

CoDe

the magazine of the BCU Coaching Service
No 61 - February 1995



CoDe is the official organ of the BCU Coaching Service. Members are free to express their views within its pages. Articles and comments therefore reflect the thoughts of the author and do not necessarily state the policy of the National Coaching Committee. CoDe is programmed for publication with Focus. Contributions, including pictures, are welcome. Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Director of Coaching

THE AIM OF THE BCU COACHING SERVICE IS:

To promote the sport and recreation of canoeing and to ensure that newcomers are introduced to canoeing in a safe and enjoyable way and that they and those already in the sport are assisted to progress to whatever level and in whichever discipline within canoeing suits them best.

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NOW IT CAN BE TOLD

The trial is over. The managing director is in prison, while the man who made all the decisions on the day is free because the jury could not agree a verdict in his case.

A full report of the circumstances which led to the tragedy in Lyme Bay in March 1993 is carried in this month's edition of *Focus*. The facts are there, together with the opinion of the panel appointed by the BCU, which was pertinent to the decision to prosecute, and against which Martin Meling, Chairman of the Sea Touring Committee, made his statements as 'expert witness' for the prosecution, on behalf of the BCU. Our thanks and congratulations must go to Martin for his good work on behalf of the sport and the Union, which has received considerable praise.

Quite clearly the staff on the water had not been given sufficient training to enable them to recognise the insidious danger of a moderate offshore wind, until it was too late. Having in the past taught beginners on the sea for a number of years I am forced to the conclusion that the normal procedure of issuing the simple command 'paddle back to the edge and wait with your bows on the beach until we've sorted out the capsise' at the time that the teacher first started to go over, would have prevented the whole sad and sorry saga.

After they had drifted out sufficiently for the instructor to realise they were further from the beach than she was happy with, the group was allowed to make the decision as to whether or not they could paddle back to the shore. The probability is that they would have made it had they been ordered to do so - kayaks want to point up into the wind when paddled, and the wind was coming from the shore.

The middle-aged teacher, who had not canoed previously, was put into a smaller volume kayak than the youngsters, from which he kept falling out. He might still have fallen out of a larger boat of course, but one would normally expect an instructor to look for something bigger for the older, heavier, person.

The male instructor wasn't able to perform a 'rafted tow' with the teacher hanging on to his bow to get him back to the shore. He did

originally try and reach the rest of the group, but they had rafted and were drifting faster than he could paddle.

The conduct of the whole exercise was unbelievably inept. No forecast was obtained. There was no understanding of the significance of the prevailing conditions. Emergency gear was not taken. The instructor did not know when to inflate the lifejackets, even though the words 'this device is not a lifejacket until fully inflated' were stamped on them in large letters. When the group became overdue the Coastguard were not alerted for some 2 hours - nor had they been informed of the plan to start with.

Previous trips had been undertaken in doubles, where the necessity to practise directional control before attempting a short journey, would not have been so significant.

How could an enterprise, staffed by people who knew so little about the obvious, but easily avoided danger of the offshore wind, have been offering an introduction to canoeing for commercial gain? There can be no reason or excuse for putting beginners into any situation of real danger.

At its meeting on 21 January, the Council of the BCU confirmed the support of the Union for there to be a statutory requirement for Centres to register and conform to nationally agreed guidelines for the conduct of potentially hazardous pursuits, to avoid any future likelihood of a disaster such as the tragedy of Lyme Bay occurring to another group of beginners.

One of the many unfortunate side effects of this tragedy, which is less than significant in canoeing terms, is that many non-canoeists now assume that the vessel is inherently dangerous, and cannot seem to appreciate that there are major differences in the level of risk in different environments, and that there are degrees of expertise among paddlers as among all other sportsmen. A number of people have had to be reassured that it is not possible to get blown out to sea from a narrow river, small lake, or swimming pool in the middle of the country. A newspaper has published a large picture of a canoeist enjoying himself working out on a weir, with a caption calling into question his intelligence, and reporting an eye-witness who regarded him as being 'wobbly'.

It does behove us all, however, to ensure the integrity of our conduct, and to take every reasonable precaution with the lives of those who entrust themselves to our care, whatever the level of performance involved.

Dear CoDe

Dear CoDe

- o Do you enjoy paddling a manoeuvrable plastic boat?
- o Is Symonds Yat your ideal playground?
- o Do you have a strong preference for remaining upright?
- o (Do you have an aversion to being deliberately upside down?)
- o Do you enjoy introducing others to the sport?
- o **DOES AN INSTRUCTOR NEED WATER UP TO HIS/HER WAIST?**

This is along the lines of whether an Instructor should be able to roll? That issue has already been debated and the opposing cases stated. My achilles heel occurs with the existing 2* Test's very first requirement in Practical 'A' HIGH BRACE WITH WATER REACHING PADDLERS WAIST STATIONARY AND ON THE MOVE.

The dark cold evening in October 1988 when I failed my 2* on that very manoeuvre has branded the rest of my canoeing life. I have been unable to shake off the sense of failure. I know that if I was to be reassessed today I would fail on the same grounds. I live with the knowledge that the system I teach and assess others under, by its letter and the attitude of many of its protagonists, actually declares me incompetent.

What reasoning is behind this? For me the penny dropped at November's Coaching Conference. There was a rotation of workshops. The workshop on 4* and 5* Standards was a group assessment of a set of video clippings. I sat and listened to the discussion and nearly always unanimous verdicts on each performance. I suddenly realised that for these people this was what canoeing was all about and the proper function in life of 1*, 2* and 3* was to get paddlers to this level.

The reality borne out by the figures is that very few either aspire to or at least attain those lofty levels: eg 1992: 16,000 x 1*, 5,800 x 2*, 2,500 x 3*, 50 x 4*, 28 x 5*.

My plea is that with the opportunity of the new syllabi every care is taken by the macho not to exclude people like myself who are capable and competent paddlers and instructors on Grade 2 water.

I wholeheartedly want to see a simple system. My very best wishes to those struggling with NVQ talk, to the sometimes conflicting expectations of and from professionals and amateurs. I would like to be sure that in its final form it will be sympathetic to those needing to be qualified to be able to work with youth, women, small clubs or as journey leaders. Do not confuse SAFETY with conceived image.

The outlines published in December's CoDe are positive. Some of the opinions at the Coaching Conference did concern me and should concern the many who answered 'yes' to the opening questions. Coaching Committee please be careful in the final wordings and interpretations not to exclude those who can work with and encourage others in canoeing.

ANN HART, Nottingham

DofC comments: If Instructors are using general purpose white water boats on flat water, it is difficult to know what sensible progression there can be, unless 'handling skills' are part of the repertoire. If journeying is the key, then surely boats more suitable for that purpose should be employed, where high braces and similar activities are inapplicable. The Proficiency Test is still constructed in such a way as to permit those using touring boats, and not necessarily wearing helmets, to undertake the test. It is difficult to see, though, how we could accommodate a Senior Instructor (flat water) 'shooting' grade II, rather than 'working out' on grade II, unless we brought in the proposed 'Journey Leader' award, which was, in fact, discounted after debate. People have drowned on grade II, and the SI must surely be totally competent when teaching groups the skills needed for safe and successful white water paddling.

Dear CoDe

I write at a time when 'should an instructor roll?' has finished doing the rounds. This letter is also open to suitable scrutiny.

For me, one of the most enjoyable aspects of examining is to meet aspirant Instructors and SI's from a variety of 'schools of canoeing'. It amazes me how much extra is learned when so many like minded people network together.

Common questions asked are, what do we get for our membership, and is the SI qualification for life?

So, to the point. Why not hold Symposia for Instructors and SIs, attendance at which should be a pre-requisite of continuing to hold qualifications. Frequency could be discussed, say every 4 years.

Bearing in mind the increasing load of responsibility being carried by volunteers within the Union, I suggest that the core of the symposia should be funded by the BCU! The attraction of sponsorship to this ever growing discipline of the sport will obviously occur to you.

NIGEL ROBINSON, DYFED.

DofC Comments: Re-validation will almost certainly be a requirement for the future. Just what will be involved has still to be determined. We did plant some pound coins a few years ago, but sadly the 'money trees' still haven't appeared!

Dear CoDe,

Hi! My name is Tony Galvin. I am a member of the BCU and a Senior Instructor. As a white male Senior Instructor I am interested in linking up with other white male SIs to build up my contacts. I am also interested in linking up with female, black, elderly, young, abled, disabled paddlers, and in fact anyone who shares my love of this great sport.

This is because Canoeing is truly a sport for all, as well as a minority sport, and in my opinion there is no need at all for any form of sectionalisation.

A E GALVIN

Editorial comment: Tony, do you not bath regularly? What other reason can there be for your not being able to link up with other white male instructors? I do take your point about accepting everybody, just as they are, but Jackie Eftiong is very clearly in a minority situation, and one can surely understand her desire to make the acquaintance of others of her background in a similar situation to herself?

Dear CoDe,

I read with interest the new proposals for the coaching scheme. They contain some good changes but to me it does contain one which I feel is designed to confuse and perhaps to undermine our standing. The suggestion that all instructors are to be called coach I find very strange. I expect that very few of us will introduce ourselves as Level X Coach and even if we did what will it mean to a beginner or concerned parent? Unless they are familiar with our own method then it is meaningless. The name Supervisor and Instructor suggest obvious differences in ability compared to Level 1 and Level 2. This also applies to any reporting that may be done on us, as I expect the press will also conveniently drop any level to our titles. Another thought on this, how are people to know that there are 5 levels and that even 3 is hard to get?

I'm proud of my title and have worked hard to achieve it, I'm not a number!

ANDREW MORLEY SI

DoC comments: There was considerable discussion of this topic at the working party, then at the conference, and finally at NCC. NVQs are on an escalating scale of levels 2-4 with 4 being the highest. Most governing bodies will now follow suit. Can a member of the public really gauge the different standards involved between the term 'Teacher', 'Supervisor', 'Instructor'? Many would regard Teacher as the highest accolade. The press often refers to an SI who has made a statement about a local incident as 'the British Canoe Union's Senior Instructor'! There is, clearly, a great deal of misunderstanding regardless of the system in use, and the consensus view has agreed that 'level 1 coach' etc avoids the multiplicity of names, and because the gradings throughout sport are moving to a 1 at the bottom, and a 4 at the top, in due time it will become understood publicly.

Dear CoDe,

What is the purpose of Standards Seminars ?

The latest CA463/90 (Notes for Guidance of Examiners) which I received from BCU Headquarters a few days ago clearly states, as it has for some time, that an SI Assessment should take place on Grade 2 water. Why is it, then, that assessments are still taking place on Grade 3 ?

I have encountered a number of EII's who feel, strongly, that an SI should be confident on Grade 3. While that may be their personal opinion, that does not give them the right to assess at that level under the present BCU definitions.

I have met, over the last couple of months, three candidates from three separate assessments who were all taken on Grade 3. In one particular case, the river was generally Grade 2, with the occasional section of Grade 3. The candidates were told, quite clearly, that they were not being assessed on the Grade 3 sections - Fine ! In the other cases, candidates were not advised in this way. In one instance there was a river a mere 10 miles away with 15 miles of almost continuous Grade 2. Why was the assessment not carried out on the more appropriate water ?

I always tell training course candidates to paddle on Grade 3 water for the benefit of their personal confidence and skills development. What I also want to be able to do is to **confidently** tell them that they will only be **assessed** on Grade 2 and that they will be clearly advised that any Grade 3 sections will NOT be used for assessment purposes.

