

# for Coaches Code

British Canoeing's magazine for coaches

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## An Arousing Performance:

Recognising and Managing Arousal in Recreational White Water Kayak Performance





## WELCOME TO CODE 185

Some of you may already be aware British Canoeing have appointed me in the new position as Head of Coaching and Qualifications.

Over the past twenty years I have been privileged to work in the education and outdoor industry, teaching and delivering on college and university programmes as well as providing British Canoeing qualifications across the diverse range that our sport offers.

With this new position focusing on coaching and our qualifications, it will mean we are better able to support our coaching community aiming to provide a customer focused approach.

Although I have only been in the role for the past two weeks I am really looking forward to engaging with coaches, providers, leaders and paddlers across the United Kingdom and Internationally.

Happy paddling

**Lee Pooley**  
Head of Coaching and Qualifications

# Coaching Matters Events 2016

## NORTH

### ■ Cumbria –

#### **Bendrigg Lodge, Kendal**

**9th December 2016**

Details available from Mike Sunderland  
[coaching.cumbria@britishcanoeing.org.uk](mailto:coaching.cumbria@britishcanoeing.org.uk)

### ■ Yorkshire – Dacre Lakes

**24th/25th September 2016**

Details available from Leslie Medina  
[coaching.humberside@britishcanoeing.org.uk](mailto:coaching.humberside@britishcanoeing.org.uk)

## CENTRAL

### ■ West Midlands – Tewkesbury

**11th September 2016**

Details available from Dave McEneaney  
[coaching.herefordshire@britishcanoeing.org.uk](mailto:coaching.herefordshire@britishcanoeing.org.uk)

### ■ West Midlands – Trentham, Staffordshire

**12th November 2016**

Details available from Mark Brian  
[staffordshire@britishcanoeing.org.uk](mailto:staffordshire@britishcanoeing.org.uk)

## SOUTH

### ■ London – London Regatta Centre

**17th September 2016**

Details available from Sam Saunders  
[coaching.london@britishcanoeing.org.uk](mailto:coaching.london@britishcanoeing.org.uk)

### ■ South West – Tamar Canoe Association, Saltash

**18th September 2016**

Details available from Chris Waters  
[coaching.devonandcornwall@britishcanoeing.org.uk](mailto:coaching.devonandcornwall@britishcanoeing.org.uk)

### ■ Eastern – Cambs/Herts, TBC

**2nd October 2016**

Details available from Gary Denton  
[coaching.eastern@britishcanoeing.org.uk](mailto:coaching.eastern@britishcanoeing.org.uk)

### ■ South East – Wey Kayak Club

**9th October 2016**

Details available from Andy Hall  
[coaching.southeast@britishcanoeing.org.uk](mailto:coaching.southeast@britishcanoeing.org.uk)

### ■ Southern – Berkshire

**15th October 2016**

Details available from Alex Shiell  
[southern@britishcanoeing.org.uk](mailto:southern@britishcanoeing.org.uk)

### ■ South West – Kingston Maurward College, Dorchester

**16th October 2016**

Details available from John Purse  
[coaching.dorset@britishcanoeing.org.uk](mailto:coaching.dorset@britishcanoeing.org.uk)

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# An Arousing Performance:

## Recognising and Managing Arousal in Recreational White Water Kayak Performance

By Chris Eastabrook



**This article will explore the ideas linking arousal and performance in stressful environments and evaluates whether such ideas can be applicable to recreational white water kayaking. It will then go on to discuss the importance of identifying arousal and how this can be done, looking at practical dimensions and models a coach or facilitator could use. This is a positional article with the aim to increase understanding and stimulate debate amongst practicing coaches.**

### AN EXAMPLE:

Imagine the situation, you are nearly at the end of a formidable river, inspecting a significant rapid. You have been paddling well, and are feeling good, but you are unsure whether to attempt this particular rapid. You have all the necessary skills but something doesn't feel right, are you still at your best? You decide to run the rapid but have a total melt down in performance, you swim but avoid injury. How did this happen, you ask yourself, after I was paddling so well? You make it back to the car, okay but your confidence is knocked.

This situation is strangely familiar for most white water kayakers. This article will be looking at this situation and attempting to explain why this happens, how coaches can spot this before it happens and how to plan for it within your sessions or river trips.

The grounding for this article sits within a wider study. the aims of this are as follows:

- To identify research relating to this field and evaluate it for recreational white water kayaking.
- To explain why understanding arousal levels is important as a performer and as a coach.
- To develop a simple model explaining some of ideas identified.
- To reformat the findings of this study for the kayaking community to allow for easy reading and sharing.
- To make the findings available and open for peer review by practicing coaches.

