

2024

**Bowls New Zealand
Foundation Coach Workbook**



BOWLS
NEW ZEALAND
AOTEAROA

BOWLS NEW ZEALAND FOUNDATION COACH WORKBOOK CONTENTS

Accreditation Process	Page 2
Application Form	Page 3
Code of Ethics.....	Page 4
Coach Development Framework	Page 5
Slides and Notes	Page 6-10
Role of the Coach	Page 11-12
Sport for Everyone	Page 13-14
Communication	Page 15
Teaching Skills.....	Page 16-17
Basic Delivery	Page 18-20
Planning.....	Page 21-24
Role of the Mentor.....	Page 25
Health and Safety	Page 26
Promoting the Principles of Fair Play	Page 27
Self Assessment form	Page 28
Session Plan.....	Page 29
Questions and Answers for Coaches	Page 30-32
Rules and Etiquette.....	Page 32-33

RESOURCES SUPPLIED AS PART OF COURSE

Workbook

This workbook is an invaluable resource that the coach can utilise as a coaching manual

'From Go to Gold' Manual

A useful resource giving coaches and players at all levels fun ways to play and train whilst still working on skill development using TGFU methods.

OTHER RESOURCES AVAILABLE

DVD

Coaching Lawn Bowls – The New Zealand Way \$15.00

Introductory Coaching Kit

Activities for introducing the game to new players \$35.00

Manuals

Coaching Lawn Bowls – The Basics - \$25.00

Coaching Lawn Bowls – Coaching Principles - \$25.00

These are available for purchase from the Bowls NZ office. For details visit the coaching section of the Bowls NZ website www.bowlsnz.co.nz

Course fee:

\$50 – If applicable Bowls NZ will send an invoice for the course fee to the candidates club.

BOWLS NEW ZEALAND FOUNDATION COACH PROCESS

Role of the Foundation Coach

The role of the Foundation Coach is to offer the 'Learn' community of players a fantastic experience in playing the game in a fun, safe and endearing environment that will encourage them to come back for more!

Thereafter to show the basics of the game which would include technique, tactics, practice methods, etiquette, basic rules and safety.

Completion requirements

- Attendance at a 4/5 hour course that will cover how to use the resources in the Introductory Kit to introduce the game to new players
- Feedback session – practical at course
 - An assessor will observe the coach running a session
 - Coach completes self assessment sheet
 - Assessor provides feedback based on the self assessment. Coaches will be expected to demonstrate that:
 - ✓ They use the resources effectively
 - ✓ They are confident in their explanations
 - ✓ They communicate in a positive manner and ask effective questions

Process for Accreditation as an Introductory Coach

1. Complete candidates section of application form
2. Attend and participate fully in course
3. Coach Developer will send information to Bowls New Zealand
4. Receive certificate

