

Level 1 Coxing / Steering Certificate (Coastal)

Workbook

Last updated May 15

Table of Contents

ACTIVITY 1.....	2
Rights/roles and responsibilities.....	2
The cox’s charter: Coxes’ rights	2
ACTIVITY 2.....	3
Risk assessment	3
ACTIVITY 3.....	4
Boats and equipment.....	4
ACTIVITY 4.....	5
Part 1 - Coxing clothing and equipment;.....	5
Part 2 - Personal flotation devices; buoyancy aids and lifejackets.....	5
ACTIVITY 5.....	7
Know what to do in an emergency!.....	7
ACTIVITY 6.....	8
Coxing Commands	8
Part 1 – Terminology.....	8
Part 2 - Commands	8
ACTIVITY 7.....	9
Communication	9
What you say: Communicating positively.....	9
How you say it	10
When you say it; Timing your commands	11
How much you say.....	11
ACTIVITY 8.....	13
Steering and Manoeuvring.....	13
ACTIVITY 9.....	14
Steering and manoeuvring set course practical.....	14

ACTIVITY 1.

Rights/roles and responsibilities

What is a cox?

What are the roles of a cox/steersman?	
What are the responsibilities of a cox/steersman?	
What makes a good cox/steersman?	

The cox's charter: Coxes' rights

Coxes have as many rights as rowers and scullers;

- To enjoy the sport
- To be kept safe
- Not to be perfect every time
- To improve
- To receive quality coaching
- To be treated fairly
- To be given responsibility
- To be praised
- To have rights
- To eat!

ACTIVITY 3.

Boats and equipment

Checking the boat and equipment

Coxes should supervise a check of the boat and oars after the outing to check that they have not been damaged, and are ready for the next session.

Discussion: What boat checks should be carried out prior to each outing?

Boat checks
△
△
△
△
△

Practical: Carry out an equipment check!

Boat Safety Check	
1. Boat has no damage to hull and all seals are fully watertight	
2. Boat has sufficient buoyancy and any buoyancy compartments are secure (where applicable)	
3. Check that footrest/stretcher is secure and “quick release” straps/heel restraints are effective (where applicable)	
4. Pins, Rowlocks and/or Swivels in good working order	
5. Fender or Bow ball suitable and fixed (where applicable)	
6. Outriggers and top-nuts are secure (where applicable)	
7. Bung in place	
8. Rudder secure and working	
9. Buttons, handles, leather secure on oars	
Safety Equipment (carried in the boat)	
1. Spare pins/rowlocks (where applicable)	
2. Tow-line	
3. A floating grab line at least 15 metres (50ft) long with a large knot tied in one end to assist throwing (ideally a purpose made rescue/heaving line “throw bag”)	
4. A bailer	
5. A sound signally warning device, capable of attracting attention over a distance of at least 200 metres	
6. Thermal/exposure blankets	
7. Lifebuoys and/or lifejackets (one per crew member)	
8. A basic first aid kit	
9. A sharp knife in carrying sheath	
10. Flares	
11. VHF	
Safety Equipment (in the boathouse)	
1. First Aid Kit (contents recorded and checked regularly)	
2. Telephone	
3. Fire Extinguisher	
4. Safety Notice Board	
5. Incident Report Book	

ACTIVITY 4.

Part 1 - Coxing clothing and equipment;

What clothing and equipment should coxes and crew have?

What particular equipment/clothing should coxes and crew have in hot/cold weather?

General equipment	Cold and/or wet weather	Hot Weather
Items of unsuitable clothing		

Part 2 - Personal flotation devices; buoyancy aids and lifejackets

What is your club/association policy on swimming ability and the wearing of PDFS?

--

Explain the difference between a buoyancy aid and a lifejacket

--

Know your buoyancy aid and lifejacket labels

Is your buoyancy aid/lifejacket appropriate for your location and the people using it?

	<p>Buoyancy aid 50 <u>Standard Application</u> Swimmers only, sheltered waters Help at hand Warning: This is not a lifejacket Relevant European Standard EN393:1993</p>
	<p>Lifejacket 100 <u>Standard Application</u> Sheltered waters Children under 40kg Relevant European Standard EN395:1993</p>
	<p>Lifejacket 150 <u>Standard Application</u> Offshore Foul weather clothing Relevant European Standard EN396:1993</p>
	<p>Lifejacket 275 <u>Standard Application</u> Offshore, extreme conditions Heavy protective clothing Relevant European Standard EN399:1993</p>

Diagram from the Marine Accident Investigation Bureau safety bulletin 3/2006

ACTIVITY 5.

