

2024

# Bowls New Zealand Development Coach Workbook



**BOWLS**  
NEW ZEALAND  
AOTEAROA

# BOWLS NEW ZEALAND DEVELOPMENT COACH

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## OTHER RESOURCES

### Manuals

Coaching Lawn Bowls – The Basics  
Coaching Lawn Bowls – Coaching Principles

### DVD

Coaching Lawn Bowls – The New Zealand Way

### Introductory Coaching Kit

Activities for introducing the game to new players

These are available for purchase from the Bowls New Zealand office. For details visit the coaching section of the Bowls NZ website [www.bowlsnewzealand.co.nz](http://www.bowlsnewzealand.co.nz)

### Course fee:

\$100 including manuals

## **BOWLS NEW ZEALAND DEVELOPMENT COACH**

### **ACCREDITATION PROCESS**

#### **Completion requirements**

- Attendance at a weekend course that will cover both coaching principles and sport specific content
- Practical coaching (20 hours) with mentor coach providing guidance
- Assessment – theory
  - Competence will be assessed with the completion of the questions in this workbook either in writing or orally.
- Assessment – practical
  - An assessor will observe the coach and provide feedback based on the checklist (page19). Coaches will be expected to demonstrate that:
    - ✓ That they adhere to the method of teaching technique as set out in the manual
    - ✓ They have a sound understanding of the required technique for delivery, line taking and bowl speed judgment
    - ✓ They communicate in a positive manner
    - ✓ They can analyse common faults and discuss correction options
    - ✓ They can successfully plan and deliver a coaching session

It is recommended that coaches at this level obtain a First Aid Certificate.

#### **Process for Accreditation as a Bowls NZ Development Coach**

1. Complete candidates section of application form
2. Attend and participate fully in course involving the delivery of the Principles of Coaching and Sport Specific information
3. Complete the theory paper including the Laws Guide
4. Complete the practical requirement (20 hours) and be assessed by a Coach Developer or their nominee.
5. Coach Developer will send information to Bowls New Zealand
6. Receive certificate and Skills and Drills Manual

#### **Updating requirements**

To maintain accreditation coaches must attend an approved updating course/event at least once every 2 years

**APPLICATION TO COMMENCE TRAINING AS AN ACCREDITED  
BNZ DEVELOPMENT COACH**

I, ....., play bowls at the  
.....Club.

I have a good understanding of the game of bowls.

I wish to undertake the training programme to become an Accredited Bowls NZ Development Coach.

Applicant's Address:.....

E-mail:.....

Phone:..... (H):..... (Wk):.....(Mob)

**MENTOR COACHES SUPPORT:**

This is to certify that I have agreed to support this coach to become an accredited bowls coach.

Signed:..... Accredited Coach      Date:    /    /

**CLUB'S SUPPORT:**

The above Applicant is a member of this Club and the Club Executive will support the application to train for accreditation as a Bowls NZ Development Coach.

Signed:.....      Date:    /    /

Office held:.....

**CODE OF ETHICS:**

I have read and agree to abide by the Bowls NZ Coaches Code of Ethics

Applicant's Signature:.....      Date:    /    /

**BNZ DEVELOPMENT COACH COURSE ATTENDANCE:**

This is to certify that the above Applicant has completed the Coaching Principles and Sport Specific training.

Signed:..... Coach Developer      Date:    /    /

**ASSESSMENT RESULT:**

This is to certify that..... has completed the post course practical and assessment requirements to become an accredited Bowls NZ Development Coach

Signed:..... Assessor      Date:    /    /

**Accreditation Issued:**    /    /

**Registered:**    /    /

## Coach's Code of Ethics

**I, as an accredited bowls coach in New Zealand agree that I will always coach and behave according to the Principles and Standards set by this "Coaches Code of Ethics".**

### Principles:

**Competence:** I will always strive to maintain the highest standards of excellence and to recognise when I reach the boundaries of my competence. I recognise the need for ongoing learning and will continue to regularly attend training and other updating opportunities

**Integrity:** I will be honest, fair and respectful of all others

**Professional Responsibility:** I will uphold professional standards of conduct and accept appropriate responsibility for my behaviour in relation to players, other coaches, selectors and administrators. I will honour the commitments I make to players, and will consider their wellbeing at all times

**Respect for Participants:** I respect the rights, dignity and worth of ALL participants and will not engage in behaviour of any sort that could be unwelcome and offensive. If I am unsure of an individual's preference I will ask

**Player's Welfare:** I seek to contribute positively to the welfare of all players I coach and if the relationship is not positive I will ensure that the player is able to find an effective coaching alternative and effect a transfer as easily as possible

**Responsible Coaching:** I am aware of my responsibility to the bowls community and will comply with the law and encourage the development of practices that serve the interests of players and the sport in general. If I become involved in selection I will always be objective in the assessments and recommendations I make

