

Coaching For All



Level One and Two Manuals

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Introduction

This Level One manual is intended as a starting point for all would-be coaches. It contains all an aspiring coach will need to know to instruct a beginner in the sport of bowls.

It should be studied carefully and without any presumption of prior knowledge or skill. It has been the trainers' experience that many candidates are surprised at how much there is to learn about coaching bowls. This manual has been compiled using the combined knowledge gained by many experienced coaches since 1979. If used properly it can provide a framework for bowls coaching at all levels.

It is intended that this manual is used as part of a full programme conducted by authorized trainers.

Level One

1. Coaching Successfully
 - Learning objectives
 - Introducing a beginner
 - Developing a beginner
 - Planning and preparing a coaching session

2. Coaching Responsibly
 - Learning objectives
 - Code of Ethics
 - Code of Behaviour
 - Safeguarding at Risk Adults and Children
 - Health and Safety

n.b. In the appendix are subjects which should be observed by all Coaches at all levels every time they conduct any form of Coaching.

1. Code of Ethics for a Sports Coach
2. Code of Behaviour

Coaching successfully

As a Coach you are involved in a learning process "I hear, and I forget, I see, and I remember, I do and I understand."

Research has shown that:

- ◆ We retain 10% of what we read. (written)
- ◆ We retain 20% of what we hear (verbal)
- ◆ We retain 30% of what we see (demonstration)
- ◆ We retain 50% of what we see and hear (demonstration/verbal)
- ◆ We retain 70% of what we say (involvement)
- ◆ We retain 90% of what we say and do (involvement /activity)

It is clear therefore that to coach successfully the player needs to be active most of the time and be able to explain how they feel at each stage of the coaching. That is not to say that a combination of the methods is not valuable. What this model does show however is that the coach should quickly involve the beginner in activity. They have come to bowl so let them do so.

Level One –learning objectives

On successful completion of level one training and assessment the candidate will have learnt the following:

1. *How to develop a natural and hence comfortable bowling action in each individual beginner.*
2. *How to develop a smooth delivery.*
3. *How to develop a consistent line when delivering a bowl.*
4. *How to use questioning techniques effectively whilst introducing a beginner to the sport of bowls.*
5. *How to progress the development of the individual beginner at a pace that is appropriate to their rate of learning.*
6. *How to prepare for an effective coaching session.*
7. *Be able to answer questions clearly on the basic laws of the game.*
8. *Be able to show a full understanding of their coaching responsibilities*

Introducing a beginner- Training Session One

In preparation for this first session read the following procedure for introducing a new player to the sport of lawn bowls. There will be some flexibility on how the points should be covered.

Objective: ***to establish a smooth comfortable delivery action with a new beginner.***

Your trainer will demonstrate how to introduce a beginner and then allow you to practice the following method on a number of occasions under his/her supervision.

1. The person has come to BOWL so allow them to do so as soon as the mat has been put down
2. Ask the beginner to pick up the jack and observe if they show any signs of difficulty in doing so
3. If there is a sign that bending down does not come easily then this is the time to ask why.
4. If all is well then invite the beginner to roll the jack - but be sure you ask them to deliver as though they are aiming at a point well beyond where you are standing (at least 27m). The Coach should be standing astride the centre line of the rink
5. This request to roll the jack for a distance up the green allows a far freer movement during delivery, and the action of delivering or rolling the jack is not inhibited.