Research and models relating to physiological aspects of performance exist in a range of environments such as competitive sports, business management and the military. These models need to be studied and their

application to recreational paddle sport evaluated. The wider study will, via discussion, identify the strengths and limitations of existing models and document for white water paddling. To keep this study manageable this reporting will focus on optimal arousal levels to create a model which coaches can use to structure their training and students performance.

Considering the evaluation of existing models and my experience as an active white water kayak coach, this study will produce a first draft of a model coaches can use to manage arousal levels and therefore make better decisions on their students' performance. Once produced, this will be peer reviewed by a range of active coaches.

The findings of this study will be reformatted into a visual representation with some explanation and and wider sharing across the paddlesport coaching community.

## AROUSAL

Arousal refers to how a person reacts to physical and or mental stimuli or a combination of both. An increase in arousal will not necessarily mean an increase in anxiety but being scared will increase your arousal level.

## THE INVERTED 'U'

Research from 1908, suggested an inverted U shaped graph for the relationship between arousal and performance. This suggests that as you become more aroused, your performance will improve, to a point. When your arousal becomes too great it has an adverse affect on your performance. The highest point on this graph is seen as your optimum arousal level.

You can see this theory in action in everyday life. When solving a mathematical equation you may lose interest and get bored, failing to perform the task. If your physical stress is too high on the river you might not be able to cross an eddy line missing a critical eddy and leading to an increased risk of injury.

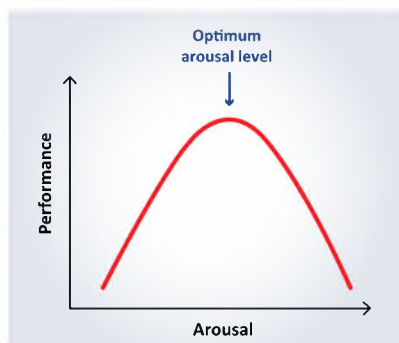


Fig 1: The Inverted 'U', Yerkes & Dodson.

This model illustrates that an individual can be too aroused to perform well or not aroused enough. This model also identifies the need for an optimum arousal level, the highest point on the graph, to perform at your best. However is a very simplistic model and has since been developed further.

## CATASTROPHE CURVE AS A REFINEMENT TO INVERTED U

Schmidt & Lee, amongst many others, suggest that there is more to it than the simplicity shown in the Inverted-U. Further work carried out by Fazy & Hardy in 1988 suggested that the "Inverted U was a Catastrophe for Sports Physiology". They carried out

research and created an extra axis on the graph, explained further below. They essentially worked out the following:

As mental stress and physiological arousal, heart beat, breathing and work rate increase an improve in performance can be observed.

Once the performer perceives a difference between what they have to do and what they can do, performance steeply declines. This is where anxiety has occurred and shown on the graphic opposite, although evidence for this is lacking.

The only way to bring performance back to its previous high standards is to remove the anxiety and reduce stress levels to allow the performer to progress back towards optimum arousal. If this cannot be achieved, the performer needs to stop what they are doing and rest.

One of the greatest limitations of both these models was recognised by Fazy & Hardy who said

*The Invert-U has a lack of sensitivity and fails to reflect individual differences and the nature of performance.*

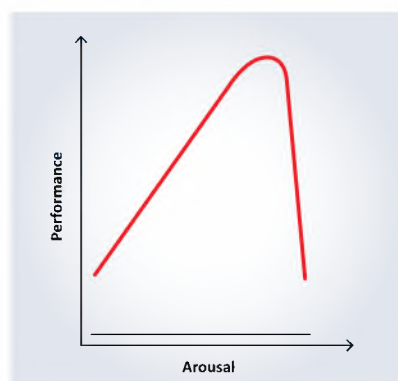


Fig 2: Fazy & Hardy Arousal Curve

This means that every performer will react differently to anxiety and this will create a unique change in their performance, which makes it difficult to predict. The highly personalised nature of risk perception and arousal challenges the white water coach.

## FURTHER REFINEMENT 'INDIVIDUAL ZONES OF OPTIMAL FUNCTIONING'

This work was taken a stage further and developed into the 'Individual Zones of Optimal Functioning, IZOF, model. This method uses a multi-dimensional approach, unlike the Inverted U which is too simple as it has only two dimensions and is ineffective in explaining the processes. These dimensions are form, intensity, content, time and context.

