

Coaching Development

CoDe

the magazine of the BCU Coaching Service

The Coaching Service is supported by



Any comments or articles please forward to
the
BCU Coaching Office
or E-Mail us at Coaching@bcu.org.uk



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THE AIM OF THE BCU COACHING SERVICE IS:

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

CoDe is the official organ of the BCU Coaching Service. Members are free to express their views within its pages. Articles and comments therefore reflect the thoughts of the author and do not necessarily state the policy of the National Coaching Committee.

CoDe is programmed for publication in February, April, June, August, October, December.

Final copy date: 1st of previous month. Contributions, including pictures, are welcome.

Please send them to: BCU, Adbolton Lane, West Bridgford, Nottingham NG2 5AS.

Editor: Mike Devlin, UK Director of Coaching.

Dear Code

Dear B.C.U,

Paddlefest 2000

Just a quick note to thank all those people involved in delivering the 'Paddlefest' this year.

All the workshops and clinics I attended were run to a high standard and were a credit to those involved in the delivery. Overall the weekend was fun, informative and provided the opportunity to catch up with some paddling people".

So to all those involved on the shop floor and those with the sense to stay behind the scenes thank you very much and I hope you got something from the weekend too.

Alan Paishley

Dear Code,

As I read Pete Bunyan's article on self esteem (Oct 00) a light switched on in my head as the final piece of a jigsaw that has been my experience of the coaching service fell into place. Why has nobody either in or out of the coaching scheme mentioned this one before? How many people have been put off this sport because of coaches that destroy confidence rather than build it up with teaching techniques that are more bullying than encouraging? How many coaches really take time to work out how a persons mind works instead of branding them as arrogant or a wimp or as losers? Why is more not made of the link between belief in a students ability and that same students performance?

I'm really looking forward to a future article on the self esteem of coaches. It has occasionally seemed to me that some try to boost their own lack of it at the expense of those less able.

Yours faithfully, Joanie Willett



The Venture Centre
Isle of Man

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Our small family run centre caters for a wider range of groups including
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Please contact Garath or Chris on 020 8940 5550 to request an application form. Alternatively write to Thames Young Mariners O.E.C., Riverside Drive, Ham Fields, Richmond, Surrey, TW10 7RX or e-mail us at tym.tym@virgin.net.

CHIEF INSTRUCTOR AND RIVER LEADERS REQUIRED IN THE SOUTH OF FRANCE

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We also require L3 Canoe coaches to work as River Leaders on the Ardeche and join our staff training team.

We require: L2 Canoe and Kayak Coaches to work as Multi Activity Instructors.

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Assessing 'Risk' at the wet End

Wayne Boss Asp Level 5 Coach

Introduction

A risk assessment is nothing more than a careful explanation of what in your work, could cause harm to people, so that you weigh up whether you have taken enough precautions or should do more to prevent harm! - simple ?

Question

How do we apply 'Risk Assessment' to a white water river environment where the hazards and risk may be constantly changing?

Purpose of Article

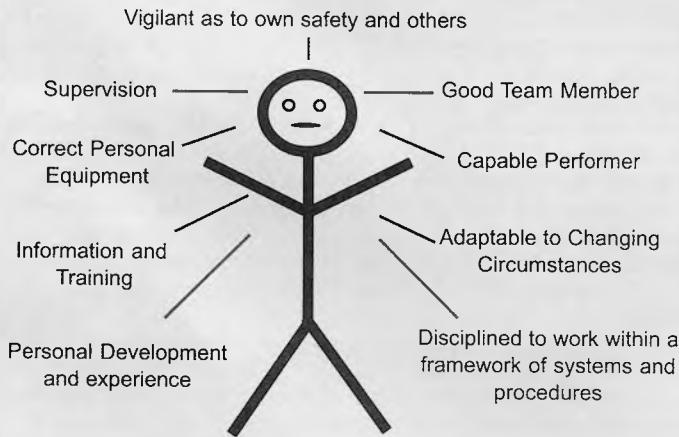
I do not intend this article to be a guide for those in a workplace situation with statutory obligations to complete risk assessments. I personally feel that written risk assessments, can be static and lacking when it comes to practical application at the sharp end i.e. when we are getting wet with a group of students or friends on the water. The purpose of this article then is to provide a model or framework which we as individuals could use to apply basic safety assessments whilst on the water.

What we are looking for then is a risk assessment which can be completed quickly due to rapid changing, even unforeseeable circumstances constantly repeated and re-evaluated i.e. something DYNAMIC

DYNAMIC RISK ASSESSMENT: Key Factors

The foundation behind this dynamic approach is the concept of a 'Safe Person'

The safety of an individual paddling white water or of a group is reliant to a large degree on the self discipline, knowledge and skills of the individual person/s. A safe person has a number of important qualities some of which include the following:-



The safe person concept therefore relies on a number of personal attributes together with the right support from paddling colleagues or other coaches allowing for flexibility of response in order to react to unforeseen or changing circumstances. In the end decisions will be made based on underpinning knowledge, skills and experience applied in precise circumstances faced at the time.

We all have a responsibility for our own safety and the safety of other paddling colleagues, those of us that are coaches have a 'professional' responsibility.

Pre-Planning..

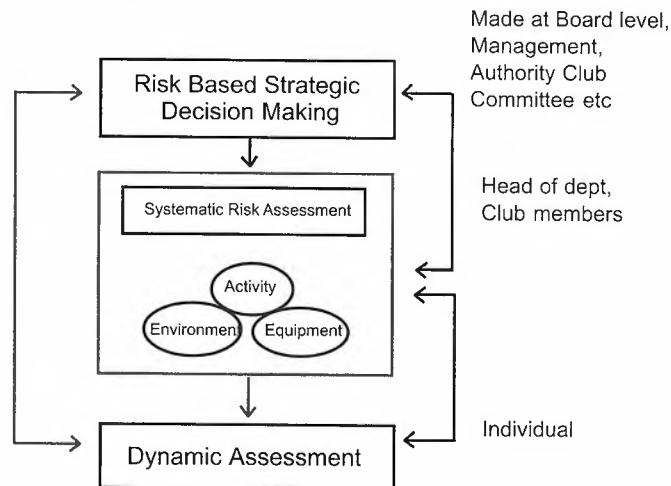
Is vital to ensure that the 'safe person' is in the best possible position to tackle incidents and to assist with and undertake dynamic assessments. Leadership styles, group control, position of maximum usefulness etc, would form part of this pre-planning requirement as would river selection, group size, ability, equipment etc...

the list is almost endless.