BRIAN L MEE

DoC comments: Examiners are not free to interpret BCU awards above or below the stated levels of competence. Hopefully the process of re-training of examiners which is commencing this year, will eventually alleviate any criticisms which still remain.

Dear CoDe,

With respect to Clive Beattie's letter in CoDe 60 and DoC's comments, I would like to throw my own hat into the ring with respect to rolling and capsizing drills (which I don't think can be treated entirely separately).

Surely it is not unreasonable to expect Instructors (with the necessary exception of competition coaches) to be a reasonable margin ahead of their students in overall canoeing ability. A capsized Instructor with a perfect capsizing drill but who can't roll is still a man (or woman) in the water and of little assistance to their students.

I spend a fair chunk of my working life flying. As a consequence I have to carry out regular survival training. I do not particularly enjoy being dragged down a runway behind a lorry, dropped from a crane into an outside pool or being decompressed until my eyes become bloodshot. However, I have no wish to one day pull a black and yellow handle and find that I am relying upon other people (who may not be there or could have worse problems of their own) to keep me alive. A canoeing Instructor has far more than his (or her) own problems to worry about in an environment potentially as dangerous and should perhaps consider their self-rescue skills at least as important as their other rescue skills.

GUY GRATTON, PEWSEY

DofC comments: Guy has ignored the wider implications. What about people learning in canoes, as opposed to kayaks. The capsized canoe Instructor is not going to be able to roll.

Presumably the safety drills are appropriate to the type of flying undertaken. Is someone flying a small private plane subject to the same requirements and regime as the pilot of a jet fighter ?

If flat water is such a desperately dangerous place to be, perhaps we should re-think the whole thing. I repeat, no-one wearing a buoyancy aid has ever drowned on 'Instructor' level water. Do please let's keep some perspective. Learning to canoe on sheltered water is a very safe pastime, and has been for the past 30 years, under the guidance of people unable to roll. What has suddenly changed ? Argue 'image' by all means, but please don't cry 'safety' or we'll never go paddling !

First Aid Certificates and assessing for lifesaving tests - the Current Requirements

BCU Coaching Qualifications

There is, as yet, no requirement for candidates for BCU coaching qualifications to hold a first aid certificate, although it is, of course, recommended. A proposal has been made that when the present review of the awards is finally agreed, from the date of implementation (*January 1996 at the earliest*) it should be necessary for candidates for BCU coaching awards to hold one of the first aid certificates listed below (or an equivalent).

In the meantime the situation remains that where a candidate does not hold a first aid certificate, an examiner may require a demonstration, or knowledge of, basic first aid ability during the assessment - ie action for unconsciousness, stopping bleeding, dealing with shock.

Lifesaving Test Requirements

At present it remains a requirement for ~~assessment~~ as a Supervisor or Instructor that the candidate holds the BCU Canoeing Safety Test (or equivalent) and for assessment as a Senior Instructor, the BCU Rescue Test (or equivalent).

Equivalent minimum tests for the purpose of assessment for BCU Supervisor, Instructor or SI are:

RLSS Lifesaving III (NOT Level II as stated on p57 of the Directory) for the CANOEING SAFETY TEST

RLSS Bronze Medallion for the RESCUE TEST

Assessing for BCU Lifeguards Canoeing Safety and Rescue Tests.

Grade I Examiners who have not assessed the CANOEING SAFETY TEST independently, or who wish to assess for the RESCUE TEST, must conform to the following:

- 1 A Senior Instructor E1 wishing to assess for the CANOEING SAFETY TEST must hold a current first aid certificate* as indicated below and register as a lifesaving examiner (please send photocopy of the relevant award certificate(s) to the BCU office):

BCU Lifeguards Aquatic First Aid Certificate + BCU Lifeguards Resuscitation Award (or equivalent - RLSS Advanced Resuscitation)

or St John's Standard Certificate (formerly known as "Adult")
Red Cross Standard Certificate (formerly known as "Adult")

*If a basic (4-hour) first aid certificate only is held, then the BCU Lifeguards Resuscitation Award (or equivalent - RLSS Life Support 2) must be obtained.

- 2 A Senior Instructor E1 wishing to assess for the CANOEING SAFETY TEST and the RESCUE TEST, must hold a current first aid certificate* as indicated below:

St John's Standard Certificate * (or equivalent see above) + BCU Lifeguards Resuscitation Award (or equivalent see above)

First Aid at Work

Ski Patrol First Aid

*If a standard award first aid certificate only is held, then the BCU Lifeguards Resuscitation Award (or equivalent - RLSS Life Support 2) must be obtained.

- 3 Hold the 3 Star or Proficiency Test in the craft in which the candidate is being assessed.
- 4 Register as a lifesaving examiner (please send photocopies of the relevant award certificates to the BCU office)

Please note:

Simulated external chest compression (ECC) must now be included with mouth to mouth resuscitation, to provide CPR, in the syllabus of the Canoeing Safety Test when testing.

Achieving Grade 1 Examiner Status

Senior Instructors seeking Grade 1 Examiner status must assess at least 2 Proficiency Tests and 1 Canoeing Safety Test, to a satisfactory standard under the guidance of a current Grade 1 Examiner.

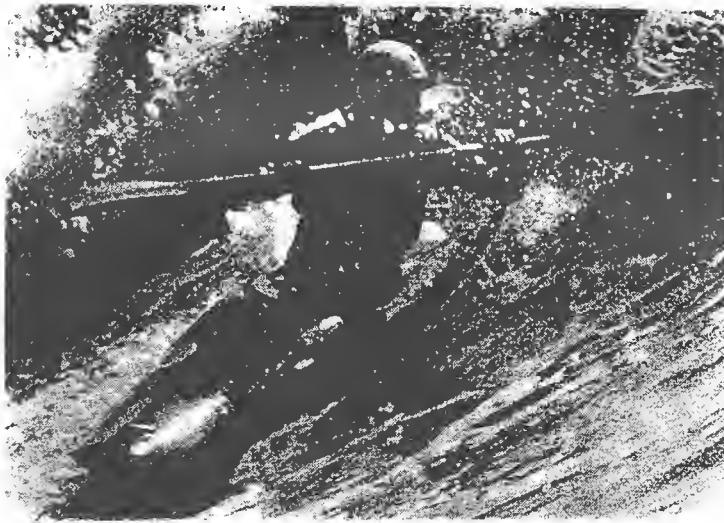
It is not, at present, necessary for the trainee examiner to hold a current first aid certificate for the purpose of assessing the Canoeing Safety Test, this is covered by the status of the supervising examiner.

Once the trainee has achieved Grade 1 Examiner Status, however, he or she must conform to the requirements shown in 3 above in order to independently assess the Canoeing Safety Test, or Rescue Test.

KAYAK SURFING

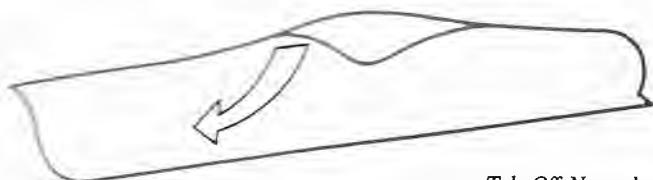
by THIERRY LAFFREUX

THE MANOEUVRES

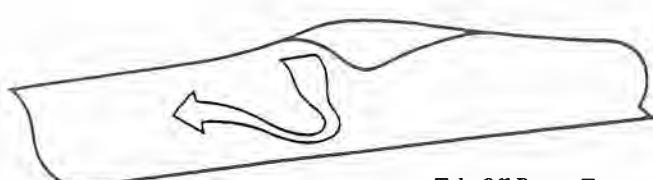


The white water boils, turning to a sand-laden brown as wave after wave crashes onto the shallow sandbar. In the impact zone, jagged crystalline lips fall like blunt-edged guillotines determined to tear you limb from limb. Should you roll underto escape the fury of the broken waves, the seething turbulence twists and contorts your body, trying to wrest the paddle from your grip. Dark invisible forces hold you down until you feel sure your lungs will burst and the wild churning deposits sand and salt in every orifice and crevice of your body. What form of mental aberration is it that makes you willingly subject yourself to the vicious pounding of incessant wipe-outs and the muscle-bursting effort required to repeatedly paddle back out to the line-up? What is the mysterious magnetism that lures you out whenever the surf is good?

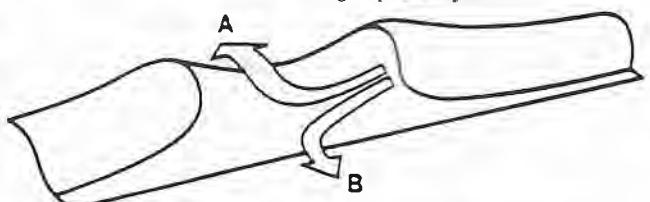
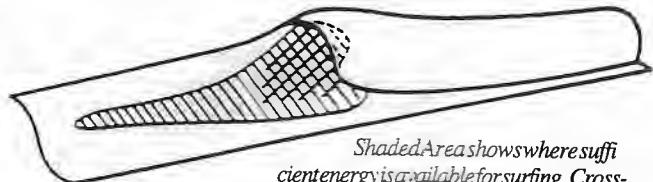
A clean consistent swell is pitching superb peaks which peel left or right to form fast curling walls of gleaming turquoise. Satin wave faces, finely textured by the light offshore breeze, glisten and flash in the sunlight. It feels good to be on the water. A broken wave indicates an approaching set- your concentration becomes acute as you assess the advancing formations. You must now pick the best line and be in the right spot! A peak jacks skyward right behind you and you squat into position paddling hard with every ounce of power. The wave is sending you over the edge and plummeting down into the abyss. The adrenal pump is at its critical moment as you start to drop. You bottom turn and hook back upon the face and scream across the freight train of white water. The wave comes barreling shoulder behind you. With every ray of sun you catch the spray and scream - whoosh whoosh whoosh! Then bottom turn again to the face, plowing along in a wall of glass spray. Then with a final kick you turn sharply and paddle through the peak just as the wave closes in behind you in a turbulent spray of white water. Good to be alive!



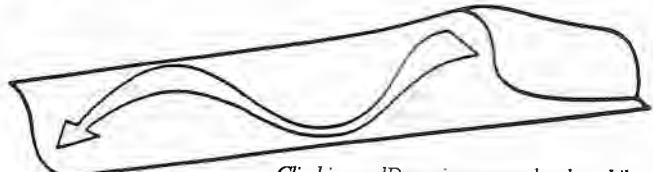
Take Off-Normal



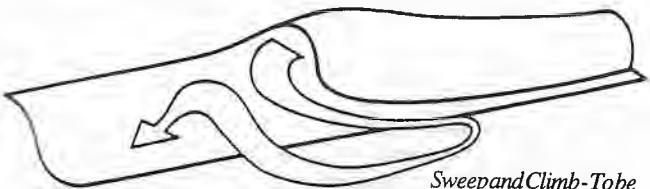
Take Off-Bottom Turn



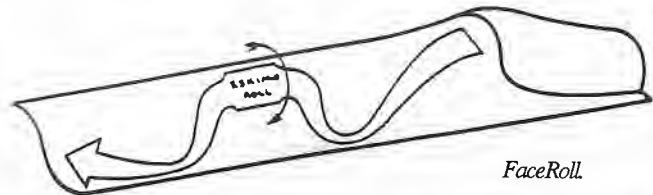
Pull-outs at 'A' soup is your main course if you make a 'B' is made.