Their environmental role can be divided into two categories:

- Form refers to the manner in which the arousal presents itself, whether in motor control, performance or communication for example.
- Content is the basic emotion the performer experiences during performance. Usually a simple word, for example joy. These emotions can be grouped into optimal or dysfunctional emotions. It's possible to have optimal negative states and dysfunctional positive states as well as the obvious positive optimal and negative dysfunctional states.
- Intensity characterises the strength of a self generated emotion. This leads to the 'in-out' zone notion that describes emotional intensity as either optimal, neutral or dysfunctional. This is strongly linked to content and has many quantitative research papers to support this idea.
- Time reflects the emotional experiences before, during and after a performance. This could relate to instant repeated activities or over a lifetime.
- Context refers to the affect of the environment, interpersonal and intergroup relationships. This could be the difference between a regular river and a new one, self pressure not to portage or an excessively positive group.

The IZOF model uses questionnaires to create a graphical plot of emotional states, unique to the performer, that can predict their arousal and therefore their performance level.

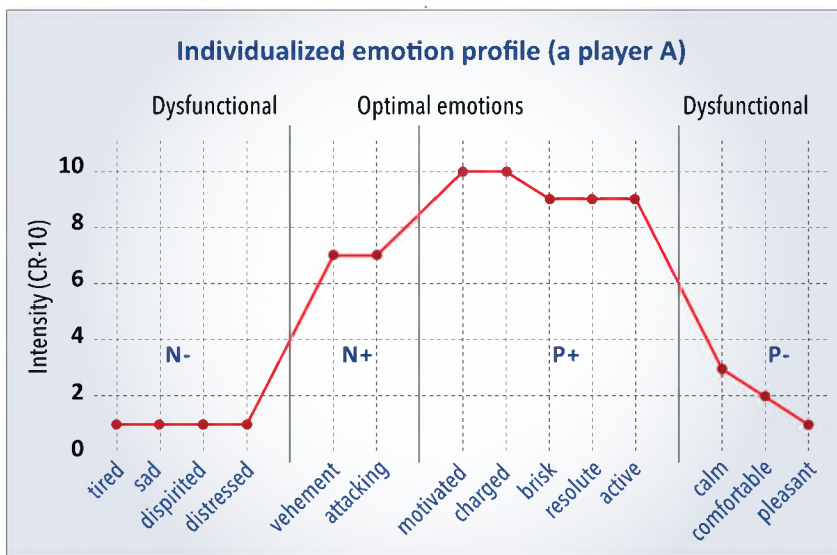


Fig 3: Individualised Emotion Profile

Original zones were created from group data but later research proved that the width of the ranges vary with the performer.

The IZOF recognises the significance of on-action and in-action reflection on the performance. This gives us an idea of the interactions between all emotions, levels of arousal and an idea of the outcome.

#### WHAT PERFORMANCE ARE WE TRYING TO ACHIEVE BY MANAGING AROUSAL LEVELS, A STATE OF FLOW?

When working to manage arousal we are aiming for smooth, flowing performance where all the elements come together without any great effort. This, the concept of flow, has been defined and refined for the past 30 years and looks at the optimal psychological state for performance. Arousal levels are very significant in this aspect of performance and is therefore important to understand because it gives us an idea of what has to be right to perform well.

#### Flow has nine dimensions:

1. A balance between challenge and skills at personally high levels. When challenge is higher than perceived skill anxiety can occur. Similarly when skills are perceived higher than challenge relaxation can occur.
2. The merging of action and awareness. A performer that is totally focused is no longer aware of themselves and their actions. Actions become automatic or effortless.
3. Continuing cycle of specific goals.
4. Clear feedback.
5. Total absorption in an activity gives us freedom from our usual worries. Keeping constant concentration is often a struggle but again effortless in flow.
6. Feeling of total control. This is the ability to perform without fear of failure.
7. In flow we are released from our negative consciousness, putting aside our own concerns and questions of adequacy.
8. In flow the ability to keep track of time. The event is often over before the performer knows, but the opposite can happen with the feeling of 'all the time in the world'.
9. In flow an activity has its own reward; enjoyment.

The graph below gives us an idea of the first dimension of flow and the emotional states a performer can find themselves in.