It is also important at this stage of pre-planning to consider the resources we have available. Have we taken the necessary rescue equipment, and have we trained and practised in realistic scenarios (the value of formal river rescue training here cannot be understated).

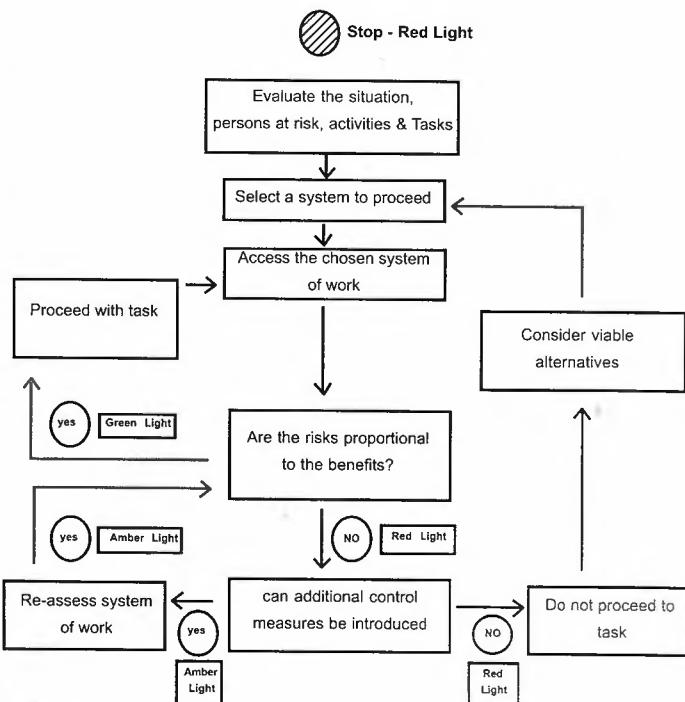
The dynamic assessment is the final link in a risk assessment process, it takes place within circumstances that are unforeseeable and / or are changing constantly (i.e our white water river). It is this final assessment which we rely upon to allow us to carry on our paddling activities safely and to make carefully considered judgements. The dynamic approach is a continuous thought process.

Linked with, but very different from strategic or systematic risk assessment – see diagram.



DYNAMIC ASSESSMENT MODEL (FLOW CHART)

In order to help you utilise this model consider the scenario in which you are leading a group of club paddling friends down a river and approach a class IV rapid. The model simplifies our thought process and the analogy of the traffic lights gives us an easy stop, maybe, go system in order to dynamically assess risk.





What is the role, relevance and level of the BCU 5 star sea award?

Steve Maynard

As a level 5 sea coach I am being asked this type of question more and more frequently. There have been several well written thought provoking articles in the canoeing press over the last year or so discussing directions the award might take and giving reasons justifying these changes. I hope throwing my 'two penneth' worth in with this article will clarify some of the issues and provoke some discussion on others.

This article is intended to be sea specific, however intuition tells me that many of these issues are or will become common to 5 star awards in other disciplines and I would be interested to hear the views of those more involved in other branches of canoe sport.

The issues most commonly raised seem to centre around the following;

1. Is the 5 star sea assessment too hard?
2. Is or should the 5 star be a leadership award in its own right or only an endorsement to turn a coaching award into a higher level leadership award?
3. Should the 5 star award be achievable by every one?
4. How much effort should be required to achieve the 5 star award?
5. Is it necessary to be physically strong to pass a 5 star sea assessment?
6. Is it reasonable to expect males and females to perform at the same level?

Is the 5 star sea assessment too hard? The purpose of the 5 star is, as stated in the BCU Coaching Services Directory "*to ensure the successful candidate has sufficient knowledge and skill to lead others of adequate ability on sea journeys, up to and including advanced level, with safety in British conditions. When used with the relevant coaching award (qualification) it shows that the candidate has sufficient expertise to coach and lead groups in more demanding situations*". This does indicate that there is a large jump from 4 to 5 star level but the introduction of a bridging award or down grading of the 5 star would almost definitely lead to renewed cries of the BCU profiteering and creating jobs for the boys. Given the nature of the environment we are operating in I feel there is need for an award at this level and in general the syllabus as it stands achieves this. I also feel the award, as it stands, is a valid and useful endorsement on coaching qualifications, if down graded would it achieve this?

Is or should the 5 star be a leadership award in its own right or only an endorsement to turn a coaching award into a higher level leadership award? There is certainly a requirement for an award allowing more advanced recreational and club paddlers to avoid the expense of an increasingly expensive and commercially orientated coaching scheme. Having said that I feel coaching is inextricably part of effective leadership, also paddle sport needs good coaches (qualified or not) to encourage, mentor and ensure safe effective progression of participants at all levels whether in a club or commercial environment.

Should the 5 star award be achievable by every one?

The Coaching directory states, "*The award should be accessible to all those people who journey on the sea on a regular basis and should not be seen as the preserve of a few elite performers.*"

The Directory also states, "*The purpose of this test is to ensure the successful candidate has sufficient knowledge and skill to lead others of adequate ability on sea journeys, up to and including advanced level with safety in British conditions.*"

To me this seems an obvious contradiction. The 5 star is the highest non-coaching scheme award in the syllabus, if we are to maintain a 5 star test worthy of peoples aspirations there will be people who regularly journey on the sea but never achieve the level required. This is due to many factors, physical and mental ability,

inclination, bad learning situations, bad coaching, commitment and circumstance to name but a few. For the same reasons I am never going to become a brain surgeon or a concert pianist

How much effort should be required to achieve the 5 star award? The Coaching directory says "*It is envisaged that the average club member paddling regularly, should be able to obtain this award within three years of starting to paddle.*"

However there is no indication of what paddling regularly means.