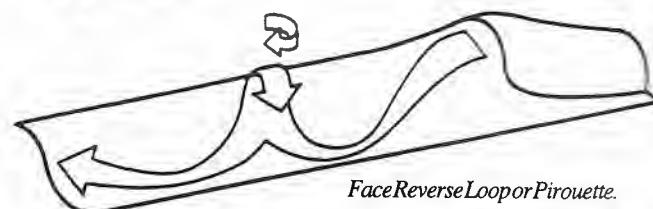
Climbing and Dropping - remember that while the kayak is moving along the arrow, the shoulder is advancing left to right (canoeists).



Sweep and Climb - To be successful the kayak must not get caught in the soup.



Face Roll.



Face Reverse Loop or Pirouette.

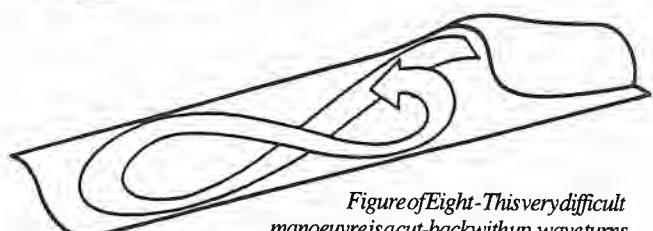
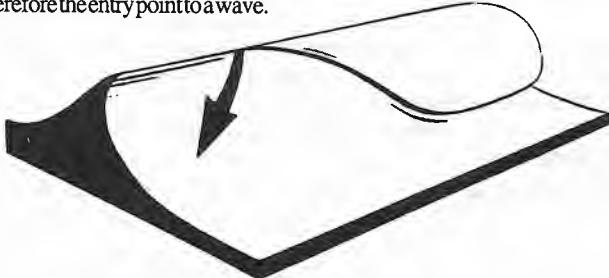


Figure of Eight - This very difficult manoeuvre is a cut-back with up-wave turns.

THE TAKE-OFF

Purpose

Swells race towards the coast at incredible speeds, slowing down and increasing in size as they approach shallow water. Finally, when a swell passes over the ocean floor at a depth approximately 1.5 times its own height it will begin to break, expending much of its potential energy in the process. It is just before this point that the surfer, using self propulsion, can acquire the wave, or "take off". The take-off is therefore the entry point to a wave.



PADDLE OUT TAKE-OFF

Purpose

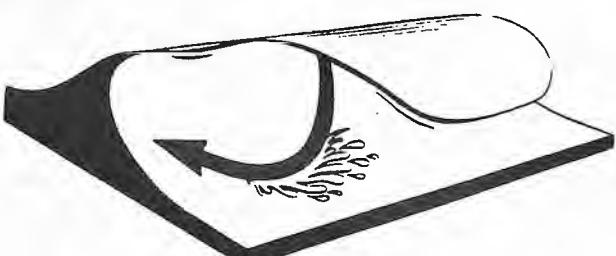
The paddle out take-off allows the surfer to catch a wave at the most critical moment possible while paddling towards the break. Unique to wave skis, not only is it a very spectacular manoeuvre, but a functional method of take-off.



THE BOTTOM TURN

Purpose

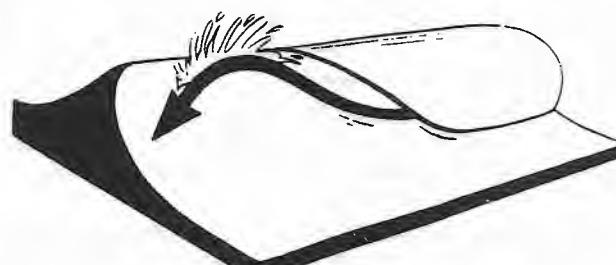
Upon reaching the base of a wave the bottom turn produces the direction change and acceleration necessary to climb to the wave's crest or negotiate a fast or breaking section.



TOP TURN

Purpose

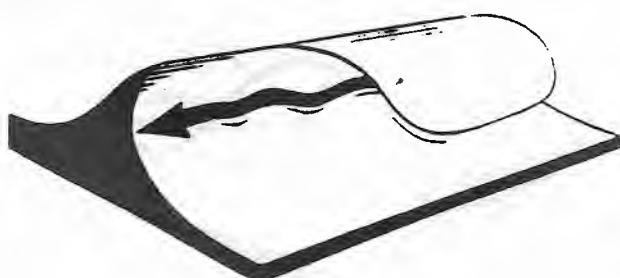
To change direction after climbing to the uppermost section of a wave. The top turn can also be used as a stall technique for regaining the power pocket.



TRIMMING

Purpose

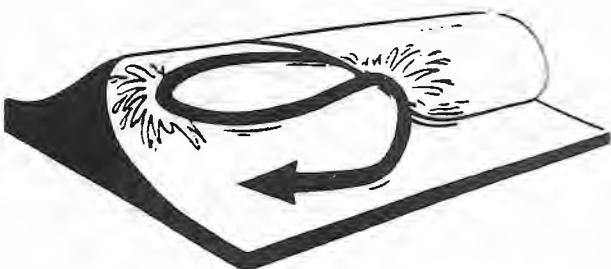
When a surfer planes along unbroken sections of a wall he trims the position of his ski in order to maintain or increase down-the-line speed, which is essential in all manoeuvres.



THE CUT-BACK

Purpose

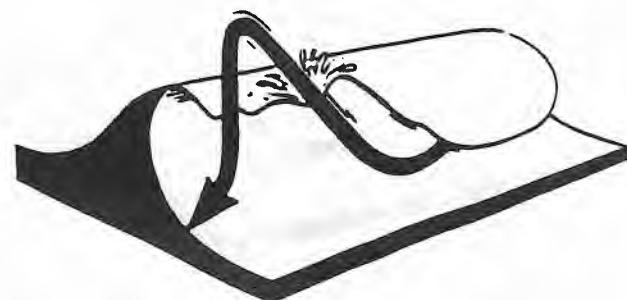
Upon reaching a slower section of a wave the surfer may change his direction 180 degrees back towards the pursuing white water thereby regaining the pocket.



AERIAL

Purpose

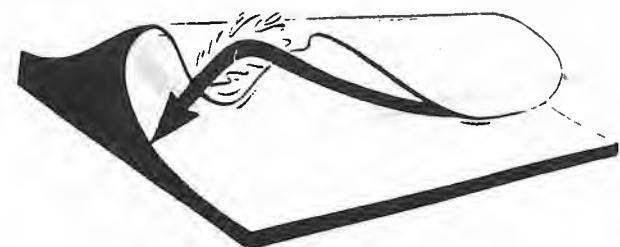
In the right conditions it is possible to extend a entry to the point of leaving contact with the wave crest, allowing the river to turn in mid-air.



ROLLER-COASTERS

Purpose

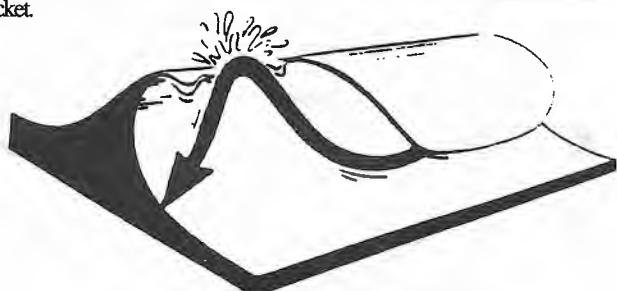
On occasions when racing along a wall, a section of white water will break in front of you. this necessitates turning in a long arc around the base of the white water, or alternatively, climbing over the top of the foam and roller-coasting back down onto the unbroken water.



RE-ENTRY

Purpose

Having ascended to the crest of a breaking wave it is possible to 're-enter' turning back towards the base of the wave, using the crumbling/pitching lip as a power source to aid redirection; yet another functional method of keeping near the power pocket.

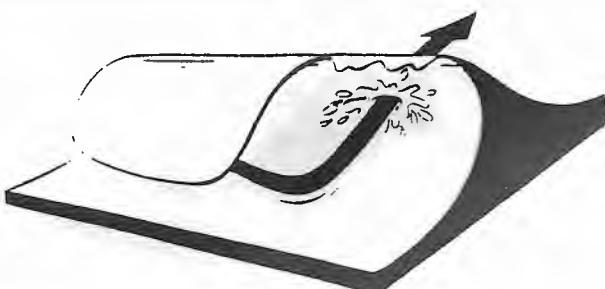


IN THE SURFING POSITION
This is a serious move - remember don't overdo this highly skilled

PUNCH-OUT

Purpose

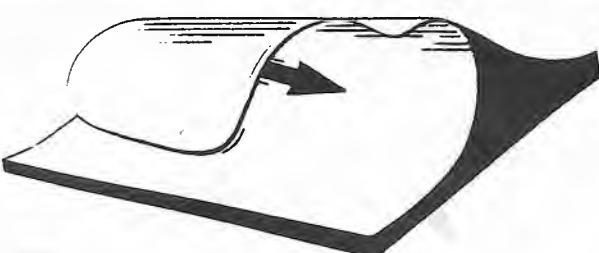
While surfing it is usually necessary to pull out of a wave on the completion of a ride, or perhaps prematurely, due to the particular circumstances at the time (that is, the wave closes out, there is another surfer in the way, etc). On many of these occasions it is not possible to exit over the top of the wave, forcing the rider to either straighten out and ride the white water, or punch through the wall.



TUBE RIDING

Purpose

There are occasions, when riding steep-walled waves where the rider is confronted with a section that is impossible to negotiate, other than to trim underneath the throwing lip, and ride the very inside of the wave.



Bibliography

Kayak Surfer 1976 - Canoeing Press, Editor Mike Clark

All About Wave Skis - Roger Shackleton and John Christenson, Surfside Press.

All these manoeuvres are possible in surf shoes, on wave skis or in the new generation of slalom surf kayaks. Obviously, near perfect conditions are necessary for the efficient and repeated effect of many of these techniques but all are possible at some time, even on the North-East coast. All require maximum concentration and exploitation of the power pocket of the wave together with sufficient nerve, power and skill from the canoeist. The most serious obstacle apart from the actual surfing conditions is the canoeist's own fear of failure and wipe-out. Once this negative influence is eliminated, anything becomes possible, even mystery moves! It goes without saying that the ability to roll 100% and with speed and confidence is paramount allied with the necessary physical conditioning to withstand the punishment of repeated fights out beyond the break of heavy rollers. Multiple applications are often possible on the right waves but nothing should detract from the basic skill of just staying on, exploiting and riding the wave as close to the shoulder as possible for as long as possible.

The casual observer's guide to the seriousness of surf.

It is always possible to judge the severity of the prevailing conditions merely by observing exactly what the kayak surfer wears to actually go out into the surf. This, of course, ignores the usual BCU safety regulations as regards equipment and clothing.

1 T-shirt and shorts. Beautiful warm and sunny weather. Waves 3-4ft and clean. Easy paddle out. **Joe Cool!**

2 Shortie wet-suit. Short sleeved cag. Warm sunny weather. 3-4ft clean waves but more time spent wet in the water. **Still cool!**

3 2mm long john wet-suit. Long sleeved cag. Cooler weather but still clean waves 3-4ft and relatively easy paddle.

4 Long john wet-suit. Long sleeved cag. Buoyancy Aid. Waves are starting to get serious, up to 6ft but still clean and relatively easy to get out beyond the break. Starting to get a bit worried!