6. After an appropriate time and when you are satisfied with the beginner's performance, then you can move away from the centre line and stand to the right of the bowler.
7. Standing there, with feet apart, invite the beginner to roll the jack between them. If they do this successfully then ask them what they did to ensure that the jack travelled between your feet. The usual answer is "I turned to face you". Try not to instruct them to face you, but always allow them to make decisions themselves.
8. Any wrong decisions can be quietly corrected by suggestion, i.e. "Do you think it might be better for you to face me?"
9. Again, after an appropriate time, move to the pupils left and repeat the exercise of standing with your feet apart.
10. Now could be the time to talk briefly about fore and back hand.
11. You can now invite the player to pick up several bowls from your selection and let them tell you which they find most comfortable to hold.
12. Ask them to hold the chosen bowl. It is particularly important not talk about or demonstrate any particular grip.
13. Look carefully at the grip they have adopted and ask if they feel the bowl is comfortable in the hand.
14. Explain the bias and what should happen when the bowl is delivered from the fore hand or back hand.
15. You can now move to the bowler's right and repeat the exercise of feet apart and ask that the bowl be delivered between your feet.
16. Be prepared for one or more bowls being not smoothly delivered as was the jack. Be careful how you react to this. At all times be sure the player does not feel they are failing, but you must stress that they are learning and one or two slight errors can happen from time to time.
17. During this exercise allow one or two of the bowls to travel their full length so that the player can witness the action of the bias of the bowl.
18. Carry on the exercise on the left hand side of the pupil, and prior to the delivery enquire as to what the bowler needs to do with the bowl so as not to deliver the bowl with the wrong bias
19. Generally bowlers will have already adjusted the bowl. When this happens then it is time for a little praise from you. Allow some bowls to travel their full length on the green in the same way and for the same reasons as previously.
20. By now a delivery action should be reasonably well established. To allow the player a little rest ask them to walk with you up the green where at 27m length you can centre a jack and place two bowls at jack level approximately 25cm apart so that the player's bowl has no gap to run through.
21. The fact of inviting the beginner to be with you when you set up an exercise does involve him more closely in what is going on. It also helps to establish a better rapport between you. If you have undertaken to instruct more than one beginner then involve everyone. Ask them to watch and listen carefully to all that is going on and this will help to make them all feel much more a part of the session.
22. Return to the mat with your bowler and now ask the pupil what might be the correct line necessary to arrive at the target you have set up for him/her.(Introduce Line and Green).

23. Allow the player to choose his/her own point of aim. Do not impose one on them. If the player chooses to bowl from the forehand allow them to observe what happens to the bowl by following their line. If any adjustment is needed then do it by suggestion... "Why don't you try to make that mark your point of aim?" Always attempt to frame your suggestions in the form of a question and involve your bowler in the decision making at all times.
24. At this point, the phrase 'shoulder of the Green' can be introduced and the bowler invited to place on the green a marker (possible a white handkerchief or disc) so that he/she concentrates on bowling over the marker to obtain the best result. It is the beginner who should place the marker because it is preferable that he/she learns the best position by trial and error.
25. Gradually within eight to twelve deliveries the beginner will have made some contact with the target. Praise every successful attempt. If contact is sometimes the result of a heavy bowl then use the work *heavy*. Explain it - then ask the beginner why he/she thinks he/she was too heavy.
26. Be patient and listen to his/her assessment - even though you may have seen the reason for the heavy delivery.
27. Talk about the importance of the speed of the arm coming through. (he/she may have suggested this fact themselves).
28. Allow the bowler to practice without a bowl for a few minutes bringing the arm through quickly, then slightly slower, then slower still. Use the same practice with a bowl in the hand without releasing it. Then continue the exercise.
29. You may find that you are working with a supple well co-coordinated sixteen year old or a not so supple sixty-year old. Be careful to tailor the session so that neither becomes too tired because if that happens it will mean decline in the rate of success.
30. Make sure the beginner leaves on a high note of achievement and eager to return for the second session.

Coaches could seek the assistance of a helper at the far end of the rink sending the bowls back when asked to. This will allow the Coach to always stay close to the beginner and respond to his/her needs. This cannot be achieved at distance.

Why use questions during coaching sessions?

In its early days the EBCS came to the decision that it would require its coaches to focus on the delivery style best suited to a player: in other words adopt the principle that there could be a variety of methods of delivering a bowl successfully. Players are individuals, they come in a variety of sizes and shapes, ages and abilities and it is reasonable for us to make the assumption that their individual needs may differ.

It would have been far simpler and less challenging for the coach to instruct new players in a set procedure. It was therefore a brave decision to take but the

end result was that the quality of coaching was higher and the learning experience for the player much richer.