Updating requirements

None

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

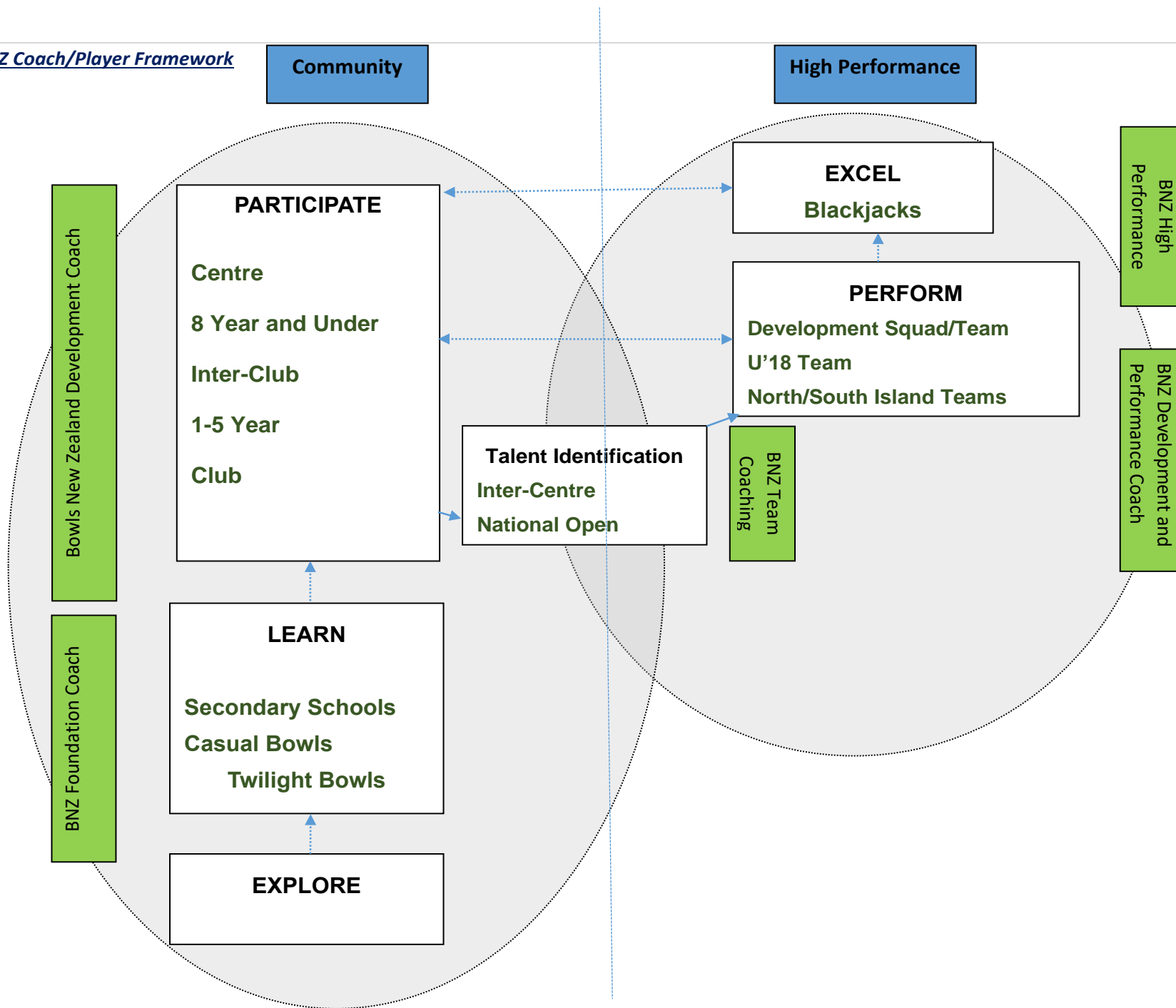
Resolving Ethical Issues

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

Bowls NZ Coach/Player Framework



The Role of the Coach

WHO CAN BE A COACH?

Coaching is for anyone who enjoys sport and genuinely cares about the all-round development of the individuals in their care. Coaching is not just about improving the players' physical performance, nor is it about winning. The development of the player as a "whole" person is just as important as his/her success in sport.



WHAT'S YOUR ROLE AS A COACH?

As a coach you will be required to fill a number of different roles at different times. For example:

A teacher ... passing on knowledge, teaching new skills.

A role model ... setting a good example.

A motivator ... setting challenging but realistic goals, providing positive reinforcement.

A scientist ... applying sport science principles to the training programme.

A counsellor ... providing advice, managing conflict.

WHY DO PEOPLE PARTICIPATE IN SPORT?

People play sport for a variety of reasons. As a coach you should consider what you want out of coaching and why your players are participating. This will influence how you approach your coaching during training and competition and the goals you will set for the season.

Some of the reasons why people do or don't participate in sport.

Why People Play Sport

Improve fitness/skill level

Make new friends

Sense of belonging/peer
Pressure

Fun and enjoyment

Fame or money

Achievement of goals

Why People Don't Play Sport

No time/too busy

Family/home/work commitments

Too competitive

Lack motivation or confidence

Cost - too expensive

Physically unable

Why People Coach

- To give something back to their sport
 - To help others to achieve
- To stay involved in the sport they love
 - Power/recognition/money
- To help the local community or school
 - A natural progression
 - No-one else to help at club
 - Too old to play

WHAT MAKES AN EFFECTIVE COACH?

Think back to the coaches that you may have had when you were a player.

An effective coach....

- Has a genuine concern to help others develop, both physically and mentally.
- Understands and appreciates the strengths and weaknesses of individual players.
- Is well organised, on time and plans ahead.
- Is a good communicator.
- Is able and willing to learn.
- Is motivated and enthusiastic.
- Abides by the principles of fair play.
- Is committed to playing the game well, rather than winning at all costs.

THE PRINCIPLES OF FAIR PLAY

A fair play coach believes and teaches that sport is an activity that develops character and shapes attitudes. Fair play is about playing hard, but playing fair, whether you are coaching, playing, umpiring, or standing on the sidelines. Teach players to accept rules and decisions, and treat umpires, officials and opponents with respect.

Fair play means abiding by the principles of integrity, fairness, and respect:

1. Respect the rules.
2. Respect the officials and their decisions.
3. Respect your opponent.
4. Give everybody an equal chance to participate.
5. Maintain your self-control at all times.

Sport is for Everyone

Sport is for people of any age, ability, gender or race to enjoy. It is important to remember that these people participate in sport for the same reasons - to improve their fitness, develop new skills, achieve goals, make new friends and have fun. Everyone should have an equal opportunity to play sport.

Knowing what players are looking for in sport is essential to ensure they enjoy the experience and they are motivated to stay active and involved.

COACHING CHILDREN

Having fun is important at all levels of sport, but especially for children. Research has been conducted asking children what they like and observing how they organise their own physical activities. This research shows that children are interested in four things when they play sport¹ :

Action - Children like lots of action, i.e. lots of running, hitting, catching, shooting, scoring and so on.

Personal involvement - Children want to be involved in the action, not sitting on the bench or waiting in line for their turn.

Close competition and challenges matching their skills - Close scores make games exciting and lopsided scores make them boring.

Opportunities to reaffirm their friendships - This is demonstrated in the way teams are chosen and the strategies children use during games. They often develop long lasting friendships through their participation in sport.