5 Long john 4mm wet-suit. Short sleeved cag and long-sleeved cag. Buoyancy aid. Helmet. Things are really getting serious and the probability of upset and/or wipe-out are high. Waves are now 6ft above and powerful. Hard struggle out after each ride. Joe now gripped!

6 Full steamer wet-suit. Twin cags as above. Helmet. Buoyancy Aid. Pogies, Current seal. Extremely serious. Pushing the limits. Cold weather. Severe battle to paddle out. Wipe-outs certain often nasty. **Joe now questioning the meaning of life!**

BCU appointment

COACHING DEVELOPMENT OFFICER

A Coaching Development Officer is required to assist the Director of Coaching for an initial period of one year.

Candidates will be either Coaches or Senior Instructor grade II examiners, capable of running courses at all levels, including coach education, offering practical coaching at a high level. He or she will be word processor literate and capable of producing good written material.

The first three months of the appointment will be a familiarisation phase whilst the successful candidate takes over responsibility for the daily routine correspondence and enquiries.

After this initial period, the Coaching Development Officer will use his/her experience of National Vocational Qualifications to concentrate on the determination and production of resource material for the better presentation of courses giving priority to projects which are capable of generating greater or new income.

Funding for the post is secure for a period of 12 months at which time the role will be reviewed.

The post will be based from the BCU offices and the successful candidate will be based within daily travelling distance of Nottingham. Regrettably, no financial assistance is available towards relocation costs.

The salary will be £15,000 and the successful candidate will be expected to own a motor car. A mileage allowance based upon civil service rates will be available for essential journeys carried out within an agreed budget.

Please send to BCU office for standard application form, which must be returned by 28 February.

notices

S/NVQ AND REVISIONS TO THE SCHEME - UPDATE

Queries were raised by members following the publication in the last issue of the final recommendations from the Tests and Awards Review Working Party,

Please note that it is the intention that all tests can be undertaken in either singles or doubles. It will probably be the case that for entry into qualifications, the 'singles' test will be necessary.

The generic presentation is intended to simplify the initial explanation. There will still be detailed syllabi setting out the key points for which the assessor will be looking, for each skill. These will also spell out the difference between, for instance, a bow and stern sweep in a C2, as opposed to a sweep stroke performed in a C1.

The recommendation concerning the progression of awards level 1 Coach - level 5 Coach, is discussed in the correspondence on page 2.

S/NVQ schedule

Nigel Timmins, our consultant preparing the scheme for NCVQ approval, has approached City and Guilds for provisional recognition, so that some pilot courses for S/NVQ level 2 (Instructor) can be offered from late April onwards. If agreed, dates will be advertised in April Focus. Those eligible to offer the courses will be from the first tranche of assessors, who are being trained from 21-22 March (please see notices which follow).

The requirement for those wishing to transfer existing qualifications to 'S/NVQ status' have still to be determined. An announcement will be made when all is ready.

Once the initial Instructor assessments have been proved, and all is in place, some Senior Instructor assessments as S/NVQ level 3 will be offered.

It is still anticipated that the complete revision and all supporting documentation and resource material will be ready from 1 January 1996. During the autumn and next spring there will be training days for existing assessors to adjust to the revised syllabi. The dates will be announced as soon as they are available.

Once the full implications of the S/NVQs are known, in terms both of time and cost, a decision will be made with regard to the desirability and/or necessity of continuing with a revised version of the present system as an alternative qualification for the voluntary sector.

The concern of the volunteers - constituting 50-60% of the coaching membership - as to the cost and other implications, is fully understood, and will not be ignored.

S/NVQ ASSESSOR TRAINING

Those current experienced grade 2 Examiners who put their names forward for consideration for training as S/NVQ assessors, to pilot the scheme, and to provide support for its implementation, have been contacted. If you wanted to be among them, and have not received a letter, please contact the BCU office urgently. The training dates are Tuesday/Wednesday 21-22 March at Holme Pierrepont. This will give the selected candidates S/NVQ assessor status (D32, D33) as well as the canoeing specific information for piloting some initial Instructor assessments (S/NVQ level 2).

The initial group will be small and must cover the whole of the UK, and there are serious implications in terms of commitment to the development of the scheme.

DO YOU ALREADY HOLD D32, D33 ?

If you are a BCU grade II examiner and are already an S/NVQ assessor in the context of another sport or industry, please register this fact straight away by writing a short note to the BCU office. Canoeing specific training opportunity will be offered shortly to existing S/NVQ assessors in order to enable them also to offer S/NVQ assessments as appropriate.

ARE YOU AN INTERNAL VERIFIER - D34 ?

Nigel Timmins will be the BCU's chief internal verifier. Other internal verifiers need to be trained, however, to assist with the monitoring of the work of the assessors. If you already hold D34 in another context, and are a very experienced BCU grade II examiner, and are willing to help, please let the Director of Coaching know immediately.

SAFETY COURSE DELIVERERS

Those offering Safety courses are asked to attend a weekend forum from 1-2 April at Holme Pierrepont, to ensure consistency of delivery, and exchange ideas on technique and presentation. Organisers listed in the Yearbook have been circulated. Anyone wishing to be accredited for future inclusion of Safety courses, please contact the BCU office.

WELSH MEMBERS TO CHECK MEMBERSHIP CARDS PLEASE

Apologies to the WCA who include the codes showing members' qualifications as listed on the schedule included with the last issue of CoDe. If there is a discrepancy between what the card says and what you believe it should say, please write to the WCA office.

YEARBOOK - BIGGER THAN EVER - COURSES INCREASE

The Yearbook circulated with this issue contains around 4,500 courses, apart from hundreds of events, and a mass of other information. Do please make full use of your Yearbook, particularly in guiding those whom you teach towards a suitable club in their area. The number of courses listed has risen by 6.6% over last year. Compared to 1985 the increase has been 310% (a total of 1,166) - an interesting reflection on the continued growth of the sport, and the opportunities available.

EMPLOYMENT OPPORTUNITY - EAST SUSSEX

East Sussex County Council are developing The Meadows, at Cuckmere Haven, in the Seven Sisters Country Park to provide changing facilities and a permanent canoeing site. A Manager is required for 15 hours per week guaranteed administration and promotion time, plus opportunity for additional income from instruction. A BCU Senior Instructor or Instructor is required for this post. Please contact Mr Bob Lake on 0273 481309 (Mondays) or 0273 643761 (Tuesday-Friday).

NANTAHALA RACING CLUB SEEK COACH

The Nantahala Racing Club need a coach for 1995-96, who can also work with C1 and C2. Situated 3 hours north of Atlanta, about 1.5 hours from the Olympic site, several of the American Olympic team are based at the Centre. Salary \$15-20,000 depending upon experience and the amount of coaching time available. Send a resume of accomplishments to: Wayne Dickert, 13077 Hwy 19W, Bryson City, NC28713 (704 488 28173). Fax 704 488 2498.

INTERNATIONAL CONGRESS FOR DISABLED

Help is sought, particularly from paddlers in and around Nottingham, for the international event for canoeists who are disabled, being held at Holme Pierrepont from 1-3 September.

There are numerous tasks to be undertaken, and so anyone able to offer their services during that period, will be welcomed. People with linguistic skills are also required. Please contact the BCU office.

BELLEVUE IN BRITTANY

Greg and Carol Parkes have 2 self-catering Breton farm cottages for holiday rent, ideal for family, with canoeing and other water sports, plus walking on hand. From £110-£200 per week (0785 214735).

BUNACAMP

Are you aged between 18.5 and 35 years, experienced in working with children, and available for at least 9 weeks from early/mid June to late August ? If so, Bunacamp is interested in an application to be a counsellor in the good old US of A. Send for details to Bunacamp Counselling, 16 Bowling Green Lane, London EC1R 0BD.

TIS TO THE RESCUE

Basil Brunning has reported an incident where an elderly lady fell while walking on the banks of the Medway. Passing on the river at the time was a group of Trainee Instructors, who were able to carry the injured woman across rough, slippery ground, to transport able to take her to hospital. The group subsequently enjoyed a 'Christmas drink' at the grateful victim's expense.

STOLEN

Kevlar/Carbon Magic Bat. In purple/pink/black and silver this is a very distinctive boat stolen from the Ross-on-Wye area over Xmas/New Year. Any information leading to its return will be gratefully accepted. Please phone Ian on 01989 768 168

NATIONAL RIVERS AUTHORITY CATCHMENT MANAGEMENT PLANS

Over the next few years the NRA will produce catchment management plans (CMP) for all river catchments in England and Wales. Some have been done already.

Input from canoeists at the drafting and consultation stage is very important if the needs of canoeing are to be built into these plans. If what we want is not in the plan, we are not very likely to get it.

Your Regional Access Officer has the timetable for plans in your region and is co-ordinating responses.

Send sae to the BCU office for the free explanatory leaflet A816/Dec94, A Canoeists Guide to Catchment Management Planning.

There will also be plans (not always NRA) for coastal zones and estuaries.

SLALOM COACHING NEWS

Area Coaches are now operational in Scotland, Wales, Yorks & Humberside, North, East Midlands and South. (see CoDe No. 60) but we still need volunteers to cover West Midlands, South-West and North-West.

Any volunteers? Please contact Coaching Administrator (Brian Fuller) 01296 770464

SLALOM COACHING COURSES

Level 1

11-12 Feb - Llandysul - Richard Lee (01690 710624)
19 & 26 Apr - Tees - Len Smith (01833 37829)
24-25 June - Nottingham - Pearl Mulholland (01332 558263)
tba Sept Llangollen - Jimmy Jayes (01978 860763)
18-19 Nov - Buckingham - Colin Ayre (01280 813559)

Level 2

8 April - Llandysul - Richard Lee
13 Jan - Buckingham - Colin Ayre

(a further Level 2 Course could be organised during the summer if there is sufficient demand - contact Administrator) Level 3

12-14 May - Tees - Len Smith
6-8 Oct - Nottingham - Alan Edge

See CoDe No. 60 for details of the above courses and the Slalom Coaching Development scheme.

LEICESTERSHIRE COACHING PANEL CONFERENCE AND ELECTION

8-9 April 1995, Leicester Outdoor Pursuits Centre. FREE (but bring your own food)

Following the successful training day of last year, it is back again by popular demand for a full weekend. A wide range of aspects of canoe sport will be covered over the weekend with many practical sessions. Looking at different skills, styles and approaches, to both teaching and paddling, our aim is to promote a good CANOEING image.

During a seminar on the Sunday morning it is proposed to elect a new Local Coaching Organiser as Bernard O'Connor would like to pass the position over to a younger fresher mind. After 10 years doing the job Bernard feels that a new face with new ideas will continue to improve coaching in Leicestershire. Any one wishing to apply for the position should contact Keith Sykes.

An insight into the proposed changes in the coaching tests and awards will be discussed, giving you the opportunity to put your thoughts forward.

The weekend will be run in a relaxed informal manner with most of the time spent on the water. Don't forget your paddling kit. Please contact Bernard to book your place

SOUTHERN REGION

At the recent South Bucks agm, Martin Plain resigned as LCO owing to increased commitments in his new role as Manager to the rodeo team. Martin has been replaced by Neil Murray.

Carolyn Ashmore has resigned as LCO for Berks, because she is having another baby and just feels that she is unable to cope any longer as LCO.

On behalf of the Southern Region I would like to thank them both for all the work that they have given to their local areas and a personal thanks to both for the support that they have given to me. The Southern Region has definitely become a richer canoeing area owing to the work that they have done.