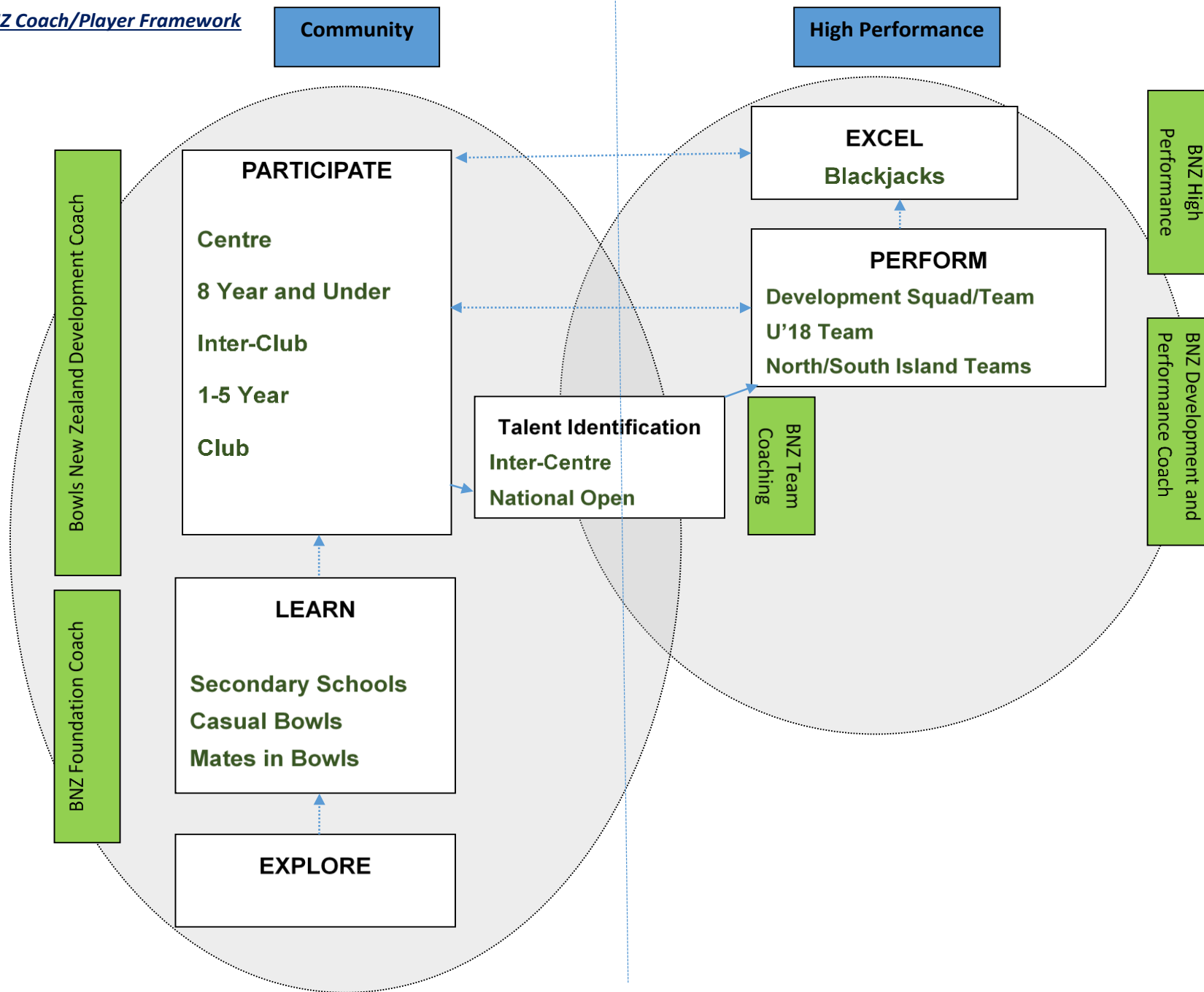
**Drug Free Sport:** I will not tolerate the use of performance enhancing drugs and will support player's efforts to be drug free, including the use of alcohol and tobacco in coaching situations. I will always forbid the use of alcohol by minors

### Resolving Ethical Issues

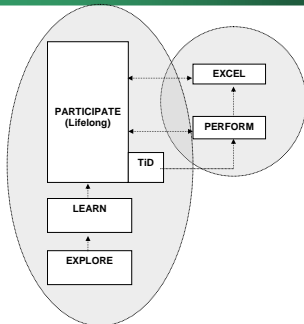
I understand that lack of awareness or understanding of these Principles cannot be used as a defence to a charge of unethical conduct. Where I believe there is an unethical situation I will work with Bowls New Zealand to resolve the issue in an appropriate manner