MODIFIED SPORT FOR CHILDREN

Kids are kids - not little adults. They shouldn't have to pant up and down huge fields, carrying heavy equipment and playing to complicated adult rules. Sport for young people should be modified to suit their age, size and ability. That way, sport will be more fun and children will be more enthusiastic.

Ways to modify sport for children:

- Simplify the rules.
 - Reduce the size of the playing area.
 - Have fewer players in a team.
 - Use smaller or lighter equipment.
-

COACHING ADOLESCENTS

Adolescents (13-17 year olds) often have the skills to be able to perform at the adult level of sport and, in many cases, their ability to compete with adults is limited only by their physical stature.

When coaching adolescents, it is important to remember that while these players are making the transition into adulthood, there are a number of issues to be aware of that can affect their performances, and their interest in sport:

- Many athletes will experience rapid growth through their adolescent years. This can affect their coordination and they may feel self-conscious.
- Adolescents face increasing challenges. For example, school exams, more responsibility at home, the respect of their peer group and changes in their family structure.
- The onset of puberty usually encourages an interest in members of the opposite sex, and therefore a lower interest in their sport.
- The choices available to athletes regarding how they spend their leisure time increase as they become more independent.
- The increasing cost of sport involvement as they get older can be a deterrent.

PLAYERS WITH DISABILITIES

Players with disabilities deserve to have the same opportunities as others - after all, they have the same reasons for playing sport. There are a wide range of physical, sensory and intellectual disabilities, from the very mild, such as the loss of a finger, to more severe, such as the loss of control of limbs and/or the trunk.

As a coach you should:

- Focus on their similarities to other players, not their differences.
- Concentrate on what they can do – not what they can't.
- Encourage them to perform to the best of their ability - as you would do with all players.
- Include these players in regular bowls whenever you can - you may need to adapt your sport and rules to help them.

Your knowledge of sport for players with disabilities will depend to a large extent on your experience - if you're not sure, ask. The players will know what they can or cannot do, and how tasks can be modified to suit their skill level.

Communication

Communicating effectively is one of the keys to success in coaching and to building positive relationships with the players and where appropriate their parents. Ongoing communication often deals with little problems before they become big problems.

However, good communication is much more than just talking. The way you deal with people, how you listen, your tone of voice and your body language all sends messages to players. Many coaches tend to be good at sending messages, but need to improve their skills in receiving messages.

COMMUNICATING EFFECTIVELY WITH YOUR PLAYERS

- Greet your players warmly by name or by physical acknowledgment when they arrive at practice.
- Wear appropriate dress and take a positive, enthusiastic approach - having a sense of humour helps.
- Be sure that you can see your players when you are speaking to them, and that they can see you.
- Speak clearly using words your players can understand - vary the tone of your voice to keep the interest up.
- Listen carefully to their questions and comments, and respect their views - being a good listener is an essential coaching skill.
- Be positive and constructive when both giving and receiving feedback from players.
- Be aware of your body language, and watch your players' body language for clues on how they are reacting.

COMMUNICATING ACROSS CULTURES

New Zealand is a multi-cultural society. As a coach you should be aware of cultural differences in communicating with your players. For example, many cultures believe direct eye contact to be inappropriate.

If you are unsure about how to communicate with a player from a different, culture, ask somebody for advice. However, a friendly and sincere approach will always be appreciated.

Skill Teaching and Learning

As a coach, one of your main objectives is to improve the skill level of your players, whether they are novices in their first season, or masters in their 20th season! Therefore, a large part of your coaching session will be spent on learning and developing skills.

To effectively teach skills, the coach must learn to observe and analyse a player's skill performance - many coaches watch their players without really seeing what they are doing. Knowing how to observe skills effectively will help you detect and then analyse technique, and pinpoint areas where skills can be improved.

WHAT SKILLS SHOULD YOU TEACH YOUR ATHLETES?

When selecting what skills to teach, you should consider:

- The age and ability of your players.
- The types of skills required to enable your players to perform successfully.

OBSERVING PLAYERS IN ACTION

Following are some tips to effectively observe your players' performing skills:

- Observe the whole movement first, to gain an overall impression, then focus on one part of the movement at a time.
- Start by focusing on the larger, slower moving parts, then work towards the outer extremities.
- Observe from a distance to gain an overall impression and then move closer, to focus on the different parts.
- Observe the performance from different angles.
- Observe the skill long enough to be able to describe what you see. Be aware that too many repetitions may tire the athlete and influence the performance.

TEACHING NEW SKILLS

This will involve an explanation by the coach, and a demonstration before the players try it themselves.

To be effective in explaining and demonstrating new skills consider the following:

- New skills should be introduced at the start of the coaching session, after the warm up, while the players are fresh and focused.
- Both the coach and player should understand why the skill is important - this will help the teaching and learning process.
- Focus on two or three teaching points and some key words or phrases to emphasise the important parts of the skill.
- Keep your instructions simple, using words that everyone can understand.
- Demonstrate the whole skill first, then divide the skill into smaller parts (whole part

whole).