As yet we have no replacement for Carolyn in Berkshire. If anyone is interested in taking on the role I would be pleased to hear from them. Once again my sincere thanks to both for all the work that they have done.

LES PORTER, RCO South

EAST MIDLANDS

Northamptonshire

The Paddle Skills Update Day is scheduled for 18 May. Details from Tony Bloor, MBE, 38 Friars Crescent, Delapre, Northampton NN4 8QA. Unless further nominations are received for Tony's successor, Dave Dean will be confirmed as LCO on that day.

EASTERN REGION

A Standards Forum will take place on Saturday/Sunday 4-5 March at Norfolk North Sea Rescue Training Unit. Topics to include: The revised tests/awards update; Report from NCC and discussion on topics; Practical: rescue at sea/helicopters; Sea proficiency trg/assess. Details from Paul West, 33 Risedale Rd, Hemel Hempstead, Herts HP3 9NW (sae please).

LCOs: Dr M B James is confirmed as LCO for Hertfordshire, Henry Monaghan for Essex (addresses in last issue).

Suffolk: It is understood that a number of members might be prepared to form a 'Suffolk Team'. Would those individuals please make themselves known to Paul West with a view to organising a team, proposing a leader and distribution of responsibilities.

If any other individuals or counties would like to assist the various LCOs please contact the RCO or their LCO with a view to becoming a 'District Organiser'.

WEST MIDLANDS

LCO Staffordshire: Keith Sunderland is confirmed as re-elected.

NORTH EAST

An alternative nomination for RCO has been received. Northern Paddler will carry details of the election procedure. If you do not receive a copy please contact the Regional Chairperson, Sarah Shrimpton, Ennerdale House, Garrigill, Alston, Cumbria CA9 3DY.

LCO Tyneside: Confirmed as Rory Corder, CNOES, 121 Trevhitt Rd, Heaton, Newcastle-upon-Tyne NE6 5DY.

STATE OF THE ART HUMAN ANALYSIS LAB

The first human analysis laboratory in the South and West of England was opened in August, based at the Avon and Gloucestershire College of Health, at Glenside, Bristol.

Operated by a fully qualified staff, facilities include the most advanced equipment for providing information regarding foot pressure and force distribution; muscular performance and study into the performance of all motor activities, ranging from sport techniques to altered movement following injury or disease.

(0272 586655; fax 758408).

Playboating and the Coaching Scheme

by Ross Faragher

Canoeing is an assumed risk sport and as such this paper is not intended to provide a definitive answer to a complex problem but merely to form a basis for further discussion, no liability is accepted by the writer for any loss or injury resulting from the use of this paper.

It's a great pity about the real world !

With the recent increased popularity of playboating and rodeo paddling, I have decided to explore how the coaching scheme can cater for this advancing element of paddle sports and what individual senior instructors and coaches need to consider when putting together rodeo coaching sessions.

RODEO - WHAT'S IT ALL ABOUT ?

On the 14 and 15 May 1989, the first UK Rodeo was held on the Bitches Rocks, Pembrokeshire. Organised by the Twy-y-Felin Outdoor Centre the event was based on an idea from the US. It attracted approximately 20 competitors and UK Rodeo was born.

In the early days the most spectacular moves were stopper riding, 360 degrees, paddle spins and pop outs. Competitors just showed off their river running and surfing skills.

Since then Rodeo or Playboating events have grown progressively in popularity, skill and frequency and are now a well known element of canoeing which is open to all. The standard of skill is far higher now, and not only at the top of the sport because as more people get involved in Rodeo the overall standard is continually increasing.

Rodeo can be defined as "Paddlers using their river running skills to demonstrate an aesthetic performance with the aim of attracting the judges' interest and being deemed the most original, interesting and consistent paddler" or simply "Paddlers having fun playing on waves or stoppers and trying to impress the judges".

Rodeo is now recognised by the BCU, the events warrant write-ups in the canoeing press. Manufacturers such as Palm and Playboater are making Rodeo equipment and sponsoring events. It is therefore not unreasonable to expect the coaching scheme to cater for Rodeo.

THE CURRENT SCHEME

From a coaching point of view we have more than the just standard elements to consider. Technique, timing and race preparation found in most competition coaching is not enough. For Rodeo to survive and expand, the casual fun element must be prevalent in all coaching and this must be mixed with advanced paddling techniques, complex manoeuvres and some circus skills.

So, what do we have within the existing scheme to kick off Rodeo coaching, and how can we educate the coaches and senior instructors to help them get started ? Without the good will of the existing members new ideas can not become workable schemes.

We have a sound base of general coaching expertise out of which the Rodeo paddlers of the next ten years will be born. These scheme members have a vast knowledge and expertise in the sport as a whole, and such, this knowledge simply needs tapping and channelling into the right direction for Rodeo.

Apart from available coaching experience, the existing scheme on the face of it has little to offer Rodeo, and some would argue that as a direct result of the low standard of the members person paddling skills the scheme has nothing to offer.

To a degree I am forced to agree with this view, and I would like to see the current white water paddling standards across the scheme substantially increase. Notwithstanding this, the scheme members do have a lot to offer. In fact, as Rodeo becomes more popular and scheme members become more involved, it is inevitable that the personal standards of both the coaching and recreational paddlers

will improve. Which means that Rodeo will also provide beneficial input to the system at the same time as benefitting from existing expertise.

COMMUNICATION

The process of Rodeo coaching will need to be instigated through an education programme aimed at the senior instructors and coaches and then passed on by the most effective means of communication available.

The canoeing handbook is out ! Currently the publication contains a small section entitled Hot Dog canoeing but, in fairness, this edition was published in 1989 so we cannot expect more. Further editions are a minimum of two years away and that's assuming the editor considers Rodeo warrants a substantial entry, let alone even a chapter of it's own !

Moving on, the BCU produce numerous leaflets and a coaching directory but these documents are not sent to all coaching scheme members as a matter of course nor are members informed of up dated editions, so only the members who ask would receive copies. We are therefore left with CoDe, Focus and Canoeist magazines as the currently available mediums of information flow.

With the above publications, a two pronged approach must be mounted; one element in technical language aimed at the coaching scheme members via CoDe, and the other in interesting articles within Focus/Canoeist aimed at the every day paddler. In both cases, the articles should take the form of an informative and progressive series covering the technical elements of individual moves and also general subjects such as good sites, setting up competitions, setting up coaching sessions, available help, physiology/psychology of the sport and how to do all of this whilst still having fun.

GENERAL COACHING POINTS TO CONSIDER

Moving on to the detailed business of coaching rodeo and how to start ! I have assumed that potential candidates will be grade 3 paddlers or above and first time rollers.

To establish the correct elements of any rodeo lesson the coach must consider the following points, (I apologise to those of you who think some of the points below are obvious. I am not attempting to teach granny how to suck eggs but simply to produce an aide memo to Rodeo Coaching, not a detailed explanation of each move):

TOPIC HEADINGS

- a) Are any specialist skills required of the coach ?
- b) The available time and number of sessions
- c) The syllabus and how to draw up a plan.
- d) Suitable locations
- e) What type of craft and who the lesson is aimed at ?
- f) Available equipment
- g) The correct split between fun and serious training
- h) Preparation for competition
- i) The use of visual aids such as video

Are any specialist skills required of the coach ?

I do not consider that any specialist skills over and above those already held by a good coach are required. Once you understand the individual moves and dynamics (save for the odd demonstration which could always be shown on a prepared video), Rodeo coaching is no different to any other form of paddle sport coaching.

The available time and number of sessions

Due to the time constraints in day to day life, most people prefer weekend courses as opposed to a series of day or evening sessions. However, to introduce and develop some of the advanced Rodeo techniques takes many hours of practise on the part of the candidates, and as such, weekend courses may prove inappropriate as little can actually be achieved compared to a number of short coaching sessions with practise time between each session. This gives the candidates time to develop the skills and balance required in their own time and without undue pressure. In other words the short sharp shock repeated as required will probably work the best.

The syllabus and how to draw up a plan

(see appendix 1 for sample programme).

Unfortunately, there are very few sources of information which accurately describe current Rodeo moves. Some of the more recent White Water Books cover elements of the sport but these tend only to be the simpler moves, so the coach is therefore reduced to compiling his own syllabus based on his experience and by using the knowledge available from any local Rodeo paddlers.

The things to consider, include, but are not limited to:

- 1 The available water conditions; ie can the programmed moves be physically executed at the specific location.
- 2 The available time and number of sessions.
- 3 The potential to link and develop the various moves; ie loop, ender, bum wobble, ender with paddle spin, pirouette etc. all flow from one into another whilst combinations such as loop, tail squirt, paddle drop, do not develop in the same manner, as they are all separate moves in their own right.
- 4 How fit are the candidates and do they need any additional fitness training ?
- 5 Hand rolling in white water as opposed to pool rolling in rotobots (as most people learn) are vastly different skills. It is likely therefore, that this will require covering as many alternative paddle rolls to accommodate the body position and the need to have a fast rill on landing from pirouetted and such like.
- 6 The availability of any specialist help that may be required to demonstrate specific moves/circus skills.
- 7 Attending or organising competitions as part of a structured long term coaching plan.
- 8 Pairing candidates up for practice etc. to encourage the candidates to push each other and correct each others faults. Ideally, as the coach, you should not aim for a group to become dependent solely on you but should aim to be the focal point for the development of specific skills and the improvement in those skills (helped by your expert advice, of course).
- 9 Above all, remember that you are coaching a fun sport which will require an interesting and flexible approach.

Suitable locations

Within reason most white water rivers and many weirs offer good potential for Rodeo sites. The main requirements are for stoppers with reasonable exits and good rescue potential and green waves with clean sharp eddy lines. Coming close behind these is a good friendly pub and suitable filming/spectating locations. Sites such as the Thames weir's and HP Nottingham are hard to match.

What type of craft and who the lesson is aimed at ?

For the uninitiated, there are two principal types of Rodeo craft which are float and squirt kayaks, but you may also wish to consider open boats, double kayaks and closed deck Canadians.

Establishing exactly who your lesson is aimed at is more important than the type of craft being used. There is no point in attempting to teach an experienced Rodeo paddler to forward loop or equally teaching a novice to pirouette prior to learning the ender.

So, if you are setting up a course, please insure that you clearly set out to the candidates in advance the types of craft applicable, standard of the sessions, type and power of the water being used and the alternatives available in the event of unfavourable water levels on the day.

Available Equipment

Without writing an advertisement for specific equipment and boats, it is worth considering the candidates equipment compared to the available water conditions and pointing out to candidates how the various craft perform each move, ie. a boat with little or no rocker will loop easily on a flat wave but will be extremely difficult to surf on a steep wave without continually looping out.

Given the choice, I always encourage candidates to obtain their own boats for rodeo, not only for such obvious reasons as the paddler fitting the boat and of course damage to borrowed equipment, but also for getting the feel for a regularly paddled boat, which of course helps build confidence. Candidates investing their money by buying their own boats helps to establish a long term commitment to the sport because, as coaches, you do not want to invest time on candidates who only last a session or two then give up as a result of failed commitment.

In the case of candidates who seek your advice as to which boat to buy, please encourage them to try as many boats as possible prior to making a purchase.

Apart from a good neoprene deck and suitable boat no other specialist equipment is actually necessary but the general rule of Rodeo is that "small is beautiful".

Fun and Serious Training:

To my way of thinking, Rodeo is all about having fun, so at the point when it becomes a Slalom style competitive event I consider we have all failed as coaches and that Rodeo will not then gain the mass support it deserves.