Many paddlers will take much longer than three years to achieve this award. Some may have no need or desire to achieve this award even if they are already operating at this level. Others may never achieve the award, some of the reasons for this have already been mentioned. Of the people who do pass, obviously some will find it easier than others. On the physical side some will get away with brute strength while others need to develop technique or spend time in the Gym to make up for smaller muscles. Decision-making and leadership seem to come naturally to certain people. Some people are predisposed to understanding the requirements of navigation and tidal prediction. Some paddlers are lucky enough to live near advanced sea conditions. Some have easy access to good coaching and or mentoring. All are strong factors in the path to 5 star achievement.

Is it necessary to be physically strong to pass a 5 star sea assessment?

Or

Is it right to expect males and females to perform at the same level?

There is a suggestion that some aspects of personal performance, in the current 5 star, especially towing and rescuing are obtainable only by the large and muscular amongst us and that it is especially unfair to expect female paddlers and more slightly built males to perform at this level.

I can think of several level 5 coaches who aren't exactly built like Goliath (no offence guys). So while a certain level of fitness is required good technique can and should replace brute force. I also know of a young 5'4" female paddler, who definitely isn't built like the proverbial Russian Shot Putter, who passed the 5 star sea award within' two years of starting to paddle, not on steroids or paddling every day of the week, just motivated and determined.

I am not suggesting this is the norm or what every one should aspire to but it is obviously possible. The bottom line is that for the award to prove competence at a certain level it must be assessed at a relevant level.

The level of the award is after all set by the sea (or more generally Mother Nature) which is totally ambivalent regarding sex, age, ability or experience. At this level you are responsible, once you are in a situation on the sea you have to deal with it, a concept becoming harder to grasp in modern society.

Conclusion

I would like to see the 5 star award become more accessible and for more people to pass at this level. However making the award easier is not the answer I would chose.

Creating a uniform level at assessment, educating people and dispelling assessment horror stories, coaching good technique and encouraging a self improvement ethic or "paddling with a purpose" seem a much more positive way forward for the whole of the sport.

Loathed though I am to do my self out of work I do not feel level 5 coaches should be the only persons to lead paddlers on advanced water. I would like to see the 5 star evolve into more of a stand-alone award, allowing club paddlers a measure of their competence to lead groups in advance conditions, without the expense and commitment of chasing coaching awards aimed more and more at the commercial market. The next question is are we as trainers and assessors given enough time to do our job properly and fairly in the two days currently given for this and other awards?

Steve Maynard

HERTS YOUNG MARINERS BASE

INSTRUCTORS REQUIRED FOR 2001

HYMB operates as part of Herts County Council Youth Service.

It's activities consist of canoeing, kayaking, sailing, windsurfing, climbing and caving/potholing. Applicants should have a minimum of two NGB awards in RYA Sailing/Windsurfing. BCU or SPA.

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The Trim Thing Re-Visited

Jason Carroll Aspirant Level 5 Coach

We tend to think of the canoe level 4-coach award as the ability to lead on higher grades of rivers, but it also has the same leadership values, when leading on open water i.e. greater wind strengths. In the 5 star assessment conditions may be up to force 4/5. Consider this, what would be your option, if you could not travel downwind due to an estuary or a large dam overflow?

I've looked at paddling on the upwind side as opposed to the downwind side as an open canoe solo paddler; this was done in a range of conditions. Sea kayakers use a leaning towards the wind as a safer option. If you consider the transferability of the findings to the current way of paddling, it would seem to open a new unexplored avenue of thought. If you are a solo paddler and have to cope with the changing environment of the open water stretch, it would be nice to have a few options and here is one that you may not have considered.

Use the details and tests below to make up your own mind.

Trim Test

The following test can be carried out to get an overview of the differences between paddling on the up wind side and the downwind side. Use a several different wind strengths about force 2 / 3 / 4 or more if you are 5 star level. Most of the test should be done by sitting and drifting. The paddlers position will be either bow side of the yolk or stern side of the yolk in order that the canoe keeps side on to the wind.

Test 1 The Drift Test

One-person sits on the upwind side and the other sits on the downwind side then let the wind take you.

Test 2 The Capsize Test

Lean the canoe over then try to do a support stroke. Again on either side.

Test 3 The Swamp Test

Lean the canoe over on either side and analyse the amount of water taken in.

Test 4 The Efficiency Test

Paddle across the wind now on either side. Sitting in front of the yolk and upwind, look at stroke rate. Then on the down wind side behind the yolk and look at the stroke rate. What strokes were you doing?

Test 5 The Direction

Also play with adjusting your direction by sliding back and forward.

Have a few goes then begin to write your results down. Alternatively, take a group out and have a play, listen to what they say, chat to other paddlers and compare notes.

The Trim Thing - The Article

Just a brief reminder about the Trim Thing. The article was to compare paddling on the upwind side in stronger conditions as opposed to the downwind side. After a meeting with the Marine Engineering department from Newcastle University, this included video footage and the Trim Thing from Code. When faced with the facts, they began to question why anybody would want to paddle on the downwind side and here is why.

Forces Involved

1	Resisting Forces	The Water
2	Frictional Forces	The Wind

The Trim Thing Re-Visited cont..

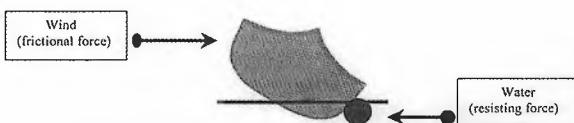
Flat Boat

Flat Boat The resisting forces are not enough to stop the boat getting pushed down wind. Therefore, it will be blown down wind quite fast.