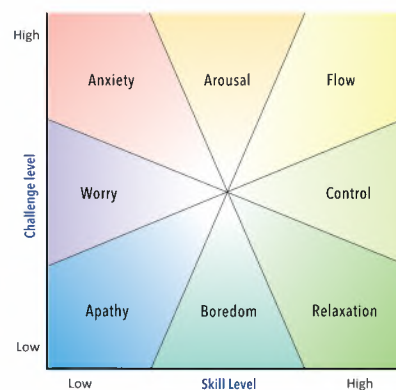


Fig 4: Flow States

Flow is aimed at achieving optimal mental functioning and when this is achieved outstanding performances are usually produced. Research has shown a strong relationship between the two. However it is possible to produce a great performance without being in Flow. After a period of Flow, a performer can be on a high for hours, giving them significant motivation to train, and enjoy the sport more. Trying to get back into a Flow state can lead to frustration and leave a performer wondering if it'll ever occur again.

Clearly being able to control Flow is desirable to produce a good performance. The previously mentioned research also tried to identify some of the positive factors with an influence. Confidence, preparation, feeling good, maintaining focus and optimal environmental conditions were listed. Whereas the opposite of these factors had a negative affect on getting into Flow state.

More advanced factors such as self-concept and psychological skills can also affect Flow. Flow itself is very difficult to control, if at all but coaches and performers can have some control over these factors and therefore encourage Flow, making a good performance more likely.

Both ideas of IZOF and Flow have been developed with competitive sports in mind. This doesn't mean to say that this is not useful to recreational white water kayaking. Each idea has its own dimensions and Hanin has produced a table to show where some of the dimensions have overlap between them.

To develop some understanding and a useful model for white water kayaking, training and coaching, models can be developed around these dimensions.

#### COMPETITIVE WHITE WATER KAYAKING

Literature around kayaking is limited to discussion based on high performers' experiences, and research on recreational paddling is extremely hard to come by.

William T. Endicott wrote a book about his experience performing on the International Slalom kayaking scene.

The book includes a character on physiological principles that describes the ideas and methods used by top slalom kayakers.

The first idea is that of Self Image. This is made up of your feelings, desires, aspirations and anxieties. Endicott explains that if we can bring these to our conscious mind we can analyse these ideas to produce better performances. Positive reinforcement and or positive thinking only work when they back up your self image. By analysing your self image only then can you change it.

The chapter then describes the use of positive goals. This gives your self image something to aim for more long term than just that day on the river. This means that your self image doesn't get hung up on the negatives and you will naturally continue working towards your goals.

Endicott encourages management of arousal levels through a comprehensive understanding of ones self image.

### RECREATIONAL GRAVITY SPORT

Gallwey and Kriegelxii pick up a similar theme to Endicott with the idea of self image. They propose Self 1 and Self 2 which see the performer in two different lights. Self 1 is constantly analysing performance, being critical and creating a negative image. Self 2 is similar to the action and awareness merging dimension above.

Endicott is still discussing a competitive sport whereas Gallwey and Kriegel are discussing the mental aspect of a recreational sport. Although Inner Skiing is about skiing, white water kayaking and skiing have many parallels that make this literature valuable in any discussion. Gallwey and Kreigel end by describing the art of relaxed concentration and that if concentration is strained or painful then it's not true concentration. They also suggest that concentrating in the mind will not lead to as good a performance as concentrating on the feeling of the snow, edges in the snow, listening and seeing. Gallwey and Kreigel introduce the idea of Self 1 and 2 at the beginning of the book and their importance. Specifically the benefit to a student's development when a skilled performance is demonstrated unexpectedly. These performances

offer a glimmer of a student's potential to themselves and help motivate their development.

### RECREATIONAL WHITE WATER KAYAKING

#### Challenge - Skills Balance

In this case, challenge means the perceived difficulty of a rapid. Having looked at the rapid a student will have decided what the rapid requires of a paddler and almost instantly compared this to their perceived skill level for a 'gut' feeling on whether to run the rapid or not. The key work is perceived because external factors, previous history and a coach's behaviour can have a massive impact on the perceived challenge of the rapid. For example, starting by pointing out the hazards rather than the line rather than the other way around.

The perceived skill of the individual is also variable and influenced by a number of factors. During coaching students have been able to see an often massive improvement in their skill level, and start to think that they can do everything or have come for coaching because they have suffered a confidence knock and have a low perception of their ability. In both cases

their perceived skill level and actual skill level are different.

We know from the Flow research that to produce optimal performance both of these factors need to be relatively high for the performer. As a coach we need to make a judgement on challenge and skill.

#### Clear Goals and Unambiguous Feedback

Flow also describes the importance of having a clear goal in mind. A great example from the author's experience would be when you are floating down a section of white water and decide at the very last second to eddy out having spotted a friend. Performance is often poor because there was no time to plan the movements, the goal was not clear. With the current example, whether you have achieved success in that movement is generally binary. You are either in the eddy or you're not, but being stuck on the eddy line or feeling wobbly often means we could have performed better.