It is a fine line between fun and competition and inevitably as the sport grows it will become more serious but as coaches we must also encourage the less serious side of the sport.

Fundamentally, the sport is about showing off and I think to Rodeo well, one must be in the correct frame of mind with a smile on your face. More importantly, if the average recreational paddler is to be encouraged into Rodeo and thereby into improving his paddling skills, he must be able to consider the sport as a complete discipline open to all and not an elite competitive clique.

Preparation for Competition

Whilst many of the best Rodeo paddlers today prepare by consuming innocuous quantities of alcohol immediately prior to an event, it is not always the most effective method !

Assuming the physical preparation has been accommodated, we are left with the psychological preparation (which is generally accepted as being as important to any sports persons performance as is physical ability). This preparation can take many forms, such as the mental rehearsal of your performance through the eyes of an imaginary audience. Imagery is useful in helping to establish the correct level of confidence ie mentally. Seeing yourself doing well often relaxes the mind and takes off the pressure. The candidates should also be encouraged to establish a game plan and set sequence of manoeuvres. Judges will only give credit for the same manoeuvre performed over and over again for only so long. Candidates must also be aware of the opposition and plan to do only enough to get through each heat thereby saving energy for subsequent heats. A few moments planning will lead to a relaxed, confident and enjoyable event as opposed to a frantic and frustrating one.

The Use of Video

With a form of canoeing such as Rodeo, a video film of a candidates performance can be an invaluable aid to understanding what is going wrong and to iron out any rough edges in overall style.

The main things to remember with video and its use:

Have a separate camera man and coach

Have suitable protective covers for transport/splashes

Have a spare battery

The results are best viewed on a full size TV

Copy the tape onto a master as an individual record of a candidates progression and future teaching aid for others (but check with candidates prior to showing their mistakes to all and sundry).

If video is used, remember any comments made during coaching will come out on the tape.

CONCLUSIONS

By way of a brief conclusion to Rodeo coaching, save from the technical elements of the sport, coaching Rodeo is not fundamentally different to coaching any other form of paddle sport. With this in mind and armed with the correct guidance from the coaching scheme I hope that Rodeo will become an every day element of modern canoeing/coaching over the next few years and thereby enable Rodeo to advance to the peak of paddlesports and attain it's deserved ranking with the other competition disciplines.

APPENDIX 1

Typical programme for instruction/coaching

Assumptions:)

The candidates are grade 3 or above paddlers

The candidates are first time paddle rollers

The candidates have all their own equipment

The programme will run over 6 months dates to be agreed.

The coach/instructor should remember that the skills being covered are complex combination moves and as such time to practice and develop between sessions will be required.

SESSION 1

Introduction to Rodeo, including video of past events, photo's of specific moves, getting to know the candidates and their skill level, establishing the course goals and programming of the course dates.

Duration: Half day.

SESSION 2

The basic skills of Rodeo a practical session on the water to cover popouts, enders, 180 degree pirouettes, and a video of the candidates first attempts for discussion.

Duration: One day

SESSIONS 3 to 6

The basic skills and coaching the moves to accommodate individual candidates needs, practical sessions to cover the balance of Rodeo skills including, 360 degree pirouettes, pirouettes with paddle tricks, stern/reverse moves, surfing and paddle throws and stopper riding with it's tricks. Video film to be taken as necessary.

Duration: Half day or evening.

SESSION 7

Swimming pool time to improve the advanced hand roll and paddle roll using multiple techniques.

Duration: 2 Hours

SESSION 8 to 9

The advanced skills including hand paddling 180/360 degree pirouettes, hands-only stern squirming, hands-only stopper riding and 360 degree and more.

Video film to be taken as necessary.

Duration: Half day.

SESSION 10

The final day to polish up the skills and reviews the course, it's aims and achievements, plus potential for improvements in the future.

Duration: One day.

APPENDIX 2

GLOSSARY OF RODEO TERMS

Principle 'float-boat' terms

ENDER: Standing the Kayak vertically and holding the vertical position for as long as possible. The move is initiated by burying the bow of the kayak into the down coming water on a green wave or stopper.

LOOP: An ender but the kayak continues past the vertical into a somersault.

POPOUT: As the ender but without holding position in the vertical.

PIROUETTE: As the ender but the kayak is spun on its vertical axis 180 to 720 + degrees. The spin is induced by means of a cross bow rudder or reverse sweep as the boat reaches vertical.

TAIL SQUIRT: A reverse ender generated by paddling at speed over the crest of a wave and as the kayak falls back into the crest instigating a reverse sweep and lean thereby burying the stern of the kayak and holding position.

SURF PADDLE SPIN: Whilst forwards or reverse surfing a wave the paddles are thrown into the air and spun 360 degrees or more, then caught.

STOPPER PADDLE DROP: Whilst side surfing a stopper the paddles are dropped into the upstream water and recovered on the downstream side.

HANDS ONLY: Any Rodeo move executed without paddles.

BUM WOBBLE: Wild continuous hip flicks whilst in the ender position (proposed to help maintain position).

PADDLE HELICOPTER: 360 degree vertical paddle spins whilst in the ender position.

360: 360 degree turns of the kayak whilst surfing or hand surfing a stopper.

BLASTING: Surfing a wave with the kayak's bow above the down coming water (normally only possible in squirt or very low rear decked volume kayaks)

DOUBLE ENDER: A forwards ender followed by a rear without falling off the wave.

SHUDDER RUDDER: To stern rudder directly on the centre line of the boat whilst surfing or blasting a wave.

For further information regarding 'Squirt' terms refer to *The Squirt Book* by James E Snyder.

The above essay was produced by Ross Faragher for his Coach course.



Open Canoe Paddle Types

By Peter Griffiths

Despite the great variety of paddle forms that have been tried throughout the history of canoeing, open canoe textbooks generally provide scant information about paddle design and function. This article details the most commonly available paddle shapes and their different characteristics. After using even just a few of them, the canoeist soon comes to realise that no one paddle is ideal for all types of water and activity, and that expenditure on a small personal collection is difficult to avoid.

Paddles can be classified according to two features: material of construction and aspect ratio. The aspect ratio is the length of the blade divided by the width. A high ratio represents a long thin paddle, a low ratio a short broad one. Any paddle blade can be placed along this continuum.

Modern paddles are almost invariably made either of composite materials or wood. The typical outdoor centre paddle is usually a composite type with plastic grip, aluminium shaft and smooth-faced, square-tipped, low-aspect ratio blade in plastic or rubber. It is a fair compromise between the more specialist forms and is cheap, durable and maintenance-free. However, even novice paddlers instantly appreciate the joy of a wooden blade and every instructor and centre should consider making one or several available to learners to try in suitable conditions.

Wood can be fashioned into subtle, hydrodynamically efficient paddle shapes which have a liveliness that is denied to the composite paddle. Wood provides feedback to the paddler about the forces acting on the blade. Synthetic materials feel dead by comparison. The disadvantages of wood, apart from cost, are fragility (though most wooden paddles are stronger than hard plastic) and the importance of getting the length right first time. Unlike composite paddles, wooden ones cannot be cut to size! The other drawback is wood's need to be kept sealed against water absorption.

Sanding and varnishing or oiling of wooden paddles is an inescapable chore. Polyurethane is tougher than yacht varnish. It can be brushed on and will dry more quickly if thinned a little with white spirit. Two-part epoxy coatings are also suitable but trickier to apply and more expensive. If a high gloss finish is not required, an alternative approach is to strip off all the manufacturer's coating and rub in a mixture of turpentine and linseed oil with a rag. Oiling needs to be done more often than varnishing but only takes minutes and probably offers deeper overall protection.

The choice of paddle shape depends on the application. The high aspect ratio ottertail is unbeatable for relaxed touring on deep water. It also has no equal for stylish stroke-work and is the first choice of many for demonstrating flatwater propulsion, steering and sideslipping strokes. While the ottertail tip is too delicate for rocky rivers, the beavertail with its rounded end can withstand a good few knocks and is suitable for the lowish grade of moving water generally descended by standard open canoes. Most beavertails have a fairly high aspect ratio, which is the paddle characteristic sought for efficient long-distance travel. For heavy, rapid strewn water a low aspect ratio paddle is preferable.

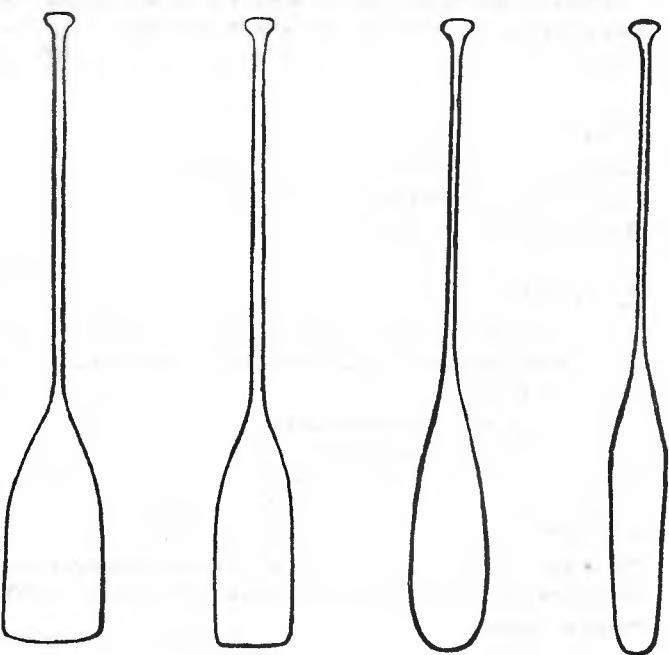
The shorter but broader square-tipped paddle like that associated with the Sugar Island Indians is ideal for the intermittent bursts of power required when breaking in or out of fast currents. It also provides the necessary braking or sideslipping force when avoiding obstacles, setting angles and backferrying. The amount of resistance offered by a broad paddle, while perfect for control in rapids, can be tiring for the solo paddler on stillwater. However, broad paddles in conjunction with a canoe with a high hull speed can enable doubles paddlers to clip along with considerable ease. Cranked paddles are always of low aspect ratio design. While suitable for fast, straight-line competitive work or touring with multiple paddlers, they preclude just about every conventional steering and manoeuvring stroke and a switching style has to be mastered.

If economy is a major consideration when selecting a wooden paddle, either a thinnish beavertail or square-tipped Voyageur are reasonable compromises. They are not unduly strength-sapping and are equally at home on flat or easily managed moving water.

The optimum paddle irrespective of its application should be light and drag-free. Traditional wooden materials like cherry fulfil these criteria. Drag must be minimal for strokes having an underwater recovery phase. Thus Indian, Canadian, draw, running and sculling strokes where the blade is knifed through the water need a paddle that can produce as near a laminar flow over its surfaces as possible. The opposite to the traditional paddle is the modern plastic kind where the blade is reinforced by a rib running down the centre of each surface. While cheap, this paddle produces so much turbulence when feathered or knifed as to be hopelessly inefficient and off-putting. It really only has a place at the most elementary level of open canoe paddling.

Something to be watchful for when purchasing a paddle is an asymmetric cross-section. This refers to a blade that is more convex on one side than the other. Such paddles are usually identified by having a scroll grip where there is a recess for the fingers on one side only. While eminently suitable for white water manoeuvring, asymmetric paddles have a fixed drive face, cannot be readily rotated in the hand and cannot be knifed perfectly. They obey Bernoulli's Law when knifed and tend to move out or in, relative to the midline of the canoe, because of the hydrofoil effect produced by the curvature difference of the blade surfaces. This is generally not too serious a price to pay for an excellent river paddle, but it makes Indian stroking very uncomfortable as the paddle converges with and diverges from the gunwale on alternate recoveries.