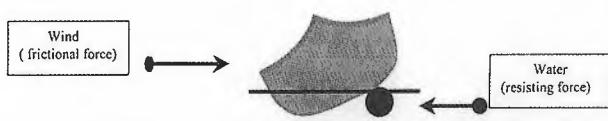
Down Wind

Down Wind The resisting force is similar so once more, the boat will be blown down wind quickly.



Upwind

Upwind The resisting forces of all the positions are greater, so this position is the most stable.



As you will see this is a simple look at the forces involved. But when you begin to explore the options you will begin to understand that as a coach or paddler you can now begin to improve your range of options for trim. People have been paddling on the downwind side against the wind for years, and have been limiting their development. To paddle with the wind would make more sense. Consider this, if you give people a few more options the sport itself will only develop.

There will already be many other factors that will make paddling easier. If you took the basic foundation from the theory, then started to put them together a step by step list the end product will turn out to be to your advantage.

1. Leaning towards the wind. This gives you a more stable platform.
2. Sitting in front of the yolk the back will blow down wind and front point upwind.
3. The paddle stroke is vertical. This gives greater power and will give more resistance if needed.
4. Paddling on the upwind side. If a wave begins to break you can low support on it and simply bongo slide. As the water pushes you downwind, its power will decrease then carry on.
5. It is difficult to take on water over the gunnels. This is because the water builds up on the bottom of the canoe because of its shape.

Many people may be thinking why should I need to go out on open water in a force 4 /5. I'll just not go out! But the same was said about paddling some of the higher grades of river in the early days of kayaking and look at the grades of river that is been done today. They may also want to look at the 5star open canoe syllabus and read that. Many things can be drawn from a different look at things some may choose to stick with what they know others may be more receptive to new ideas. Either way we need to be given the opportunity to let the sport progress, so as a coach I feel that I can help this by sharing results. So to them that would rather be paddling than sitting at home here is another chance to go out.

Jason Carroll Aspirant Level 5 Coach

Practical and



So what does make a good coach? What are the secret ingredients that makes a good coach. Sure its easy enough to get hold of the ingredient but its how you put them together that produces a good result. This article aims to outline the tools we use as coaches and how to put them to practical use.

Coaching

Imparting our hard earned knowledge to our students is one of many facets of coaching. To put this over is the skilful bit. Its not just a matter of conveying technical information but to employ different tools:

Demonstration
Feedback
Visualization
Motivation
Goalsetting
Visual aids

Feedback

The coach may provide feedback to a student after a performance, for example, breaking in. The coach will have a model of an ideal performance in mind and compares this to the student.

Delivery:

Don't jump in too hastily with feedback, even before they have drawn breath. Wait till your student has paddled back up the eddy. Give short precise feedback, very important that its phased in a positive manner. Beware of bogging the student down with too much information. Beginners will require a greater proportion of feedback as they have little or no basis for knowing if the stroke is correct. Let's call this:

Coach orientated feedback.

The coach is constantly giving input. In the short term this will give fast effective results, which is desirable for short coaching sessions where the skill is of a low acquisition. For example, forward paddling, low braces. But this is not to say that coach orientated feedback wouldn't work for a complex move such as a cartwheel, for quick fix solutions.

Student feedback.

How about letting the student start to figure things out for themselves, but the coach would serve as a guide. Giving the student tasks and asking them for feedback, guide them to the correct or ideal method. At this stage we are requiring the student to become more aware of their actions and heighten their perception of movement.

Students are evaluating their own performance.

Later on in the learning process, the student will get the feel for a move, encourage self evaluation using specific tasks, for example at what boat angle is best to ferry glide.

Pre planning strokes

To complete a certain movement, let's say a low brace turn, a certain sequence of strokes will be required. All too often a student will know what they want to achieve but will not think how to achieve it. Discourage blindly bundling into a set of strokes. Rehearsing your student's strokes verbally first will have a great effect. The more complex a move, for example, a cartwheel, knowing exactly the stroke sequence is vital. Ask the student what they are planning, and how they are going to go about it. Once the move has been practiced and they have it clear in their mind of how the strokes feels, the coach can then move on to:

Visualisation

What's your favorite river or stretch of water? Imagine yourself

Effective Coaching.....

Caron Geal

there right now. Well done! You have just visualized. It's not terribly hard to do, but requires a little practice to 'day dream' specific events or actions. So how can this improve the student's performance?

Earlier, we talked about pre-planning a stroke sequence. Now think about its movement in your mind. Imagine performing the stroke sequence. Cox (1986) suggests that it is better for learners to 'model' their mental rehearsal on the performance of a good technician. As we mentioned earlier, the learner has little or no basis for perceiving movement and benefits more from 'doing'. Whitmore (1982) talks about imagining that a performer is someone else, trying to feel what it is like to be that 'model'. A skilled paddler would be able to relate to their previous performance, adjust their movement mentally, then perform etc. Ulrich (1967) concluded that mental practice causes the same neural mechanisms to be used as would be employed during physical practice! So, does this suggest we could improve even without being on the water? In essence, it could. To be of maximum benefit, mental rehearsal and performing needs to occur in sequence on the water.

Ryan (1981) says: "There is the suspicion that the unconscious can attack a problem relentlessly and constantly, even though the approach is not in the traditional manner. After the conscious has been working hard on a problem (a period of mental practice), it may yield an insight to the unconscious, though we don't know by what process. One of the most famous incidents in which the unconscious produced an insight was that of Archimedes proclaiming 'Eureka' in the bathtub."

This may explain why an improvement in performance after a lay off is possible.

Motivation

Developing Skill is a long process, and skill takes time to acquire and motivation is an important link in the process. Motivation is what drives us all, and can be reinforced by results. Knowledge, motivation and movement achieve skill. This can be represented as this model

Knowledge

Skill

(Perception of)
Movement

Motivation

Bogging students down with unattainable skill will surely effect their motivation.