- Use a player who can perform the skill well at the players' level. The demonstration should be correct, but it doesn't have to be perfect.
- Make sure that all the players can see the demonstration clearly, use different angles.
- Ask the players to concentrate on only one or two aspects of the skill at any one time.
- Check for understanding. Players tend to nod yes when asked "Did you understand?" whether they understand or not.

Try asking open questions which require more than a yes or no answer, as they make the athletes think, and their answers will give you better information to work with.

Examples of Open Questions:

"Where do you put (your front foot)?"

"What should you do (with your non bowling hand)?"

"How will you (try to not be short)?"

"What do you think the problem is (with your over balancing)?"

FEEDBACK

Giving feedback is an essential part of the coaching process. Constructive, positive feedback is important to your players, both for their improvement and their self-esteem. Always tell your players what they are doing right.

Tips for effective feedback:

- Be positive and encouraging.
- Give feedback as soon as possible after the performance or game has ended.
- Be specific so the player is clear about what you expect.
- Focus on behaviour or actions that can be changed.
- Use words the players can understand - keep it simple for beginners.
- Encourage your players to give you feedback about how their performance "felt".
- Feedback should tell the players more than they have figured out by doing it themselves.

Examples of Effective Feedback

"Which way is the bowl deviating?"

"Where does your hand finish?"

"Where are your eyes focused when you release the bowl?!"

"What length are you scoring on?"

Examples of Ineffective Feedback

"Watch the bowl!"

"Follow through down the line!"

"Keep your head still!"

"Play long ends!!"

The Basic Delivery

At Foundation level the basic delivery needs to be coached in a simple but effective way and this can be done through 5 stages, each stage with minimal coaching points.

The 5 stages are:

- A. Pre-shot routine
- B. Holding the Bowl
- C. Mat Routine
- D. Delivery
- E. Follow Through

A. Pre-mat routine

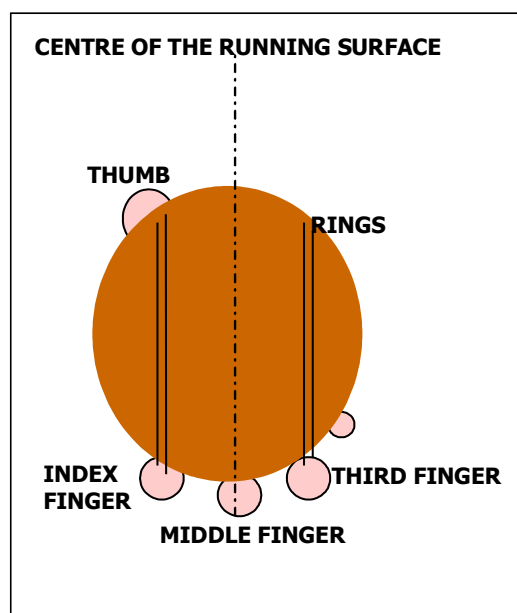
1. Decide what shot to play
2. Start 1 step away from mat, facing in the direction of the intended line
3. Position the Bowl in the hand (see below correct way)
4. Identify the intended line, selecting a permanent object on the bank
5. Visualise the shot to be played, line, "how far how fast"
6. Confirm line, establish a focus point
7. Move onto the mat

B. Holding the Bowl

1. The bowl is held comfortably in the hand with the middle finger directly along the running surface
2. The first and third fingers placed no wider than the rings on the bowl
3. The position of the thumb is no higher than the top rings
4. The little finger is should rest lightly on the side of the bowl in a comfortable position.

HOLDING THE BOWL

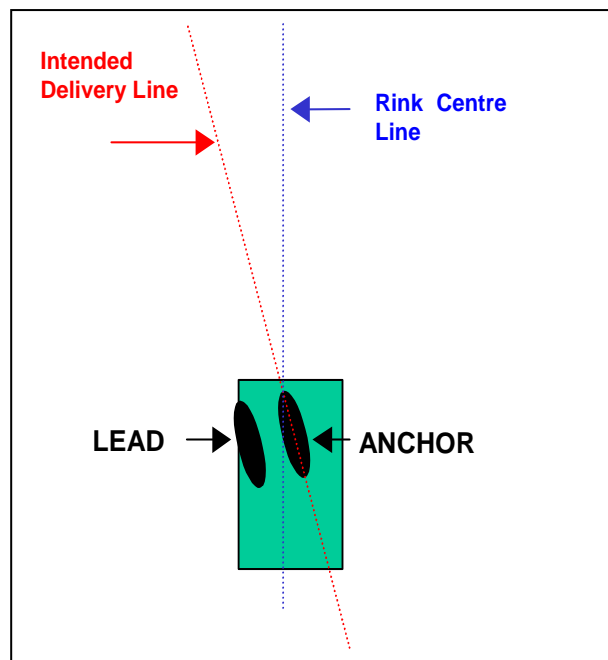
(DIAGRAM INDICATES RIGHT HANDED BOWLER)



C. Mat Position

1. Place the anchor foot in the centre of mat approximately 50 - 100mm back from front edge pointing directly along the intended delivery line
2. Place the lead foot adjacent and parallel to the anchor foot - feet should be hip width apart and weight should be evenly distributed
3. Shoulders and hips will be square to the intended line and head centred
4. Reconfirm the focus point
5. Body should be relaxed, back straight, knees flexed, shoulders forward of hips in a comfortable upright or semi upright position