Similarly we, as coaches, need to ensure our students know themselves when they have achieved a task well, whether this is being in a certain place,

Fig 5: Comparison of Attributes of Peak Performance and Flow

| Table 6.1 Comparison of Attributes of Peak Performance and Flow                                                                |                                                                                                                        |                                                                                                      |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Peak Performance                                                                                                               |                                                                                                                        | Flow                                                                                                 |                                                                                                                                            |
| Garfield & Bennett (1984)                                                                                                      | Loehr (1982b)                                                                                                          | Cohn (1991)                                                                                          | Csikszentmihalyi (1990)                                                                                                                    |
| <ul style="list-style-type: none"> <li>Confidence</li> <li>Physical and mental relaxation</li> <li>Highly energized</li> </ul> | <ul style="list-style-type: none"> <li>Confident</li> <li>Low anxiety/physically relaxed</li> <li>Energized</li> </ul> | <ul style="list-style-type: none"> <li>Confident</li> <li>Physically and mentally relaxed</li> </ul> | <ul style="list-style-type: none"> <li>Challenge-skill balance</li> </ul>                                                                  |
| <ul style="list-style-type: none"> <li>Extraordinary awareness</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Automatic</li> <li>Effortless</li> </ul>                                        | <ul style="list-style-type: none"> <li>Immersed in present</li> </ul>                                | <ul style="list-style-type: none"> <li>Action-awareness merging</li> <li>Clear goals and unambiguous feedback</li> </ul>                   |
| <ul style="list-style-type: none"> <li>Present-centered focus</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Focus/alert</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Narrow focus of attention</li> </ul>                          | <ul style="list-style-type: none"> <li>Concentration on task at hand</li> </ul>                                                            |
| <ul style="list-style-type: none"> <li>In control</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>In control</li> <li>Mentally calm</li> </ul>                                    | <ul style="list-style-type: none"> <li>Feelings of control</li> <li>No fear</li> </ul>               | <ul style="list-style-type: none"> <li>Sense of control</li> </ul>                                                                         |
| <ul style="list-style-type: none"> <li>Detached from external environment</li> </ul>                                           |                                                                                                                        |                                                                                                      | <ul style="list-style-type: none"> <li>Loss of self-consciousness</li> <li>Transformation of time</li> <li>Autotelic experience</li> </ul> |

being upright at the bottom or in a series of successive eddies.

With a clear goal in place and time to plan it, a student can have their attention focused on the challenge.

### Concentration

The relationship between concentration and performance, from the research papers, appears to be a basic inverted - U relationship. If you are not concentrating on the challenge, and instead on what's for dinner, your performance will not be as good. Similarly if you concentrate solely on one move and there are several, overall performance might suffer on those other movements. This can also be described with narrow or broad focus.

Focus has two other dimensions, internal or external. The external focus can be linked with goals if your goals are not your own. For example you are running a rapid because everyone else is, your focus will be drawn away from the challenge in hand. External focus is not always negative, as a student that is overly focused on one aspect of their performance can benefit from looking at the larger picture.

Aiming for a mid ground with concentration was also discussed by Gallwey and Kriegel, and proposes the ideas of relaxed concentration where mental rehearsal can play a key role.

Mentally rehearsing a series of movements before a rapid gives the mind chance to connect the dots before the movement actually happens. This can be the physical movement of paddles on the bank or visualising in the first and/or third person. The more times this is carried out the easier the mind finds it to connect the dots. This means that when we get to the rapid, our students can let their mind paddle the rapid so they are more able to relax and have the appropriate level of concentration.

### Action-Awareness Merging, Sense of Control and Time

These dimensions help to identify when optimum performance has occurred and can be useful to us, as coaches, for performance review with our students. They do not give us any clues to recognising or managing arousal and therefore shape performance before it happens.

### CHALLENGE, PLAN, PERFORM MODEL © EASTABROOK

This model is designed to help coaches become more aware of some of the mental aspects of white water kayaking. It can also be used as a structure to help prepare your students for a skillful performance. The ideas discussed in this model are flexible and all of this will vary depending on your students, but it is meant as a starting point.

#### Challenge

The rapid or specified movement will lay down the challenge but your students will need to decide whether to rise to it. Why are your students doing this? For the challenge, enjoyment or because Steve is running it and they feel they must? The first step towards a skillful performance is to decide upon a positive, self driven goal for the rapid. For example 'I'm going to stop in that (pointing to it) eddy' rather than 'I'll give it a go, doesn't matter if I swim'. It should be clear to the student when they have succeeded, especially if you are setting a specific movement on a rapid.