The palm grip, with its symmetrical finger recesses, is the most versatile. It encourages a light, fluid hold by the upper hand. T-grips are favoured for competition and heavy water paddling but they can provoke a white-knuckle grasp or a tendency to hook the thumb under the T-piece, both of which are bad habits in non-extreme circumstances and counterproductive to aesthetic and efficient paddling.



Open canoe paddles readily available in the UK arranged according to aspect ratio with low examples to the left and high to the right.. Types illustrated are: 1) Sugar Island, 2) Voyageur, 3) Beavertail and 4) Ottertail

TRANSFERABLE TEACHING SKILLS

SPECIAL NEEDS - ABLE BODIED (HEARING IMPAIRED)

AIMS

- 1 To explain some of the **Terms** often associated with Special Needs
- 2 To offer some **Starting Points** to consider when working with individuals of all ages or groups who have Special Needs.
- 3 To be **Aware** of the **Huge Potential** people with Special Needs bring with them; their determination, their fun nature, their often happy smiling face despite every thing that is thrown at them, their adaptive skills and sincerity. You will be allowing people to taste and experience fun, enjoyment and challenges in canoes/kayaks and they will show their appreciation, often in their own unique way.
- 4 To **Link** many of the approaches they use to overcome everyday obstacles in a hearing world. We can borrow some of their methods of communication and include them in our instructional approaches we have in our toolbox.
- 5 To **Adapt** some of their communicative strategies to assist in the teaching and acquisition of paddling skills.
- 6 To put forward some suggestions as to how we can encourage greater participation for people with special needs and to encourage the integration of both through canoesport.

INTRODUCTION

The term **Special Needs** may conjure up visions of inability and difficult situations where individuals may be unlikely to succeed, when in fact we should open our minds to the possibilities of what these individuals can already do, and where we can take them to.

At this point, some definitions of terms used to describe people with Special Needs are required.

- 1 **IMPAIRMENT** refers to a physical loss such as eye, ear, limb. A hearing impaired person could be profoundly deaf, from a multitude of causes, unable to hear a low flying jet on a training run ! But all their other senses are finely tuned to adapt to their environment. They may sign, they may speak, or they may be both.
- 2 **DISABILITY** refers to a functional loss, eg caused by the loss of hearing, sight or of a limb. For example, a blind or partially sighted person will need a guide to locate equipment, but once reassured they are likely to 'go for it' as much as anyone else.
- 3 **HANDICAP** refers to the disadvantage 1 and 2 causes an individual to experience. A hearing impaired person would be handicapped in terms of listening to instructions being given. If they could lip read and they were positioned where they could use this skill such handicapping factors can be reduced.

When one becomes involved with individuals and groups with such varied needs in whatever capacity one should approach all situations with a positive outlook and treat the individual as normal as possible. *Empathy*, not *sympathy*, is the goal. Each individual will be there wanting to become involved. The act of participation is very important. It is this barrier that instructors have to overcome. What individuals go on to achieve will be often as a result of the instructor's flexibility.

Whilst working with people who have Special Needs it is critical to **Liaise** and **Consider** the concerns of the parents, responsible adults, medical and care staff regarding the **Effects** the activities may have on the individual. Many express fear of adventurous activities, and it is important to reassure. An excellent way is to get them involved.

The range of Special Needs is vast, and the severity of the impairment, disability or handicap will often determine the amount of support the individual requires in an activity. Some will need '1 to 1' help and guidance, others may only need an extra pair of eyes to keep control of wayward participants. Support can be delivered at home, in the clubhouse, in the pub, from the shore of the lake or river or from on the river itself.

It is crucial that the support to be given is:

At the **RIGHT LEVEL**. Check that you are starting at the point or with an activity they can all experience success.

Is **UNDERSTOOD** by the helper and recipient, and that we can re-check by asking them to repeat instructions themselves or to give a demonstration.

Is delivered in a **STRESS FREE** environment. People learn if they can concentrate on a skill, if the explanation is uncomplicated, and the demonstration effective. It also helps if simple language is used, and that it is delivered in a relaxed, friendly and open manner.

Is **COMPLIMENTED** by positive feedback, where students feel at ease to question why we go off course, or why we keep going round in circles ! Feedback for hearing impaired students is accompanied by lots of facial expression and gesture to get the messages across. A simple thumbs up and a grin will work wonders, as would a drum roll on the deck of the boat. . . .

GENERAL COACHING/STARTING POINTS

Keep an **OPEN MIND**. Treat what you see, not what you imagine, and have the same high expectations as you would have with any other student.

Students should **PARTICIPATE** with the standard equipment, unless they require modified equipment in order to participate fully.

Students should follow the **SAME PROGRAMME**, and within a group you would expect to find different rates of progress and different levels of achievement

Modification of either 2 or 3 can only be justified, if it is the only way you can meet the individuals Special Needs and allow them to participate.

Have a **POSITIVE APPROACH** to the individual's situation whatever the impairment, disability or handicap.

COMMUNICATIVE STRATEGIES

Humans have a fantastic ability to adapt to changing physical, social and environmental situations. Many people who have Special Needs will be constantly adapting and exploring new ways to enhance their functional ability. In the area of communication we able-bodied can learn much from them. Individuals experiencing sensory impairments often develop efficient communicative strategies that they use to overcome obstacles that the modern world continues to manufacture.

Hearing Impaired Participants

The Hearing Impaired participant may have a hearing aid device that is an aid not a solution to the hearing impairment. This is often unsuitable for watersport activities but should be used to assist in all land drills.

Check the above aid is working, and switched on.

When talking, be at the same level to allow lip reading to be most effective.

Check that the student is watching you, use eye contact to maintain this and to bring them back in to becoming more involved.

Make sure you are not in shadow, and that the pupil is not in direct sunshine - again, this severely restricts effective lip reading.

Check the pupil is in the front of the group and central, not on the periphery.

Use lots of gesture in appropriate circumstances, diagrams and pictorial aids.

Talk with natural rhythm, do not shout or whisper.

Make your speech clear and uncomplicated. Do not talk to fast, say only what is needed to get the bare essentials across.

Make good use of visual aids: If paddles are to be talked about, have a few at hand - equally for buoyancy aids, spray decks. If you are to use an OHP or writing board do not talk to the board or screen, it's the audience who want to see your face.

Always gain the pupils' attention prior to imparting information. A wave of an arm, prior to an instruction or demonstration, a well aimed sponge ball, to regain their attention, a bang on the canoe, will cause heads to spin, or a splash with a paddle or a pin-point blast with a water pistol !

Use strategies to check that they have understood. Ask them to repeat your explanation or to repeat a practise or demonstration. If there are gaps, then you should be able to repair them.

Ensure that the students can gain meaning and understanding from a combination of lip-reading, use of visual clues and, if practical, acoustic aids.

If in doubt, repeat instructions and demonstrations and then check that the pupil understands. Get them to mimic your actions.

Use helpers as role models to be mimicked, to be copied and very importantly to relay information/messages to the students.

Promotion of Skill Acquisition

Explanations and demonstrations must be appropriate and meaningful. Keep it clear and simple. Do not rush things.

Always reply when spoken to, and check their understanding. If you do not understand their communicative contribution say so - do not let them carry on.

Encourage the pupil to participate in interactive group sessions to improve communication and understanding.

Give the pupils time to speak and opportunity to question what you have said and what you are asking them to do.

Always extend their contribution and encourage their participation.

Check the exercises are attainable, appropriate, stimulating and run.

Give them the opportunity to analyse the information that you have given them and the time to react to it.

Check that the pupils respond appropriately to instructions to verify understanding.

INTEGRATION OF HEARING IMPAIRED PUPILS

Canoesport is an ideal vehicle through which we can integrate hearing impaired pupils in safe, meaningful settings and to allow them to experience success, excitement and fun.

Numerous exercises can be manufactured and practices used to involve a mixing of able bodied and impaired pupils in a variety of settings. Some that are easy to set up and use include:

- Paired exercise
- Small group exercises
- Team games
- Copying exercises
- A Buddy system.

The hearing impaired have various signs and gestures that we as paddlers can use and apply to our different disciplines.

In Rodeo, for example, we can get the paddler in a position, and get them to glance at the bank where a coach or friend can signal a position change, a manoeuvre, or a time system to let them know how long they've been on the wave and the number of moves they've made. This allows instant and quality feedback to the paddler whilst in a position where they can alter their performance and maybe switch a gear.

In white water applications similar signals can be used to direct paddlers into a safe position: Signals to increase their stroke rate, edge, boat angle, but all require use of alternative communicative strategies, and all require co-operation and understanding between those concerned.

In a pool session it may be useful to use a high or low pitch sound to get someone's attention, and then to direct them using signs and gesture.

RECOMMENDATIONS

At this point, it is likely that you've become aware that you already use some of these techniques. What I would advocate is that instructors develop their existing skills into increasingly useful, practical tools to assist in their coaching of canoesport at all levels. I would also suggest that instructors should obtain experience of working in whatever capacity: as assistants, helpers, communicators, or simply join in with a group with participants who have disadvantages. Such a taster may open up doors for yourself or you may decide it's not for me.

The BCU has a long record of working with various national and local pressure groups that represent people with disabilities. This has resulted in a number of developments over the years.

A chapter in the BCU *Canoeing Handbook* devoted to teaching canoesport to people with disabilities.

BCU and Sports Council grants to assist clubs and organisations to assist work in the disabilities area.

Specialist craft and equipment suitable for people with various disabilities.

A Canoe-ability package for those with hearing impairment and visual impairment has been produced. These include a mixture of video/audio and supporting literature.

Endorsement courses, allowing instructors to gain experience of working with people with disabilities has been developed, and again made available nationally.

At a national level, the Mini Olympics Event, the national championships for adults with learning disabilities has led to full Olympic status, which is again providing a positive image for canoesport.

With apologies to the author of this article, whose name was missing at a critical moment. Please identify yourself and we will make acknowledgement in the next issue.

NATIONAL ASSOCIATION OF SPORTS COACHES

The British Association of National Coaches merged with the National Coaching Foundation and NASC was created as a membership division of the NCF.

It has now been resolved that this arrangement is unacceptable, and NASC is working towards complete independence and autonomy. The Executive Board is pursuing the following aims:

- To promote the status of qualified members
- To promote and protect the interests and welfare of all coaches
- To influence national policies for coaches and coaching
- To set and safeguard standards in coaching
- To ensure quality in coaching
- To promote and safeguard the interests and welfare of all performers through coaching

NASC is anxious to strengthen its voice and effectiveness through membership. For details send to: NASC, 114 Cardigan Rd, Headingley, Leeds LS6 3BJ (0532 743889; fax 319606).

SPORTS AID FOUNDATION GRANTS TO COACHES

Some scholarships are available to assist competition coaches to attend conferences, international coaching placements and/or periods of mentorship. Academic courses are not eligible for support.

PROGRAMME OF COURSES FOR 1995

The extensive 1995 programme of Key Courses and Advanced Workshops throughout the country has been published.

Details of above from NCF, 114 Cardigan Rd, Headingley, Leeds LS6 3BJ (0113 274 4802; fax 0113 275 5019).

Breaking in and out - Teaching the Novice

by RAY GOODWIN

Our white water novice heads towards the eddy, performs a sweep stroke followed by a low brace. All as taught on flat water. Unfortunately they have missed the eddy.