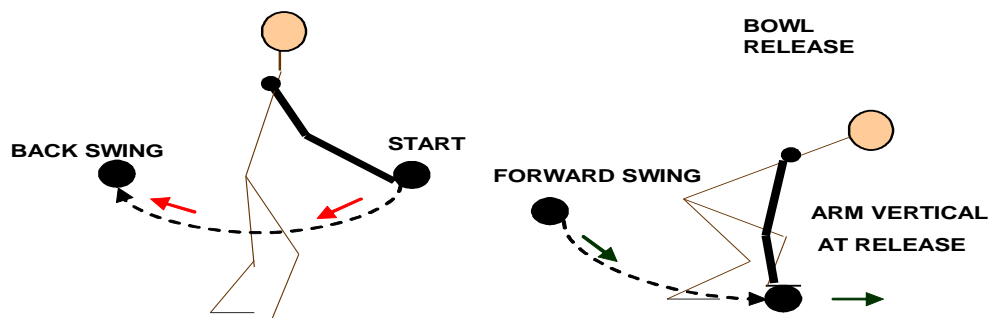
N.B. To comply with the Laws one foot must be entirely on the mat in the address and all or part on or over the mat at the point of delivery



D. Release

1. The bowling arm action is a **controlled pendulum swing**
2. Start with a slight transfer of weight forward onto toes (without lifting the heels)
3. Drop the arm downwards and backwards in a straight line
4. Simultaneously step forward along the intended line and lower the body
5. Release the bowl when the delivery arm is extended and vertical and therefore the bowl is at the closest point to the ground (i.e. at the bottom of the pendulum swing)
6. Release occurs directly below the shoulder and adjacent to the toe of the leading foot
7. Allow the non-bowling arm to slide down the thigh during the delivery to rest lightly on top of knee with the lower arm (elbow to wrist) resting firmly on the lower thigh as the bowl is delivered. This action assists with stability at release and ensures that the shoulders remain square throughout the delivery

THE PENDULUM SWING



E. Follow Through

1. Keep hand aligned behind bowl throughout delivery
2. Allow arm to follow along the delivery line with palm to sky and head still
3. Stay down during delivery with the body moving forward along the delivery line
4. Complete weight transfer and stand up slowly by bringing anchor foot up to the leading foot
5. Move off the mat forward along the intended delivery line

Relaxed Stance



Full pendulum swing



Vertical release



Follow through



Planning

Being an effective coach involves being a good manager and a good organiser. Time at practice is precious and the more time you spend organising, the less time there is for learning and having fun.

If you and the players are to achieve the goals you set together, you need to plan where you are going, and what you have to do to get there. How you manage your players and organise your coaching sessions will reflect these goals.

PLANNING THE SEASON

Planning your whole season may seem like a big job, but it will certainly make your life easier in the long run. Use the following checklist to get you started:

Planning Your First Meetings for Players

- Make a list of what's needed for the season eg uniforms, subs, equipment etc.
- Set your practice times and, if necessary, book facilities.
- Decide on what extra help will be required eg parents/caregivers, transport, etc..
- Decide on a system for notifying people if practice or competitions are cancelled.

What Information Will You Require?

- A players list with names and phone numbers.
- A list of your key contact people - club, school, association, parents/caregivers.
- Relevant information about your players, eg, health, age, skill level, position etc.
- Dates and venues of competitions or round robin play.
- The rules and requirements for your competitions.
- Dates of school and other holidays.

PLANNING THE TRAINING SESSION

When planning your training session, keep it simple - coaches usually don't have the time or energy to make complicated plans for every session. Five minutes spent planning the night before could save you 20 minutes on the day. (Refer to the sample session plans provided at the end of this handbook).

- Decide on a focus or goal for each session, to which all the activities are related.
- Select one or two simple drills/activities and develop your own variations.
- Remember to allow for the different rates at which individuals will learn.



TIPS FOR BEING ORGANISED

As you gain experience in coaching, you will develop your own systems and routines for running your sessions. Here are some tips to get you started:

- Plan in advance (the session plan)
 - what are you going to do?
 - what equipment will you need?
- Ensure the players know when and where practice is, and that you start on time.
- Establish routines for:
 - getting equipment out and putting it away;
 - forming groups quickly;
 - getting everyone to stop and listen (eg a whistle).
- Use instruction cards for the activities you use most frequently.
- Be organised but be flexible!

ORGANISING ACTIVITIES

Activities can be organised in a variety of ways. For example:

1. All the players work as one group on the same activity at the same time. This assumes you have sufficient equipment and the activity is suitable for all levels of skill.
2. Small groups work on the same activity. Groups are based on skill level with activities modified to suit each group.
3. Small groups in a circuit work on different activities for the same skill, or different skills, and rotate around. This solves the problem of insufficient equipment.
4. Different activities are set up and the players decide what activity to start on and when to move on. Use this once good routines have been established. Limits may need to be set on the number at each activity.