The challenge needs to be suitably high. If we think about skill and challenge, as shown in the graph, we can see that if challenge is high but skill low, students will get stressed. If challenge is low and skill high, they will be bored. There is, therefore, a zone of peak performance. This might mean, as coaches, we need to find the easiest line down a rapid or find extra little eddies to challenge our students to arouse a skillful performance.

You can plan to get your students into the zone by choice of task in any environment as long as it's a self, student, driven task with a positive aim.

#### Plan

With the level of challenge set by the rapid, your students must assess their current level of skill and decide if it's suitable. Skill will vary from day to day and hour to hour, your student might have been in the zone earlier but dropped off. As a coach we can make a judgement on current performance level and suitability, but getting your student to recognise that in themselves is far more useful to their long term development. Share some of these ideas with them.

Once the critical moves have been decided upon for that rapid, mental rehearsal can lead to an optimum performance.

The type of rehearsal will vary depending on the student and they might not know which one works best for them, so default to visual! Whether your student uses visual, physically moving the paddle through the air on the bank or describing the movements out loud, try to ensure the rehearsal happens in real time and incorporates any markers for the timing of moves, creating a mental model. Running through this a couple of times means the brain isn't connecting the dots for the first time in the thick of it.

#### Perform

With all the preparations done and a mental model of the river in your students mind, all that's left to do is to do it! It's here that their focus wants to broaden slightly from the challenge and planning stage and relax. Obviously being too relaxed, focus will be lost but the right amount will stop focus being too narrow or misplaced. The method for relaxing your student just as they leave the eddy will vary from student to student, highlighting the important need for you to build a strong and friendly relationship with your students. Anything that brings a smile to their face will, more than likely, do the trick.

In the lead up to performance, positive reinforcement is extremely important. This can mean American style whooping or cheering, a pat on the back or verbal encouragement, but is also the choice of words of the group members and yourself. Examples to avoid would be leaving a specific swim brief for the rapid until they are just about to get on the water. The last thing you've said is what to do if/when they fail.

Thinking of these three aspects in this much detail at the same time on the river bank will probably fry yourself and your students. Some of the points can be subtle visual checks, others a quick Q & A and a couple might take some effort. Try some of the points out and give them a go on the river. Remember not everything will work first time so reflect afterwards, and styles will vary from student to student! Challenge, Plan, Perform.

# COACHING AND THE ENVIRONMENT

One of the pleasures of canoeing whether it's fast running white water, lowland canal/river/lake systems or the open waters of the coast for the canoeist is the sheer pleasure of being out amongst our beautiful natural and historic industrial environments both inland and coastal.

As coaches you are tasked with the responsibility of ensuring that newcomers and experienced paddlers are trained to a sufficient level to ensure they have the skills to enjoy the sport safely and responsibly. However, ask yourself this – does this extend to teaching folks about being environmentally sustainable?

With paddling now becoming more popular, the need for a better understanding of our natural waterways and coastlines has never been greater. With a more environmentally aware and knowledgeable coaching team, we can inform others of the fantastic world we paddle through and ensure that they have a responsibility to protect and enjoy the environment.

Not only do we have a responsibility to protect the natural environment and save it for the future for others to enjoy but we also need to demonstrate to other users that canoeing is an environmentally benign sport when carried out responsibly. Our leaflet *"You and Your Canoe and the Environment"* highlights British Canoeing's position for environmentally sustainable paddling.

At British Canoeing there is a Waterways and Environment team for who part of their role is promoting environmental matters.

Their environmental role can be divided into two categories:

- Protecting and respecting the environment whilst paddling in the natural environment
- Greening canoe clubs – making canoe clubs think about how they run their clubs in an energy efficient manner.

This can be further broken down in to

- inland
- coastal waters

British Canoeing (indeed canoeing in general) has been challenged with with the suggestion that canoeing can damage the environment – whether it's through seal launching or paddling down a river when water levels have been too low. To defend sustainable paddling it is important that everyone associated with canoeing including our coaches have a good understanding of potential environmental issues as it could well impact on where and when you can canoe!

Seal launching is an age old activity however recently we have come to realise that it can potentially do huge damage to banks, vegetation and lichen on rocks.

Why not build your own seal launching point as has been done in





partnership with British Canoeing, North Pennine AONB and Natural England (see above).