Plan a session at the student's level.

Attainable goal setting

Success in a task is confidence building, which means they will be back for more. A student will generally have an idea of what they would like to achieve. Goal setting is about the student and coach planning achievable goals. A student may wish to achieve a 4 star award, this is their long-term goal. This can then be broken down into short and intermediate term goals.

For example:

SHORT TERM GOALS	INTERM GOALS	LONG TERM GOALS
Being more accurate with a throwbag	Complete the journeys requirement for 4 Star	4 Star Award

Watching someone skilled pulling moves can be an inspiring sight. These skilled people become 'models of movement' which the student will try to copy. Harrison and Blakemore (1989) reckoned that around 83% of all learning occurs through showing people what to do.

Demonstrations should always be proceeded by an explanation, as talking and demonstrating simultaneously can be off putting to the student. Full attention can be only to one thing at a time, visual or auditory.

When coaching a specific point for example edging, highlight this verbally and draw the point to a demonstration. Pitch the demonstration to the level of the student. The benefit to a beginner will be limited as perception of movement is weak and needs to be reinforced by practice and regular feedback. A more skilled student will perceive movement far easier and the benefit may be greater, so therefore greater attention to a particular point in a demo could be valuable. Before the student moves on to practice, ensure all is clear in their minds and that they understand.

Video

There are several pros and cons inherent with the use of video, from a coaching point of view and the student's point of view.

Student's view- cons

As soon as the camera is produced, people become very self-conscious and their performance suffers. People can be embarrassed when reviewing the footage. Setting up a good camera angle. Coaching and using video simultaneously. Feedback methods- can too easily highlight errors. Usually not possible to review between performance

Pros

Students can benefit from watching their performance. Objective. Can watch a performance over and over. Accurate. Permanent, comparison to historic performances.

Use of a video for feedback can be an excellent tool, if used correctly. If using a specific wave I suggest using a tripod with the camera, as this will solve the problem of attempting to video and coach simultaneously.

Set the video up on a fairly wide angle, as no one wishes to see close ups of nasal hair! A wide angle will capture the approach, execution and exit of a performance on a wave.

If filming, let's say a portion of a slalom course, the camera will of course need operating. I suggest a helper would be the best option, leaving you free to observe and coach.

When reviewing the footage, don't be tempted to highlight the errors, but use constructive feedback. I have found video to be a real eye opener for self-analysis. Slow motion analysis can be useful to highlight specific points, whether positive or constructive coaching points.

Caron Geal

Yorkshire Region

The first coaches forum at Mixenden on October 1st was a huge success with over 70 coaches of all levels in attendance. Apologies to those who applied and were turned down due to over subscription.

Thank you to all the staff at Mixenden for providing us with an excellent venue for the event. A special thanks to Brian's wife who must have provided us with over 300 teas and coffees!

Please see separate report by one of the participants. The next coaches forum will be held on Saturday 24th March at Sleaford Watermill, all coaches within our region will be circulated with the details shortly. I am still looking for volunteers to run workshops for the forum and would welcome suggestions. It is advisable to apply early to avoid disappointment.

Coaching Processors Course, this will be held on Saturday 20th and Sunday 21st January at Bewerley Park Centre, details from Paul Dearlove, Bewerley Park Centre, Bewerley, Harrogate HG3 5JNB

I am still receiving course approval forms for courses within the region, any coach who would like to do an assessment or training course should contact me for up to date details.

Ian Scott RCO Yorkshire
12 Highcliffe Place, High Storrs, Sheffield, S11 7LW. Tel: 0114 2630178, 0961 815038

Communications within the CENTRAL Yorkshire section of the Yorkshire region.

Those of you who live in the area around Leeds and Wakefield may not know, that from a coaching service perspective, they are referred to as part of CENTRAL Yorkshire. From a print out from HQ it would appear that we comprise of 4 clubs, Leeds CC, Leeds University CC, Knottingley CC and White Rose CC, plus one approved centre at Pugneys. There are 106 names on the list. The list was compiled from a search of post codes and includes the following:- LS 1 to 28 (but not 20) and LS 98 & 99 (where ever they are), WE 1 to 11 inclusive.

I don't have a geographical map of what constitutes Central, but there does seem to be some anomalies. For instance, a friend of mine who lives in Tadcaster is on the list, but not the club he belongs to, (Lower Wharfe CC) and yet the secretary of the club also lives in Tadcaster according to the yearbook.

What I am trying to do, is find out who the "Central" coaches are in order that I can represent them as LCO.

Represent is a difficult term in this context. Again

by way of an example, another friend who is a member of my club (White Rose) isn't on the list as he lives in Ilkley (which is LS29). So do I try and catch Coaching members of all clubs in a specific area, (and independent coaching scheme members). Or, all coaches in a specific area regardless of what club they may be a member of, (or where that club operates). The beauty of the club based representation system, is that I could reach them with a quid's worth of stamps. But how many of you are not in a club?

Obviously there are variations. We could have members who do all their coaching as part of their work, in an area different from where either they paddle for pleasure or live.

So, what I am leading up to is, (as they say on the television programme), is "the choice is yours". Let me know where you are, whether you are in a club and which one and what you think, via any of the following.

Dick Constable, 120 Gledhow Wood Rd, Leeds, LS8 1PE.
Tel 0113-2668787 hm. 0113-2321045 work. Or e-mail
Dick.Constable@vickerSdefefice.co.uk

Whilst this is going to print I will have contacted the 5 clubs and 1 centre and eagerly await a response.

DEVON & CORNWALL

After many years of service Jan Bradford has decided to step down as RCO for Devon and Cornwall. Jan, in post for over 10 years, has been fully involved in the Role - championing the cause of coaches nationally as part of the National Coaching Committee (now UK & English Coaching Management Committee) and coordinating regionally the annual BCU coaching awards programme.

At all levels her experience and knowledge of the sport and her readiness to stand up and be counted on behalf of coaches will be missed.

