands area, venue to be confirmed.
Sunday 9th March 2014 BBCU Open Water & Tidal Planning Course	Midlands area, venue to be confirmed.
Saturday 15th February 2014 BCU Coastal Navigation & Tidal Planning Course	Leicester Outdoor Pursuits Centre
Sunday 16th February 2014 BBCU Open Water & Tidal Planning Course	Leicester Outdoor Pursuits Centre

For more information, contact h.n.jeffs@btinternet.com

Level 3 Core Training Courses

15th – 19th January	Plas Y Brenin
7th – 9th February	Central
24th – 28th February	Plas Y Brenin
17th – 21st March	Plas Y Brenin
12th – 14th May	South
5th – 6th September	Northern
10th – 12th November	Central
8th – 12th November	Plas Y Brenin

For further details contact info@pyb.co.uk

BCU Sea Kayak Courses in Halkidiki, Greece

Saturday 22nd February to the 2nd March 2014	3 Star Sea Training
Saturday 22nd February to the 2nd March 2014	3 Star Sea Assessment
Saturday 22nd February to the 2nd March 2014	4 Star Sea Training
Saturday 22nd February to the 2nd March 2014	Coastal Navigation & Tidal Planning
Saturday 22nd February to the 2nd March 2014	Leave No Trace Training Course

For more information, visit www.exploretheoutside.com
Contact h.n.jeffs@btinternet.com or pavlos@exploretheoutside.com



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



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