**Alien species**, also known as non-native species, are becoming more and more of an issue as the water in and around many other countries/continents can contain a number of non-native, or alien, species of plants and animals. Some of these can cause problems due to their ability to out-compete our native species and importantly for us, prevent the use of some waters for recreational purposes as they literally clog up and block the waterway. This costs navigation authorities several million pounds every year to remove and dispose of such plants as Floating Pennywort.



Canoe England have been actively involved in the “**stop the spread**” campaign in partnership with a number of environmental and boating organisations. The campaign aims to counter the threat to Britain’s economy and wildlife posed by the spread of invasive non-native species such as the ‘**Killer Shrimp**’ and the **American Signal Crayfish** which have been introduced into the UK from other parts of the world.

As coaches you can help pass this message on by promoting the following information.

All recreational water users can take some **SIMPLE STEPS** to help prevent the colonisation of these harmful organisms into our healthy waterways:

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

## TO SUMMARISE

British Canoeing has material which can help you in your role as coaches and we are happy to send you posters and leaflets to assist you.

Information that you as coaches can pass on in your interactions with canoeists is vital to spreading the environmental message.

## CARING FOR THE ENVIRONMENT.... INLAND AND ESTUARIES

By following the simple steps below you can ensure your presence is not detrimental to the freshwater environment, minimise and avoid accidentally disturbing wildlife and their habitats.

- Find out about the area before you go, noting its sensitive places, species and breeding seasons.
- Leave no trace of your visit and take your litter home with you.
- When clearing litter left by others, handle it with care.
- Leave the environment as you find it
- Keep noise to a minimum.
- Do not “seal” launch or drag boats to avoid wearing away natural banks. Float your canoe for launching, lift out when landing and carry it to and from the water.
- Do not damage bank side vegetation when launching or landing.
- Where possible keep to any designated paths or launching points.
- On rivers, avoid paddling over gravel banks in low water conditions – they may contain fish spawn.
- Constantly assess wildlife. If you see signs of disturbance move away quietly.
- Check clean and dry all your equipment when paddling on different water courses to stop the spread of alien species.

# 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:

#### Eastern Channel Islands

Our Congratulations go to Andy Oughton who has been elected as the RCR for the East Midlands.

Our thanks go to Tony Laws for all his hard work as the East Midlands RCR.

### Area Coaching Representative Elections & Vacancies

The following ACR roles are currently up for election and we invite nominations:

#### Team North:

North Yorkshire  
South West Cumbria

#### Team Central:

Suffolk  
Lincolnshire  
North Derbyshire  
Norfolk

#### Team South:

Oxfordshire

Our congratulations go to Dan Withers, who has been elected as the Devon ACR and Daniel Chan who has been elected as the South London ACR.

Our thanks and congratulations go to Barry Curley, **East Cumbria ACR**, Charlie Miller, **Shropshire ACR**, Steven Hopkin, **East Cornwall ACR** and Ruth Briggs **Guernsey ACR**, who have all be reelected into their roles. Our thanks go to Tony Manning for all his hard work as the **South London ACR** and Albert Donovan for all his hard work as the **West London ACR**.

**Please get in touch!** If you (or someone you know) are interested in taking on one of these roles please contact Natasha Devonshire ([natasha.devonshire@britishcanoeing.org.uk](mailto:natasha.devonshire@britishcanoeing.org.uk)) who can help answer your questions.

All applicants must submit a profile (not more than 200 words) and must be proposed by two current RCRs/ACRs or by five other coaches. These coaches must meet the British Canoeing Coach Update Scheme requirements and live, work or be a member of a canoe club in the respective area. These all need to be received by Natasha Devonshire in the British Canoeing Office by 4:00pm on 26th August 2016.

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

## UKCC Level 3

British Canoeing are running a regional programme of UKCC Level 3 Courses.

To attend the following courses, please contact Natasha Devonshire ([natasha.devonshire@britishcanoeing.org.uk](mailto:natasha.devonshire@britishcanoeing.org.uk)) or for the courses running at Plas Y Brenin, please contact [info@pyb.co.uk](mailto:info@pyb.co.uk).

Please check the British Canoeing website for future dates or email [Natasha.devonshire@britishcanoeing.org.uk](mailto:Natasha.devonshire@britishcanoeing.org.uk) to register your interest in future courses.