Know what to do in an emergency!

What would you do if one of the following occurred at a point on your waterway?

- Hypothermia
- Man overboard
- Capsize
- Collision

At different locations on your waterway?

Discussion; Invent some scenarios that might happen and use the map of your local waterway, including emergency access points to work out what you would do. Some examples of possible scenarios are below;

1. A coach is training a junior girl's crew from the cox's seat. They are doing a session out at sea at the top of the tide. The sessions had been going well, but when the crew turned to come in they found themselves rowing against the outgoing tide and an increasing headwind. The tiring crew started to struggle against the conditions.
2. A senior men's crew are training for an end of season regatta. Pushing team hard in middle of a timed piece they crew ran aground on mud flats causing significant damage to the rudder.
3. A senior crew on a training outing are rowing with the tide back towards the slipway. On a stretch prior to the slipway there are a group of novice canoeists on the right hand side of the estuary. The boat is steered out into the middle to avoid the group of canoeists. A short way further along the estuary, a junior sailing regatta is taking place outside the local sailing club. One of the junior sailing dinghies heads towards the crew and capsizes trying to avoid the rowing boat, and in the process collided with the blades of the crew.
4. A coach who had recently joined the club to help out with coaching set off to coach a crew on an early morning outing, and accompanied them in a safety boat. During the outing, one of the individuals in the boat suffers an asthma attack.

ACTIVITY 6.

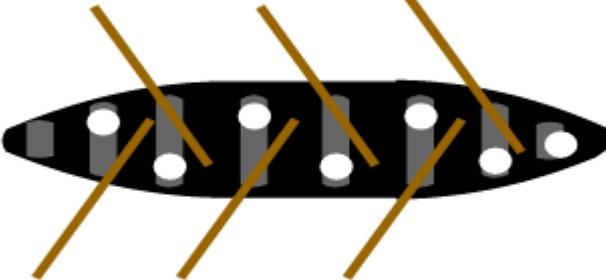
Coxing Commands

Always give clear and concise commands! You can earn the trust of your crew by being confident and giving consistent and well timed instructions.

Agree on the commands that work best with your crew when you are coxing them.

Part 1 - Terminology

The different positions in a boat



Circle the following on the diagram;

- Bow pair
- Stern pair

Which is port and which is starboard?

Strokeside	Port
Bowside	Starboard

Part 2 - Commands

What examples of commands can you think of that can be used in the following situations?

Getting the boat out	
Getting the crew in and launching	
Starting the crew	
Stopping the crew	
Changing length of stroke	
Changing pressure	
Turning the boat around	
Emphasising a change should be made	
Warnings	

ACTIVITY 7.

Communication

Coxes use verbal communication to

1. Give commands
2. Encourage or motivate
3. Give the crew feedback or information

Communication is made up of

- What you say
- How you say it
- When you say it
- How much you say!

Discussion:

List 10 things you say when coxing or that you have heard others say, give some good examples and some poor examples

Good examples	Poor examples

Why were the good examples particularly good and the others poor?

What you say: Communicating positively

Being positive, doesn't mean just saying that everything is fantastic, but means providing constructive feedback about how things can be improved rather than just highlighting faults for example, i.e. instructing someone on what TO DO not WHAT NOT to do

Discussion

Can you think of some examples of:

- Examples of positive communication/phrasing?
- Examples of negative communication/phrasing?
- Pick an example of negative communication and express it in a positive way

How you say it

How you say things can convey a lot of meaning. The way in which you speak including using

- Timing
- Rhythm/pace
- Tone
- Appropriate vocabulary

Can help you get your message across and create an image of what is expected of the individuals in your crew. Does your tone convey a conviction that they CAN do things or that they can't and are failing? Think about your own experience of how the way coxes speak has affected the tone and expectation of an outing.

In what ways might you vary how you say the following; can you think of some examples of;

Expressions of annoyance	
Terms of love	

Write down 5 words, expressions, phrases or descriptions that describe the ultimate crew (real or imagined) that you would like to coach, or have coached.