INVOLVING THE PLAYERS - MAXIMISING PARTICIPATION

The key to running an effective coaching session is keeping the athletes active and involved for the maximum time available:

- Involve players in planning and decision making.
- Spend minimal time on organisation.
- Keep your explanations short and to the point.
- Provide plenty of activity - keep the waiting-inline time to a minimum.
- Include a variety of games and activities that are challenging, but not beyond the skill level of the players.

- Avoid elimination games as players get left out - usually the less skilled.
- Choose activities that give a better chance of success and provide plenty of positive feedback.
- Ensure that you have enough equipment to go around.

THE ELEMENTS OF AN EFFECTIVE COACHING SESSION

Introduction

Greet everybody as they arrive and gather them together for a quick chat about your aims for the session. This is also a good time to give some positive feedback on the last session or the game on the weekend, and to ask the players for ideas for improvement.

Warm Up

Warming up is important to prepare your players' bodies for physical activity, and to get their minds on the job. There are three stages to an effective warm up:

1. Aerobic exercise - 5-10 minutes of non-specific exercise, for example light jogging to bring the body up to its optimum working temperature.
2. Mobility exercises - stretching, taking the body through the full range of movement beginning with general stretches and ending with more specific stretches.
3. Specific exercises - practising the basic movements and skills of the sport or activity, for example simulated game drills.

Skill Learning

The best time for practising new skills is early in the session, when the players are fresh and focused. Spend a brief amount of time revising previously learned skills, (this may form part of your warm up), before introducing new skills. Beware of losing the effect of the warm up with lengthy instructions and discussions.

Game Skill Practice

Give the players opportunities to practise the skills they have learned in competition-like situations. Give feedback about skills, tactics and strategies. The skill practice may provide sufficient fitness training for your athletes, or some extra fitness activities may be included.



Cool Down

This is an important part of the recovery as it returns the body to a resting state gradually. The length of the cool down depends on how hard the work out was. Generally 5-10 minutes of low intensity exercise is sufficient. The cool down is also the best time to work on flexibility.

Evaluation/Debrief

The debrief can occur both during and immediately after the coaching session as part of the closure. Discussing how the session went will not only provide valuable feedback for you the coach, but will also help your players feel more involved in the process.

To finish, clarify when you will see the players next. If you are competing, go over the arrangements for the game or competition, for example, where to meet, what time and what to bring.

COMPETITION DAY

Being well organised at competitions will make them more enjoyable for everyone involved - the coach, the players and the supporters. Teams that are well organized are also more likely to perform to their potential.

Before ...

- Arrive in plenty of time before the competition starts.
- Check the game time and make sure your players know where and when to meet.
- Check that any equipment required is ready to go.
- Be positive and encourage all your players to feel good about themselves and confident.

During ...

- Encourage your players, but let them play their own game.
- Make sure they have drinks/ snacks available when needed.
- Provide them with positive feedback during breaks in the competition – give them only one or two key points to focus on.

After ...

- See that the opposing team, officials and other helpers are thanked after the competition.
- If appropriate, have a quick team talk after the event.
- Check that you have all your equipment when you leave.
- Make sure everybody has all their personal belongings (and transport home).
- Finish with a reminder for the next practice.
- Note down a few pointers to work on.

Create Awareness, Build Responsibility, Build Self Belief

The role of the Mentor

Coaches learn by coaching. Foundation Coaches are required to do a minimum of 4 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 Foundation coaches to

- ◆ Be welcoming and aware of individual needs and expectations
- ◆ Use the resource kit effectively
- ◆ Be confident in their explanations
- ◆ Communicate in a positive manner and ask effective questions
- ◆ Provide accurate demonstrations and explanations
- ◆ 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
- ◆ 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
- ◆ Maintain focus on the fundamental skills, smooth release and straight lines

HEALTH and SAFETY

The safety of players is the coaches' responsibility when they are coaching. Therefore it is preferred that accredited coaches hold a current First Aid Certificate. It is important that when a coaching session is being run that there is someone there who has a First Aid Certificate.

Club Requirements

1. Every club will have the following information posted beside each telephone, bearing in mind that it may be a visitor that makes that emergency call:
 - Name of the club
 - Phone number(s)
 - Road address of the club (for emergency vehicles)
 - Any special vehicle access restrictions
 - Name of nearest medical Centre
 - Contact phone number(s)
 - Address

NB: A portable telephone is a good way of ensuring continued contact with emergency services.

1. Every club will clearly identify the location of their first aid equipment and the following items should be available and kept up to date:
 - A First Aid kit
 - Name/s of club first aider/s
 - Stretcher
 - Rest room or area
 - Accident register – that is kept up to date
3. As well as the above equipment, clubs will consider the needs of the players
 - protection from the elements (particularly the sun)
 - other player aids such as ditch boxes to reduce the height of step and player stability
 - when stepping from the green.
 - supplies of ice and drinking water need to be available at all times

Coach Requirements

Coaches always need to be aware of the comforts and protection of the players especially during outdoor training sessions. The coach should ensure they know of any medical conditions the players have that could arise at or be affected by training. They will know who is to be contacted in an emergency.