### UKCC Level 3 Core Training

|                       |                                               |
|-----------------------|-----------------------------------------------|
| 7th-9th October 16    | National Water Sports Centre, Nottinghamshire |
| 28th-30th November 16 | Haven Banks Outdoor Education Centre, Exeter  |

### UKCC Level 3 Discipline Specific Training

|                   |                         |                                               |
|-------------------|-------------------------|-----------------------------------------------|
| Canoe Slalom      | 18th-19th February 2017 | National Water Sports Centre, Nottinghamshire |
| Open Canoe        | 7th-8th November 2016   | Hexham Canoe Club                             |
| Marathon          | 11th-12th March 2017    | South West. Venue TBC                         |
| Sea Kayak         | 9th-10th September 2016 | Salcombe, Devon                               |
| Sea Kayak         | 8th-9th October 2016    | Plas Y Brenin                                 |
| Touring           | 15th-16th October 2016  | Venue TBC                                     |
| White Water Kayak | 10th-11th November 2016 | Venue TBC                                     |

### UKCC Level 3 Assessment

|                                  |                     |               |
|----------------------------------|---------------------|---------------|
| Open Canoe/Sea/White Water Kayak | 24th September 2016 | Plas Y Brenin |
| Open Canoe/Sea/White Water Kayak | 25th September 2016 | Plas Y Brenin |
| Open Canoe/Sea/White Water Kayak | 3rd October 2016    | Venue TBC     |
| Open Canoe/Sea/White Water Kayak | 4th October 2016    | Venue TBC     |
| Open Canoe/Sea/White Water Kayak | 5th October 2016    | Venue TBC     |

## COURSE REQUESTS (FOR ENGLISH PROVIDERS)

We would like to inform you that for all future course requests (except UKCC courses), please use the email [coursenumbers@britishcanoeing.org.uk](mailto:coursenumbers@britishcanoeing.org.uk). All UKCC course requests should still go to [amanda.harris@britishcanoeing.org.uk](mailto:amanda.harris@britishcanoeing.org.uk).

As a reminder, when submitting course requests, please include -

- Full Address – of the venue where the course will be taking place including postcode
- Latitude & Longitude Coordinates – for the venue of where the course will be taking place.

If you need to find this, we recommend using <http://www.latlong.net/> to calculate these.



# BRITISH CANOEING COACHING CONFERENCE

19TH / 20TH NOVEMBER 2016

**Coaching Chaos - Making sense out of disorder, confusion and the coaches learning Journey.**

We are pleased to announce first details of the 2016 British Canoeing Coach which will take place over the weekend 19th / 20th November at Eastwood Hall, Eastwood, Nottingham [www.eastwoodhallhotel.co.uk](http://www.eastwoodhallhotel.co.uk) Coaches and Coach Educators, competitive and non competitive, performance and high performance please place the date in your diaries as this years event aims to offer coaches at all levels opportunities to challenge their views, their thinking and their practice, whatever their involvement or level!

At a time when coaches from the field suggest they gain little from the coach education process, at least beyond the basic structure and the sharing of a common experience with their peers this year's event will focus on exploring the development journey of coaches, scaffolding learning and developing coaching practice and Improving participant experience.

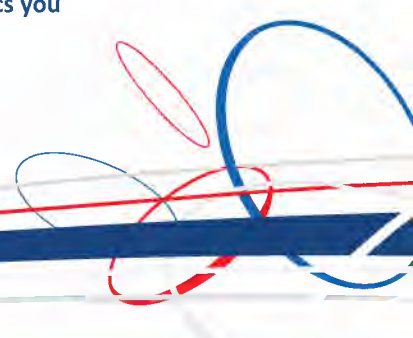
**DAY ONE** of the conference will feature a number of keynote speakers and themes that support the development of coaching practice and offer a number of 'tracked' interactive workshops supporting coaches and coach educators at all levels of practice and engagement, taking either a theory to practice or practice to theory approach.

**DAY TWO** will offer additional 'tracked' workshops along with a selection of practical workshops supporting coaches in their delivery and development of paddlers.

British Canoeing Coaches Conference exploring Coaching – a Complex practice so unpredictable as to appear random, owing to great sensitivity to small changes in behavior / conditions.

**Make sure you don't miss it. We anticipate high demand and limited places!**

The full programme of speakers and workshops will be available from September when we will be open for bookings. Until then you can register your interest on our website. Tell us what practical topics you would like to see included as part of the day two programme and receive updates.

Decorative blue and red swooshes in the bottom right corner of the page.



## Live the adventure

Tollymore National Outdoor Centre, Bryansford, Newcastle, Co. Down, BT33 0PZ  
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Tollymore National Outdoor Centre, situated on the edge of the Mourne, is Northern Ireland's National Centre for Mountaineering and Canoeing Activities and is funded and managed by Sport Northern Ireland



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[www.britishcanoeing.org.uk/coaching-leadership](http://www.britishcanoeing.org.uk/coaching-leadership)



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