### Process relating to violation of the Code

This Ethics Code will be administered by Bowls New Zealand



## Player Communities



Each group has distinct coaching needs



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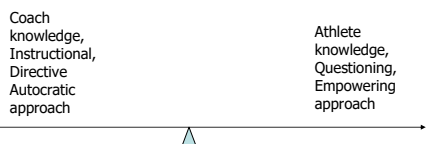
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## Coaching Styles



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## 3 Key Principles



Raise **Awareness**  
Create **Responsibility**  
Create **Self Belief**



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## Quality Conversations



**Effective questions**  
with  
**No predetermined answers**



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### Learning Styles



- Visual (Seeing)
- Aural (hearing)
- Read/write
- Kinesthetic (Doing)



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### Bowls Basics



- The mat
- Pre shot routine
- Holding the bowl
- Establishing the correct line
- Address on the mat



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### Bowls is for Everyone



- Players with disabilities
- Coaching blind players
- Fixed stance



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### Sport Safety



- What do you need to think of to create an injury free environment?
- What if an injury occurs?
- How to be prepared?
- What to do with soft tissue injuries
- Returning to play after injury or illness
- Sun smart



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## Planning



- Planning the season
- Planning each session
- Maximising participation




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## Shots



- **Draw shot**
  - Resting shot
  - Position or covering bowl
  - The block
  - Drawing to a spilled jack
- **Controlled forcing shot**
  - 1 metre through shot or trail
  - Wrestling shot
- **Firm forcing shot**
- **Drive**




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## TGfU



### Teaching Games for Understanding

- Produce **coach independent learners**
- Using **purposeful games** that involve **decision-making and tactics.**
- Tactics before technique (WHY before HOW)**




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**Building Blocks of Sport Science**



<p><b>Mental Skills development</b></p>	<p><b>Understanding skills and correcting faults</b></p>
<p><b>Fitness for bowls</b></p>	<p><b>Nutrition for bowls</b></p>




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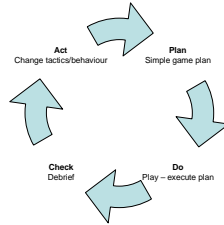
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**Game Plans**



- Proactive not reactive
- Team agrees on plan
- Provides basis for review and continuous improvement




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**GROW**



- |                    |                               |
|--------------------|-------------------------------|
| <b>G - Goal</b>    | <b>What do you want?</b>      |
| <b>R - Reality</b> | <b>What is happening now?</b> |
| <b>O - Options</b> | <b>What could you do?</b>     |
| <b>W - Will</b>    | <b>What will you do?</b>      |




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## **ASSESSMENT**

### **Theory Questions – Sport Specific**

(These questions may have more than one RIGHT answer and the answers suggested are indicative only. Coaches should be prepared to answer any follow-up queries relevant to the topic).

- 1. What causes consistently narrow bowls?**
- 2. What causes consistently wobbling bowls?**
- 3. Give probable reasons for "dumping" of bowls.**
- 4. Why is the upright or semi-crouch stance recommended?**
- 5. When a player takes up the address position on the mat, what do you look for regarding the positioning of feet and body?**
- 6. Where is the weight of the body just prior to commencing the delivery?**

- 7. Demonstrate and explain the holding of the bowl and the jack.**
  
- 8. On delivery, where are the eyes looking?**
  
- 9. Explain, (and/or show), three important factors associated with the arms and legs during delivery.**
  
- 10. What is the ideal position for point of bowl release?**
  
- 11. What are we looking for in the overall sequence delivery?**
  
- 12. Describe 2 critical timing points in the delivery sequence.**
  
- 13. How would you advise a new player to learn bowl speed?**
  
- 14. The jack has been moved to within one metre of the rink boundary. Describe factors to be considered before delivering you next bowl.**

15. **Describe the Bowler's actions from the time the bowl leaves his hand until he gives up possession of the rink.**
16. **No Bowler is complete without the drive shot. What advice would you give a new Bowler?**
17. **How can you practice playing to a "displaced" Jack?**
18. **What is recommended to improve base skills?**
19. **Bowls are available in various sizes, weights and brands. What advice would you give a beginner Bowler?**

## **Theory Questions – The Principles of Coaching**

- 1. Describe the difference between autocratic and empowering coaching style.**
- 2. List 6 of the factors of effective coaching**
- 3. Describe how you would encourage your players to begin to analyse their own performance in training.**
- 4. How would you support younger bowlers to become club members and continue to participate in bowls?**
- 5. What are 4 principles upon which you would coach a disabled bowler?**

6. **How do you communicate effectively with players – list 5 factors**
  
  
  
  
  
  
  
  
  
  
7. **Describe how you would observe a player you are coaching in order to effectively analyse their performance of a skill?**
  