Words are laden with meaning

Particular words can be laden with associations for different people, can you think of some examples of names of medicines for example, and what the components of the words might suggest

Names of medicines	What parts of the name might suggest
---------------------------	--------------------------------------

When you say it; Timing your commands

When to give commands

- Give commands for changes in stroke length at the beginning of the stroke
- Give commands for changes in pressure at the finish of the stroke

You can say the right thing, but at the wrong time, or to the wrong person. Consider if the time is right to give feedback to a rower, or if you should adopt a particular approach for that individual given your knowledge of them.

How much you say

There is a balance to be struck between not saying enough and diluting the impact of your instructions and feedback by saying too much.

Discussion

- How much communication is too much?
- How much is not enough?

A good rule of thumb is to wait at least 10-15 strokes between commands, so that rowers have an opportunity to take on board your instruction and work on making a change.

Analysing other coxes' communication

Listen to a recording of a cox

Comment on their

Technical input	
Training input	
Motivational input	
Positive communication	
Amount of talk	
Appropriateness of vocabulary	
Timing of talk	
Use of sounds	
Use of rhythm	
Awareness of crew fatigue levels/concentration	
Identify some areas which you think they could improve	

Activity:

- Make a recording of yourself coxing a session.
- Listen back to the recording and evaluate things that you might improve
- Once you have got comfortable with rating yourself and making suggestions for improvement, get some additional feedback from either a member of your crew or your coach.

ACTIVITY 8.

Steering and Manoeuvring

Discussion; write down what you know about the role that each of the following in helping you to steer in a straight line or to turn.

Factors in steering	Notes/Comments
Oars	
Rudder	
Currents	
Wind	
Waves	
Boats speed	
Direction of travel	
Rules of navigation	

Activity: Using an overlay on the map of your local waterway, draw on the course that you might take during a local practice session or event.

Alternately you could project the map onto a whiteboard and mark the course on there.

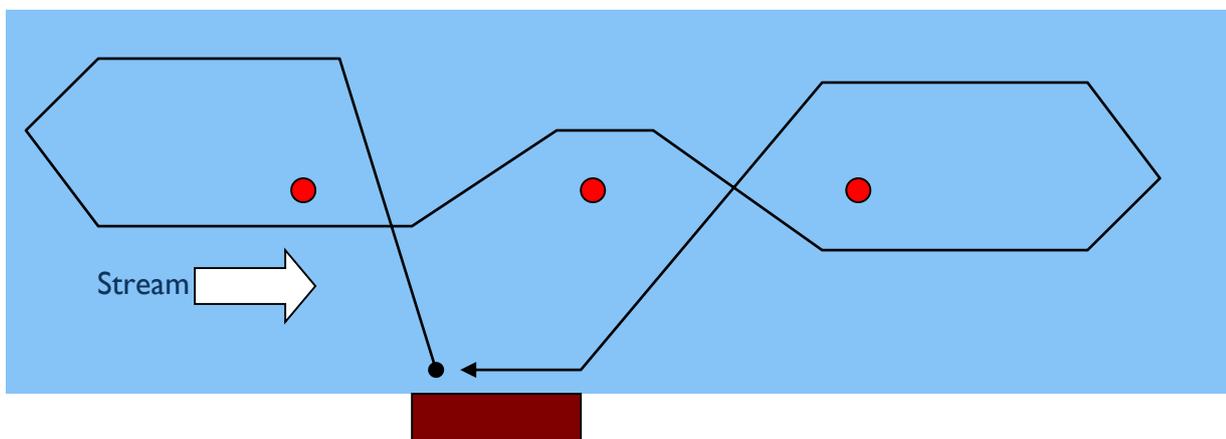
ACTIVITY 9.

Steering and manoeuvring set course practical

Activity: Set out a course which should include the following;

- Launching
- Coxing a straight line course
- Turning round
- Backing down in a straight line
- Backing towards a fixed point or object; e.g. buoy Slalom using the rudder
- Slalom using the oars/sculls only to steer
- Steering only when the spoons are in the water
- Bringing into a specified point for landing

An example course



Look at the steering and manoeuvring competencies required in the Level I award and include some manoeuvres to practice these in your course.