In the way the low brace turn is taught on flat water problems are created for eddy turns. So what are the essentials?

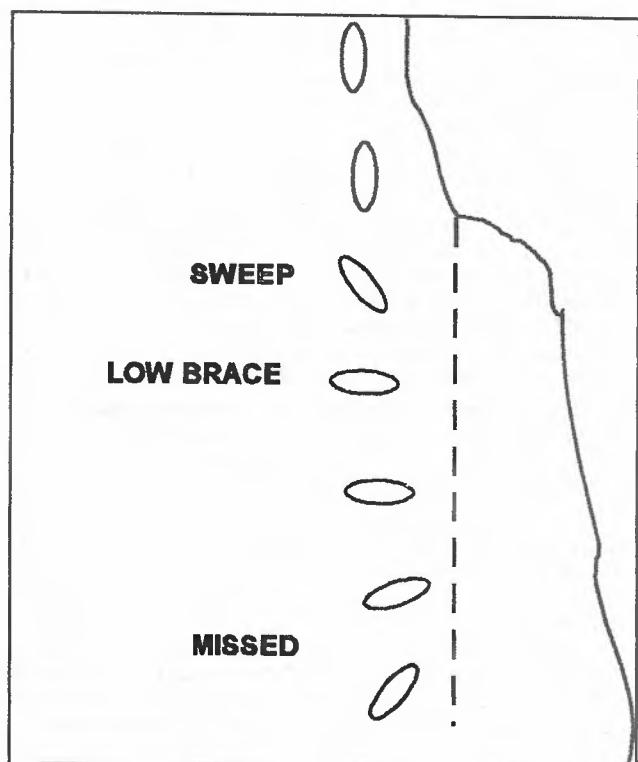
The boat must cross the eddy line and be edged.

So where does the sweep stroke fit in? On flat water the sweep is necessary to initiate the turn before putting in the low brace. On white water our novice is better off getting the right angle some way above the eddy, drifting down maintaining that angle and position before driving into the eddy. This way they have only two things to concentrate on, crossing the eddy line and edging. The low brace is of course useful but if you choose a gentle enough practice site to begin with, you can concentrate on the two essentials before adding the brace.

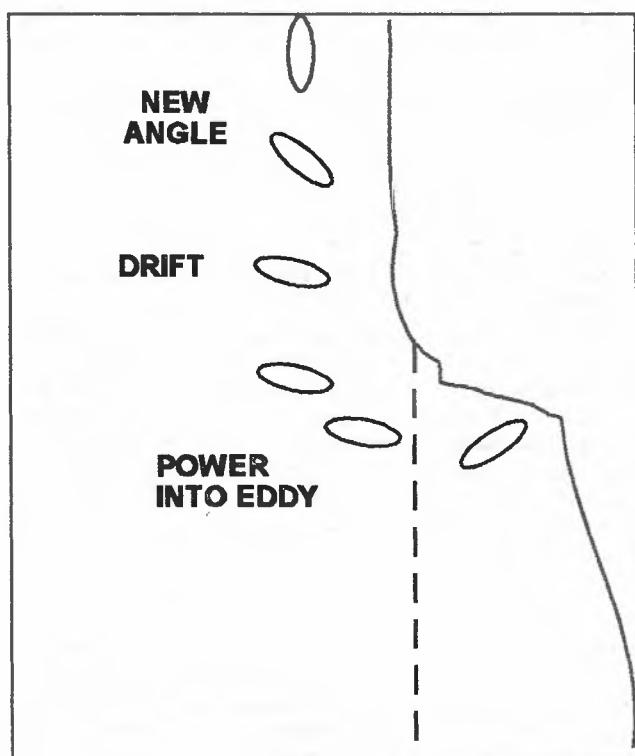
There is one further problem with the use of a sweep stroke. It occurs with people who are improving or have done a lot on flat water. Because they have more of a feel for the blade some people lean towards the blade extending their reach. For sea kayaking this would be an advantage, for white water it puts the kayak on the wrong edge. If you are teaching the low brace for eddy turns then get students to edge away from the sweep. This puts the kayak onto the correct edge for the brace. This method also gets rid of the period of instability as the kayak switches from one edge to the other.

The difference between edging and leaning is critical to many white water manoeuvres. When you lean, your weight is outside the boat, an inherently unstable position. Edging is when you tilt the boat, but keep your body upright and therefore your weight over the kayak.

On flat water I frequently introduce edging by using a simple scale. I may suggest a scale of 1 to 4, with 1 being a little and 4 a personal maximum. Pupils used to the absolutes of some teaching may need reassurance. A frequent question asked at this stage, 'Is this a 4?' I respond with a shrug. 'Its your scale you tell me'. However when a student gives a maximum that I feel can be reasonably bettered I might add, 'OK so that's a 4. Now show me a 5.'



This is very much an 'Inner Game' approach to learning a skill. For those interested I would thoroughly recommend the *Inner Game of Skiing* by Timothy Gallwey.



Transferring this to moving water creates a real problem for the novice, which way to edge? Too often in the past, as most do, I have concentrated on the break in. This is easy and convenient for the instructor as all the work is done from an eddy. However we can end up shouting for our pupils to raise the upstream edge.

A little later, as we move downstream, our novice is making a break out in a much faster current. They are apprehensive and feel under pressure. They don't want to swim again. What to do? Then it comes to them! The instructor kept shouting, 'Upstream edge!'. So on goes the upstream edge. They enter the eddy. They enter the eddy. Wrong edge. Swim!

Try the analogy of a bicycle banking into a turn. The kayak banks into the turn. Just remember to edge not lean. Using this method I have had a lot less problem with people deciding which edge to use. I also get people to practice breaking out as much as breaking in.

Remember that the essentials are crossing the eddy line and being on the correct edge. Everything else is either to stabilise the paddler or to tighten the turn. Start the learning in a very easy situation, people will learn more quickly.

COMPETITION CONFERENCE ISSUES

The following notes were compiled as reports from discussion groups, addressing the issues involved, during the Sunday afternoon of the Competition Coaches Conference held at Holme Pierrepont from 4-5 December.

Coach/Athlete relationships in the coaching squad

by Don Raspin

Our initial discussions focused on special relationships with individuals in the coaching squad eg. parent/child, brother/sister, girl/boyfriend. Members of the group had only limited experience of such relationships but those that had felt that they did present particular problems - depending very much on the personalities of those involved. A major problem could be a fear of favouritism inhibiting the coach's interactions within the squad. The general feeling was that special relationships should be avoided if possible in the squad situation - although we appreciate that many examples exist of successful special relationships between athlete and coach in an individual context.

Problems with parents of squad members evolved naturally as our next discussion topic. We felt that most parents were not a problem and that the best way of dealing with the exceptions was to involve them as facilitators in squad activities along with other parents.

The nature of the coach/athletic relationship is fundamental to the stability and success of the squad. Our ideal tended more towards the friend than towards the instructor but circumstances often dictated what could be achieved. One important factor is the size of the squad. Slalom coaches preferred small groups of 4-5 members whereas sprint coaches were happier with larger groups. If large squads are unavoidable a useful technique is to group the paddlers into pairs or threes for self analysis within the group. Those coaches who had used this technique found it much more successful with boys than with girls - an observation which provoked some interesting speculations as to why this may be so.

One topic on which we all agreed was that if a successful coach/athlete relationship is to develop, opportunities should be created, within the squad session, for the coach to speak individually with squad members about their problems and plans.

The Role of the Coach as a Facilitator

by Alan Williams

We found it difficult to define the role of a Facilitator, mainly because we all started off by thinking on a personal basis:

Team Manager/Facilitator
Coach/Facilitator
Athlete/Facilitator

We decided that every one has to Facilitate to some degree, but their perception of what was required varied according to their personal role.

We also decided that the role of a coach as a facilitator primarily entailed providing back up and support to the athlete. This support should place the athlete in the position of being able to achieve his/her goals.

A coach has to Facilitate in order to provide a good training and competition environment. ie the coach identifies the athletes' needs and helps them find the best solution.

The role of the Coach as a Facilitator ?

I found this a particularly difficult area to define as it seems to cover all aspects of coaching. The discussion did make us think about the different aspects of coaching. However there is a danger that we were simply trying to find other more difficult ways in which to describe the coach's role.

The Difference Between Coaching Club Level and Elite Paddlers

by Brian Fuller

The following observations were made:

- 1 Q. Is there a difference ? A. Yes
- 2 There will be a requirement for a different style and approach
- 3 The solution may depend on the environment eg location and facilities
- 4 Coaching elite paddlers will be more time consuming

5 Two possibilities:

- i) 'Conveyor Belt' with paddlers progressing through squads
- ii) Coaches progressing with the paddlers
- 6 Which system is used will depend on resources eg number of paddlers and numbers of coaches available
- 7 There should be opportunities for coaches to rotate and to progress to enable them to appreciate other styles and expectations.
- 8 There might be a necessity for a club coach to refer a paddler to another club to enable real progression
- 9 Coaches, operating jointly in any scenario, must meet regularly to maximise resources eg gym, water, clubhouse etc and to avoid clashes.
- 10 Ideally aim to rotate coaches so that paddlers get to meet them all and to sample various styles of delivery.
- 11 Important to retain the 'social' element within any coaching environment and 'fun'.
- 12 Important to involve Assistants (and parents of juniors) - they may also become tomorrow's new coaches.

AN URGENT REQUEST

The Environment Bill

Please Write to Your Local Lord

at the House of Lords,
London SW1A 0PW

(the letter must be addressed to an individual)

The Environment Bill currently going through Parliament will affect the future of canoeing. It is unsatisfactory, and we need your help to change it. We need you to write to Members of the House of Lords to persuade Lords to support amendments being put forward by Lord Greenway. They will be put forward at the Report Stage, in a House of Lords Committee, probably within the next month. We don't know the precise wording yet, but the points we want to get over are:

- 1 Support the Lord Greenway amendments
- 2 Add the words 'improve and develop' to the duties the Agency will have towards Recreation and Navigation. This will put Recreation and Navigation on an equal footing with Fishing for the first time; at present the NRA only has a duty to 'maintain' recreation and navigation.
- 3 Add the words 'River and Water' to Part 1 Chapter 1 Para 7 (2) (a) to clarify powers after the muddle caused by the House of Lords River Derwent judgement. Also, add the word 'enhancing'. The new paragraph should read:
"to have regard to the desirability of enhancing and preserving for the public any freedom of access to areas of woodland, mountains, moor, heath, down, river, water, cliff or foreshore and other places of natural beauty".
- 4 To give the Agency the power to impose compulsory arbitration in cases of dispute about Access. This was the key to our Parliamentary Lobby Campaign two years ago. Point out that the law on access to water is such a mess that no decision seems capable of being made on any stretch of river without appeal to the House of Lords, which is clearly a nonsense, and that this is an obvious opportunity to introduce a measure that avoids wasting everybody's time and money.
- 5 Support the ultimate formation of a separate Navigation Agency. All other Waterways groups are lobbying for our points, so we owe them this in return.

If you have ever met a Lord, or a Bishop (some have a vote in the Lords), or if a Lord has taken the name of your town or village (eg Lord Crickhowell, Lord Mackay of Clashfern), please write to them. Whether you use Club or Adventure Centre notepaper, or send a private note from home doesn't matter, but making contact does. Please then contact Carel Quaife at the BCU Office in Nottingham so we can log what you have done and also keep members informed of progress.