Promoting the Principles of Fair Play

As a coach:-

Promote the enjoyment factor

Keeping the fun element alive whilst coaching
Encourage competitiveness – to think for ones self
Welcome opponents to the club – outline the facilities

Show respect

To the officials, opponents and the playing facilities
Encourage players to develop both mentally and physically
Enforce the Laws of the game and maintain good sportsmanship

Exercise control

Control over your actions
Control your temperament
Control of your players

**Ask yourself:
Would I appreciate being
coached in this way?**

Self Assessment for a Foundation Coach Training Session

Strategy / Characteristic	Your Satisfaction Ratings				
	1 No	2 Ok in Parts	3 OK	4 Good	5 Yes
I used a session plan that was appropriate for the learning needs of the players					
I clearly and concisely explained the purpose of the session to the players					
I was flexible and responded to “the coachable moment”					
I noted the environmental conditions that could have affected the effectiveness of the session					
I asked effective questions					
I listened to the players when they spoke and ensured that I heard and understood what they said					
I responded in a way that allowed the players to discover the answers themselves					
I maximised the time in which players were actively learning by doing					
I helped develop “awareness in the moment”					
I gave effective feedback to the players – both positive and constructive					
My explanations/analysis focussed on what to do rather than what not to do					
What I thought was positive about the session					
What I thought was not positive about the session					
What I will change in future sessions					
What assistance do I need to make the changes I want to make					

Bowls New Zealand Training Session Plan Template.

Date:	Venue:	Level:
Main objective of the week:	Main objective of the session:	
Introduction and Activity Outline:		
<p>Warm up</p> <p>Reminder of skills from last session/practice could be part of warm up</p> <p>Introduction of new skill – drills or TGfU game(s)</p> <p>Game skill practice or progression of TGfU game(s)</p> <p>Cool down</p> <p>Evaluation and closure – set plans for next session or tournament</p>		

QUESTIONS AND ANSWERS FOR COACHES

(These questions may have more than one RIGHT answer and the answers suggested are indicative only).

1. What causes consistently narrow bowls?

- Body and/or shoulders not square to the delivery line
- Looking at the target (jack) instead of along the aiming line
- Rolling the wrist
- Drawing the bowling arm across the body at the moment of release
- Bowl in front of the body at start of delivery
- Backswing moving outwards from the body creating incorrect angle of movement (outside/inside movement)

2. What causes consistently wobbling bowls?

- Bowl not correctly aligned in the hand
 - Middle finger not on the crown of the bowl.
 - Straining to place the thumb on top of the bowl
 - "Little finger" problems
 - Running fingers under and across bowl at release
 - Turning the wrist at release point.

3. Give probable reasons for "dumping" of bowls.

- Hand too far above the surface at bowl release
- Back knee not bent far enough.
- Overstepping
- Bowl not being released at vertical.

4. Why is the upright or semi-crouch stance recommended?

- It is less tiring, promotes rhythmical and natural movement, the player can focus more easily along the imaginary line
- Injury prevention, less pressure placed on joints and lower back.

5. When a player takes up the address position on the mat, what do you look for regarding the positioning of feet and body?

- Anchor foot is placed centre of mat (square to the intended aiming line) and approximately 4 inches (100cms) from front edge of mat; this will prevent any likelihood of foot-faulting
- Leading foot positioned alongside, maintain width for stability
- Shoulders and hips square to intended line of bowl, head to be still and centred, even weight distribution, body well balanced and relaxed.

6. Where is the weight of the body just prior to commencing the delivery?

- The weight is evenly distributed on both sides of the body and on the balls of the feet.

7. On delivery, where are the eyes looking?

- Along the intended line of the delivery, focused on the established focus point.

8. Demonstrate and explain the holding of the bowl.

- Hold the bowl in the non bowling hand, place the bowling hand on top of the bowl with the middle finger positioned along the centre of the running surface, index and third finger placed on the outer rings, place the thumb and little finger resting comfortable between the outer rings
- The thumb and little finger should only be used to rest the bowl in the hand

9. Explain, (and/or show), three important factors associated with the arms and legs during delivery.

- Smooth pendulum swing: Back swing - bowling arm drops downwards and backwards, rotating in a straight line to maximise back swing. Forward swing - bowling arm rotates forward in a straight line from maximum backswing to bowl release.
- Leading leg to be straight and parallel to the line of play, maintaining width at base.
- During the step the non-bowling arm comes to rest elbow to wrist (not hand) of the thigh of the leading leg.
- Rear leg is bent and slightly rotated inwards to allow straight-line movement
- Bowl is released when the delivery arm is extended and vertical (bowl release directly below shoulder) and therefore the bowl is the closest point to the ground (ie at the bottom of the pendulum swing) and adjacent to the lead foot. Bowling arm follows through along the intended aiming line of bowl
- Rear foot moves up to the front foot after release as part of the follow-through

10. What is the ideal position for point of bowl release?

- Release occurs at vertical with shoulder directly in line with the point of release
- Release begins with the bowl at the toe of the leading foot
- Release occurs at vertical which is the closest point to the ground, ensuring a smooth and consistent delivery

11. What are we looking for in the overall sequence delivery?

- Stability and control; Rhythm; Timing; Weight transfer

12. How would you advise a new player to learn bowl speed?

- Learn to FEEL it
- Become aware of the feel of perfect release. Consistent release enables speed control
- Focus on the finishing point for your bowl during the "judge speed" part of the Pre Shot routine. Take every opportunity to play on various green surfaces, in all sorts of weather conditions. Build up your experience. Players can assist the speed of the bowl by controlling their arm speed, which in turn controls body movement and momentum. Arm speed and body momentum can be synchronised.