On behalf of all the coaches (past and present) I would like to thank Jan for her tremendous service to the BCU Coaching Service.

Wanted: New RCO for Devon & Cornwall

If there is anyone interested in taking on the role please send nominations to BCU Office by Friday 5th January 2001.

WESSEX REGION

Wessex Forum
Blandford Forum, Dorset

Coaching Processors 28th-29th April 2001 at Exeter, apply with a £20 deposit
to: Pete Whitfield, 62 Woodfield Crescent,
IVYBRIDGE, PL21 0FB.

Assessor Training 28th April 2001 at Bristol, apply in writing to RCO
First Aid Training 12th May 2001 at Bristol, apply in writing to RCO
Gordon Summers, RCO Wessex 20 Ivybridge Tavistock Road
Weston Super Mare BS22 6LP

WESSEX REGION cont

Purbeck District Council

The new Rural Sport and Recreation Development Officer for Purbeck, Pat Bailey is seeking to set up a comprehensive coaching data base and coach education programme across all sports. Any coaches interested in being included in the programme should contact Pat Bailey, Purbeck District Council, Westport House, Worget Road, Wareham, Dorset BH20 4PP. Email: patbailey@purbeck-dc.gov.uk. Tel. 01929 557338

Note:

In the interests of Data Protection the BCU does not to pass on information about individual members on its membership / coaching database to outside organisations other than in BCU Yearbooks.

WEST MIDLANDS

New RCO

Phil Ascough will be taking over from Dave Crooks to become "Acting" RCO for the West Midlands. Phil has been working in close support of Dave who has recently decided to step down. In the caretaker role Phil will continue with a similar annual programme - consolidating events like the Regional Update Forum (next forum: circa March 2001) and the successful regional coaching weekends – however, to implement the annual programme Phil will also be actively seeking to establish a network of LCO's in the region – currently Phil Russell (Shropshire) is the sole LCO for the region.

The election / appointment of RCO's is currently under consideration and fill has been asked to act as RCO until the review is complete.

RCO Contact details:

Address: Upton Warren OEC, Upton Warren, Bromsgrove, Worcestershire B61 7ER
Tel: 01527 861426
Fax: 01527 861799
Email: philascough@RYA-online.net

Herefordshire Coach Resource Centre

Calling all coaches!

Hereford Council, Leisure and education sections in partnership with the Hereford Sports Council and support from the National Coaching Foundation are setting up a Coach Resource Centre. The aim of the Centre is to provide a facility for local coaches within the area to access equipment, resources and information to assist coach development. The BCU will be providing information and resources to help the Resource Centre provide up to date information locally. Coaches in Herefordshire interested in accessing or supporting the Resource Centre should contact :

Jane Powell, SDO Herefordshire District Council, PO Box 44, Leominster, HR6 8ZD, email: jcpowell@herefordshire.gov.uk, telephone 01432 260119

Coach Update / Development Forums

EASTERN REGION

Once again we move towards the end of another year. Reflecting on many successful regional events it is all to easy to take things and people for granted.

The new year will see many familiar faces absent from committees, clubs and events. I would like to take this opportunity to thank on behalf of the region Jim Croft for his tireless work on behalf of slalom and wish him well in his retirement. Keith Sunderland for his long service to coaching as LCO for North Cambs and Mike Bartell who has moved out of region, taking up a new post in Northern Ireland.

On a personal note I would like to thank all the LCO's and their wives for their personal contribution to the smooth running of the region.

New LCO

Bob Burnham was duly elected as LCO for Cambridge North, Bob is a well-known person within paddlesport and I believe he will make a valuable contribution to the region. So don't delay give him a ring!

Individual Learning Accounts £130

Individual Learning accounts are a new way to help you pay for your learning. Backed by the government and supported by colleges other learning providers, employers and others. To open an account you must be over 19 and employed. To register for a claim form contact 0800 072 5618 or contact the Dof E directly on 0800 100900

Regional Development Programme

The first 9 months of this year has focused on the acquisition of information about our regional infrastructure. Outcomes from this process have enabled us to form a close working relationship with Richard Ward (English Coaching Development Manager). The next phase of our development as a region and a union is bridging any gap or barrier that exists between the ECU and the membership. In the first instance we are looking at the possibility of an LCO directly supporting a limited number of clubs or centres – this role could be further supported by other parties being integrated into this process therefore lessening the work load.

The process will then have the full support of a Coaching Development Officer providing clubs with information and training directly from Nottingham.

Re-validation

The regional goal of offering local, cost effective opportunities for coaches to revalidate is being achieved. If you have not attended please contact your LCO for details. Local events will be available in all counties in the new year. ALL you require is Current Full Membership, Current First Aid and evidence of your coaching activity.

Southern Region 3rd December 2000

Cumbria 9th December 2000

West Midlands: 20th Jan 2001

Keep an eye on Feb Code for all 2001 dates!!



WCA 2001 COACH UPDATE WORKSHOPS AND REGIONAL COURSES

REGIONAL WORKSHOPS

South West Wales **GENERIC** **31 March – 1 April 2001**
 Palm River Safety, Flat Water Rescues, Child Protection, Injury Prevention, Assessor Training Coaching Methodology
M JENKINS

North Wales **GENERIC** **28 – 29 April 2001**
 Flat Water Rescues, Child Protection, Injury Prevention, Assessor Training, Coaching Methodology
PAUL O'SULLIVAN

South East Wales **GENERIC** **13-14 October 2001**
 Safety at Sea, Disability Awareness, Insurance, Liability & the Coach, Assessor Training Coaching Methodology.
P.DONOVAN

REGIONAL COURSES:

These courses are guaranteed to run given minimum ratios. Those aspirant assessors or coaches that wish to observe these courses should contact their LCO.