  
  
  
  
  
  
  
  
  
8. **How many aspects of a skill can players concentrate effectively on at one time?**
  
  
  
  
  
  
  
  
  
  
9. **Give a bowls related example of an open question?**
  
  
  
  
  
  
  
  
  
  
10. **Provide 5 tips for effectively giving feedback for your players?**



**11. Describe how you would ensure that all players participate fully in coaching sessions**

**12. Describe 5 major benefits of Teaching Games for Understanding (TGfU)**

**13. How would you encourage your players to be self reflective?**

**14. What are the 3 key principles of the NZ CoachApproach?**

## **RULES GUIDE FOR BOWLS NEW ZEALAND DEVELOPMENT COACH**

- Q** When you have a dead end, what happens to the bowls already played?
- Q** If you have played a few bowls and discover that the mat is not in line with the rink number, can you shift the mat?
- Q** If you are on the head and a bowl from a neighbouring rink is going to come into your head, should you lift the Jack?
- Q** If you think a bowl needs to be sighted from the boundary peg to see if it is still live, does this have to be as soon as the bowl has come to rest?
- Q** If you are playing in Triples, and you are the skip, who keeps the scorecard?
- Q** You are on the head and your team member asks you to stand in line with the Jack. Can you still stand there and watch the progress of the bowl?

- Q** If you have the last bowl in an end, and decide that you don't need or want to play it because you have the shot, can you change your mind when you have actually had a good look at the head, even though you have told your opposition you are not playing that last bowl?
- Q** If the bell goes to tell players to come off because of bad weather, and the last bowl to be played in your game is travelling up the rink, must you come off without completing measuring?
- Q** If you discover that you have not played one of your bowls and play has continued, can you still play that bowl?
- Q** If your team has a Toucher in the ditch and it is moved by a non-Toucher that falls into the ditch, what happens?

## **The role of the Mentor**

Coaches learn by coaching. Bowls NZ Development Coaches are required to do a minimum of 20 hours practical coaching before being accredited. An experienced coach will act as a mentor to assist the coach to learn.

- The coach will coach the players
- The mentor will observe but **will not** coach the players
- The mentor does not have to attend all sessions but should maintain regular contact with the coach
- The coach should self reflect after each session and seek feedback from the mentor.

### **The mentor will assist the trainee coach to .....**

- ◆ Be welcoming and aware of individual needs and expectations
- ◆ Provide learning opportunities that are tailored to the needs of the players
- ◆ Use the Introductory resource kit effectively when working with new players
- ◆ Be confident in their explanations
- ◆ Communicate in a positive manner and ask effective questions
- ◆ Provide accurate demonstrations and explanations
- ◆ Ensure that the bowlers get as much practical activity within the session as possible and to limit the time spent talking and demonstrating themselves
- ◆ Constantly check for understanding
- ◆ Ensure that the environment they are working in is comfortable and safe – that bowlers are not looking into the sun, that they can hear instructions, that they can ask questions and know they will be listened to, that they do not get too cold or too hot
- ◆ Know where the first aid equipment is and the instructions on emergency care for the club they are working in
- ◆ Know where and/or how to get sound advice on physical fitness for bowlers, assisting players with a disability, nutrition, and other issues such as equipment

## Post Course Practical Session Assessment

<b>Coach Name:</b>		
<b>Mentor/Assessor Name:</b>		
<b>Date:</b>		
		√ <b>X</b>
1. Introduction	Welcomed each player individually  Purpose for session was made clear  Instructions clear and concise	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
2. Warm up	Appropriate level of exercise for environment  Appropriate level of intensity given age & experience of bowlers	<input type="checkbox"/>  <input type="checkbox"/>
3. Communication	Listens clearly to players  Appropriate levels of teaching – providing information as needed  Appropriate levels of questioning – seeking information from players, checking understanding  Responds appropriately to questions  Treats players individually as required by circumstances  Tone of communication is positive and inclusive  Body language appropriate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Technique development	Instruction and demonstration according to “The NZ Way”  Pre shot routine described and demonstrated accurately  Line taking described and demonstrated accurately  Bowls speed judgement explained and demonstrated accurately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Analysis of common faults	Common faults analysed and corrected according to technique as described in “Coaching Lawn Bowls – The Basics”	<input type="checkbox"/>
6. Session Plan	Developed and implemented appropriately	<input type="checkbox"/>

## Bowls New Zealand Session Plan Template.

Date:	Venue:	Level:
Main objective of the week:	Main objective of the session:	

**Introduction and Activity Outline:**

Warm up

Reminder of skills from last session/practice could be part of warm up

Introduction of new skill – skill learning practices (drills) or TGfU game(s)

Game skill practice or progression of TGfU game(s)

Cool down

Evaluation and closure – set plans for next session or tournament