13. The jack has been moved to within one metre of the rink boundary. Describe factors to be considered before delivering you next bowl.

- The green surface near the rink boundaries usually receives little traffic, so is unlikely to be as fast as the more central areas, so use a little more speed and a little less green
- If possible use the hand that brings your finishing bowl into the rink, rather than out of it

14. No Bowler is complete without the drive shot. What advice would you give a new Bowler?

- Follow normal delivery routine, adjust line to compensate for extra speed
- Play with a consistent speed at which you can maintain control
- The drive should be used to maximise the players opportunity to score, providing the risk is small
- There are occasions where the drive can be used to reduce the count
 - It should be used sparingly and only when the assessment is that the odds are in your favour and it is not possible to finish worse off

15. How can you practice playing to a "displaced" Jack?

- Deliver the jack and play to where it finishes
- Place jacks in displaced positions to create real situations eg. side of the rink or ditch.
- Use 2 or more jacks and play to them in turn.

16. What is recommended to improve base skills?

- Repetitive practice of the drills such as those in the Introductory Kit
- Objective measurement of performance of the skill
- Keeping a record of performance to monitor progress

17. Describe the Bowler's actions from the time the bowl leaves his hand until he gives up possession of the rink.

- Complete follow through – palm to heaven, head still
- Watch and learn from your bowl until it stops
- Stay within your own rink

18. Bowls are available in various sizes, weights and brands. What advice would you give a beginner Bowler?

- Try out various types of Bowls till you find one that "feels right"
- The size of the bowl will depend on hand size and capability
- It is important for the player to have control of the bowl at release, where this is not achieved go down a size
- It is an advantage to play with the biggest size bowl possible

Laws of the Sport of Bowls - Applicable for Coaches

Legal length of Jack: at least 23 metres. (Law 23.1.3)

Position of Mat: This may be laid from the 2 metre mark up to the 25 metre mark (Law 19.1.1)

Variations to Law 23 and 31: Improper delivery of the Jack and Dead ends (placement of the Jack on 2 metre). These variations **cannot** be used for events which lead onto a centre event- that is club championships. Jacks must be returned for redelivery by the opposition and dead ends must be replayed. If a jack has been delivered incorrectly by both teams it is not returned but will be placed on the 2 metre mark but the mat may be placed in any legal position by the first team to deliver the improper jack. (Laws 22 and Law 23)

Collision of bowls: If a bowl from a neighbouring rink is about to collide with the bowls on your rink the player at the jack end may lift the bowls to allow the incoming bowl to pass provided that the bowl which is lifted is not going to be in the shot count. If it is going to be in the shot count the incoming bowl must be stopped. If it is a singles game the marker must stop the bowl- markers are not permitted to lift a bowl. (Law 55.2.10)

Score Cards: These must be kept by the skips at present. In future the skips will be able to delegate the scorecards but until April 1st they must keep them. (Law 37.1.7)

Playing out of turn: If a player plays a bowl out of turn the opposing skip has the choice of either resetting the head and returning the bowl to be played in the correct playing sequence or leaving the head as it was, leaving the bowl where it rests, and have their player play two bowls in succession to restore the correct playing sequence. (Law 47.1)

Playing a wrong bowl by mistake: If a player plays an opponent's bowl by mistake the other players bowl will be replaced with the players won bowl. If the incorrect bowl was a toucher the players won bowl will be marked as a toucher. (Law 47.2)

Leaving the green during the course of play: A player may leave the green for a period of no more than 10 minutes with the consent of their opposition. (Law 51)

Possession of the Rink: Possession of the rink belongs to the team or player whose bowl is being played, As soon as each bowl comes to rest possession of the rink is transferred to the opposition team allowing time for a toucher to be marked. (Law 35)

Position of players in relation to a neighbouring rink: A player may not go into a neighbouring rink where play is in progress. This means that players should ask neighbouring rinks to watch their heads but may not go and lift bowls on that rink to allow theirs to pass thorough. (Law 36.2)

Foot faulting: Prior to delivery one foot must be wholly on the mat. At the point of delivery the player should have all or part of the foot on or above the mat (Law 20.1) Please note that this will also change in April 2015.

Replaying a dead end: A Dead end must be replayed in the same direction unless both skips agree to play it in the opposite direction (Law 31.2)

Movement of Bowls and Jacks: The non-offending team will have full rights to the replacement of the bowl or jack at rest. The offending tem has no rights whatsoever. (Laws 28 and 33)