Jan 14	OC 4* Assessment	M Lowe
Jan 13/14	OC 4* Training	M Lowe
Feb 9/10/11	OC Level 3 Training	M Lowe
Feb 9/10/11	OC Level 3 Assessment	M Lowe
March 2/3/4	OC 5* Assessment	M Lowe
March 3/4	Kayak Level 3 Trng & Assmt	P Donovan
March 24/25	Surf Coaching Course	Bill Beynon
April 28/29	OC and Kayak Level 2 Trng	P Donovan
May 26/27	Sea 5* training	N Robinson
June 9/10	Sea Level 3 training	N Robinson
Sept 8/9	Sea Level 3 Assmt	N Robinson
Sept 29/30	Surf Festival/Competition	B Beynon
Oct 20/21	OC and Kayak Level 2 Assmt	P Donovan
Oct 27/28	Surf Coaching Courses	B Beynon
Nov 10/11	OC level 3 Trn & Assmt	R Egelstaff
Dec 1/2	OC Kayak 5* Trn & Assmt	R Egelstaff

Providers:

Nigel Robinson - Y Bwthyn, Fachelich St David's	01437 720 675
Paul Donovan - 33 Purdy Close, Barry	01446 749 447
Rob Egelstaff - Plas Pencelli, Brecon	01874 665 241
Bill Beynon - WLA Rhoselli	01792 296 769
Martin Lowe - Maes y Lade, Tregoyd Brecon	01497 847 287
Alan Giles - 4 Griffin Terr, Tayllyn, Brecon	01874 658 293
Mike Jenkins Maerdy Bach Betws Ammanford	01269 594 725

INSTRUCTOR REQUIRED

2001 SEASON – MARCH TO OCTOBER
 for small private centre in Scottish Highlands

£9 – 11k p.a. pro rata, depending on experience

Pref min quals:
 S.P.A

BCU Level 2 Open Canoe
 GNAS Archery Leader

Send CV and covering letter to Ray Cameron:

**Fairburn Activity Centre,
 Marybank, Muir of Ord,
 Ross-shire IV6 7UT, Tel: 01997 433397
 E mail: activity@fairburn.co.uk**

SCA COACHING CONFERENCE - A SPRING DATE FOR YOUR DIARIES

LAST YEARS CONFERENCE WAS A BIG SUCCESS BUT WE DON'T KNOW WHY. A LOT OF THANKS ARE DUE, AND ITS HARD TO KNOW WHERE TO START??

WAS IT THE BIG GUN FREESTYLERS, RIPPIN IT UP WITH CHEESEY, BOB CAMPBELL, TIM THOMAS, CAMM ALLAN, ANDY ENGLAND AND JACKO ??

MAYBE IT WAS THE NEAR PERFECT CONDITIONS SURFING AT THURSO; ONE OF EUROPES BEST BREAKS WITH EUROPES BEST SURFER. TRACY STEWART??

PERHAPS IT WAS THE OPPORTUNITY TO GET COACHED BY THE OPEN BOAT FREESTYLERS STUART GIBBON AND STEVE MACDONALD ??

I KNOW; IT MUST HAVE BEEN THE CELIADH WHICH THE GLENMORE LODGE BAR STAFF KEPT GOING DESPITE REC RIVERS TRYING TO DRINK IT DRY AND OUR STUDENT CONTINGENT STRIPPING THE PRESIDENT AND HANGING HIS CLOTHES IN THE FOREST ("THAT SORT OF THING NEVER HAPPENED IN MY DAY..." SAID SAM CRYMBLE).

OH BUT IT WAS EDUCATIONAL TOO

"I LEARNT MORE THIS WEEKEND THAN IN THE LAST 3 YEARS ..." DAVE LEE. "
 I'VE GROWN AS A PERSON AS WELL AS A COACH..." MY MUM

WHO KNOWS WHAT MADE IT ALL GO SO WELL - WE DONT SO WE'RE GOING TO HAVE TO DO IT ALL AGAIN TO FIND OUT !!

GLENMORE LODGE; 12 / 13 / 14 MAY 2001

WATCH THIS SPACE FOR DETAILS OR CHECK OUT THE LODGE'S
 WEBSITE FOR UPDATES AS THEY APPEAR.
www.glenmorelodge.org.uk

PERSONAL PERFORMANCE AWARDS UPDATE

Please note that the reduced fee for BCU members for personal performance awards, includes youths who are members via their canoe club youth section registration. They will have a Club membership card to verify this and should send a copy of their card together with their documentation and fee to the BCU. Any queries to Nottingham Coaching Office

Changes to Reinstatement Procedures

Members wishing to freeze membership for any reason may do so providing it is frozen in advance. A fee of £5 is payable to do this.

If the member is a coach and their membership is frozen for a period exceeding three years then they pay the current years membership plus a fee of £25.00 to cover the cost of revalidation. Revalidation will be in the form of an action plan plus a workshop or working alongside a Course Provider (as determined by their RCO)

If the membership lapses, and the member is a coach, then they will pay the current years membership plus a £25.00 fee for each year the membership has lapsed to cover re-validation (max charge £75.00). This will be in the form of an action plan plus a workshop or working alongside a Course Provider.

If the member is a coach and holds assessor status re-instatement of the Assessor Status held would not be automatic. Re-instatement of assessor status as appropriate (possibly at a lower level) would be re-activated on application via an agreed action plan and possible charge. A decision on an application for assessor re-instatement and any associated action plan would depend on number of years of lapsed membership.

FEEDBACK - Issues raised during Questions and Answers session

1. Contracted Course Providers - Why do they have to have 5 Star?

Answer: NT – NCC felt Level 4 / A4 assessors would have a broad view of the awards programme and therefore be well suited to the role. The first contracts are ready to be renewed next year; this will be a chance to evaluate the situation.

2. Revalidation of young coaches. How are we going to attract younger coaches? Cost is an issue.

Answer: RW - I am open to suggestions. The number of coaches who may well opt out of the coaching awards scheme is of grave concern to the BCU. There is a need for a flexible approach via local forums / events.

3. Examiner Forums - A need was expressed for opportunities for examiners to get together to ensure consistency in assessment standards

Answer: RW – A reasonable request, perhaps could be included in the Update forums.

4. Communication (of changes to the coaching service system). A number of coaches felt that changes in the system had occurred without any form of consultation.

Answer: RW – I hope that the Local and Regional network of Coaching Officers will provide an opportunity for groups to express their views and have them carried forward in the decision making process. The principle to be followed, when one person has a problem then the problem is theirs, however if 100 people have a problem then the BCU starts to have a problem and the matter will be looked at.

5. Cynicism about BCU. Promises have been made and not delivered – e.g. Star test video

Answer: RW – Today is the start of the rest of my life, the BCU has faced many problems in the past, trying to be all things to all people, however, its both manpower and resources to start to make sure that from now on it will start to deliver what it says it will deliver. Furthermore as a democratic organisation each member has to take some responsibility: after all it is the elected representatives that make policy, the office has a supporting role for which I take ultimate responsibility. My aim is to encourage coaches to take part in the democratic process to ensure that the voice from the grass roots is not lost. *I we are listening.*

6. Perceived move towards the professionalisation of coaching. The impact upon clubs has been great.

Answer: RW – There is no intention to exclude any part of coaching – clubs, centres, competition disciplines voluntary or paid coaches. I would accept however that there is a need for clarity and consistency between overall BCU objectives, Coaching service objectives, policy design and the actual effect of policy changes. Also as with all the previous answers there is a need for everyone to get interested in the democratic process

Coaching Directory

A resource for BCU



A new up to date Coaching Directory is available either on CD or as an A4 loose leaf BCU Log Book insert. The most comprehensive version of the Directory to date. Seven sections of information and details covering tests and awards synopsis,

Personal Performance Awards, Safety Awards, Registration Details, Coaches Code Information, Coaching Awards Information and Endorsement information.

Unfortunately and unlike with the earlier addition of the Directory we have been without FEFC income to offset the production costs of the new Directory. Therefore there will be a charge on it. The members price reflects the costs of production. It will be available to members only at this price. Without proof of membership the cost of the Directory will be.

Either Version

Members Price £8.95 Non- Members Price £15.95

Protecting Children and Creating a Safer Environment for Sport and Recreation

Paddlesport *Safe*

As a parent or coach, part of supporting your child's / students involvement in sport and recreation activities includes ensuring their safety while they're having fun. In this respect we all have a responsibility to make sure children are protected from abusive situations. This information will provide you with a guideline on what to watch for and where to turn if you suspect harassment or abuse.

While there are differing degrees of harassment and abuse, both provide serious setbacks to a child's enjoyment of, and participation in sport and recreational activities. Abuse is any action, physical or verbal, which exploits or potentially harms or damages a child's physical, emotional or psychological health. When a child is abused, he or she often experiences abuse by people older than them, usually by people they know and trust.

Harassment or abuse can take many forms:

Physical –where a child is intentionally injured or made to do excessive exercises as punishment;

Sexual – where a child is exposed to, or invited to participate in sexual contact, activity or behaviour;

Emotional – where a child is made fun of, criticised, discriminated against or put under an unrealistic pressure to perform;

Neglect – where a child is not provided an appropriate level of care and supervision.

If you feel that the abuse is of a sexual or physical nature it must be reported to a Line Manager or Senior Person, NSPCC, Childline Or the Police.

Clubs are advised they should take the matter of child protection seriously and preferably appoint a person responsible for this area. If it is a small club it may well be the president or secretary. The important thing to remember is, they do not need to be experts in issues relating to child protection. It simply identifies someone who people can report to. **It is not up to any club member or official to decide if child abuse has occurred, but it is their responsibility to take action, however small the concern.**

How to recognise abusive situations

As a parent, you know your kids best, look for signs that they are not their normal selves and may be unusually withdrawn, disinterested, unhappy or angry.

As Coaches also, there are many signs, both physical and behavioural, to suggest possible abusive situations. Unexplained injuries, sexually explicit actions or language beyond their age, new friendships with older persons, or sudden changes in behaviour are just a few examples.

Parents ! What you can do about it

You can protect your child both at home and in the environment in which they participate. Encourage your child to talk openly to you about their activities and let them know that it's okay to tell when something isn't right. In addition, you should:

Be aware of your child's sport or recreation environment;

Get involved in their activities by getting to know their coaches, volunteers and other parents;

Talk to your child and their coach about what's okay behaviour and what your child wants to get out of their activity;

Ensure their sport or recreation association has a harassment policy and a screening process in place for staff and volunteers;

Know how to voice your own concerns;

Listen to your child's complaint and no matter how far fetched it seems, check it out;

If the problem is not sexual or physical abuse, try to resolve it with centre or club officials Before approaching other community services have the situation corrected and, if necessary, **remove your child from the activity.**

Coaches! Additionally be aware of:

Unexplained bruising, cuts or burns on a child, particularly if these are parts of the body not normally injured in accidents.

An injury for which the explanation seems inconsistent **Changes** in behaviour such as a child becoming very quiet, tearful, withdrawn, aggressive, or displaying severe tantrums.

Loss of weight without medical explanation

An inappropriately dressed or ill-kept child or one who becomesd increasingly dirty or unkempt.

Sexually explicit behaviour, for instance , playing games and showing awareness which is inappropriate for a child's age.

A child describing what appears to be an abusive act involving him / herself.

Some one else a child or adult, expresses concern about the welfare of another child.

Running away from home, attempted suicides, self-inflicted injuries

A lack of trust in adults, particularly those who would normally be close to a child.

Disturbed sleep, nightmares and enuresis particularly if a child has previously been dry

Eating problems, including over-eating or loss of appetite

**Creating a safer place for our children to play is everyone's responsibility...coaches...volunteers,...
...sport and recreation organisers..... local clubs and associations...schools...all levels of Government..... the
participants....**

**We Should all
BE INVOLVED.**