This approach is very demanding and requires that the coach is able to use questioning techniques effectively. Learning tends to be more rapid when a player is involved in making decisions rather than being told how to do it 'properly'. How many of our new coaches are in fact given the necessary support and practical training in this most important aspect? I suspect that it does happen but is not presented in a manner that stresses its importance sufficiently.

Top Tip: *Questioning and observation of the skill informs the coach that learning has taken place. It is never advisable to proceed with the content of the next session until that has happened. It is better to revisit your last session and have a firm foundation for progress. Do not think that because a session is part of the programme it must be completed regardless.*

Open and closed questions are commonly used by experienced coaches to very good effect. This article will look at what constitutes an open or closed question, when to use each type and provide examples of how coaches may be trained to develop the use of appropriate questions during the coaching of new players. (n.b. It is assumed that the procedure for introducing a beginner has been read and practiced. Parts of that procedure are used here to illustrate the questioning technique)

Open and Closed Questions

A closed question usually receives a single word or very short factual answer. For example, "Have you bowled before?" The answer is "Yes" or "No"; Open questions elicit longer answers for example "What has made you come along for coaching?"

They usually begin with what, why, how. An open question asks the player for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions.

Here are some examples:

- What happened to the bowl?
- Why do you think it curved?
- How will you get the bowl to finish on the centre line?
- Tell me what you need to do to eliminate the 'bump'.
- Describe the feel of your last delivery in more detail.

Open questions are good for:

- Developing an open conversation: "What other sports have you played before?"
- Finding out more detail: "What is the best time of day for you for a bowls lesson?"
- Finding out the other person's opinion: "How well do you feel you have done in this first session?"

Closed questions are good for:

- Testing the players' understanding: "So, when you got lower did that make the delivery smoother?"
- Concluding a discussion or making a decision: "Now you know how to deliver smoothly will you be able to practice that before the next lesson?"

A good coach uses appropriate questions

There is clearly a place for each type of question and the skill of a good coach is in choosing the appropriate one. Like all skills it takes practice and mistakes or inappropriate questions will occur. Having a bank of questions to draw on is one way of developing this skill until such time as it becomes a normal part of the coaches' technique.

Remember that preparation is a key element in all coaching. Prepare the questions thoroughly before the session begins.

Let us take the example of teaching a beginner, probably one of the most rewarding challenges the coach encounters. In this first session the performance objective is to help the player to develop a smooth and comfortable delivery. We will also have other objectives in mind e.g. finding a line to the centre of the rink, and making the player keen enough to return for the next session. (Getting them 'hooked')

The measure of success can be clearly observed for the first two objectives by the player and the coach. These should be shared with the new player at some early point in the session. The last one, however, is dependant on the success 'felt' by the player at the end of the session.

Planning the end of the first session.

It may seem the wrong way round to plan the end before the beginning but this is a journey and we need to know the destination before setting off.

- What questions might we plan to ask at the end of the session?
- In what order will the questions be asked?
- Which of these are open questions and which ones are closed questions?

Here are some examples:

- "How well do you feel you have done in this first session?"
- "Did you manage to deliver the bowl smoothly?"
- "Were you able to find the centre of the rink some of the time?"
- "Did you enjoy the bowling?"

Questions during the teaching of a beginner

Having warmly greeted the new player with a smile and a handshake what questions will be asked? What type of question are they? In what order will they be asked?

These questions should be aimed at allowing you to run quickly through the necessary health and safety (housekeeping) requirements which will be dealt with under Coaching Responsibly. They have come to bowl not to listen to a coach talk.

Here are some examples:

- Have you been to our club before?
- Are you familiar with the layout of the club e.g. toilets?
- Have you bowled before?

We ask the player to pick up the jack stand on the mat and roll the jack between our feet with sufficient weight to reach $\frac{3}{4}$ the distance up the rink. A good coach will be observing the action and allow the player three or four attempts. Often he/she will smooth out their own delivery without the need for the coach to ask any questions. In these cases just positive encouragement is all that is required. If the player is unstable and/or bumping the jack the coach should ask the player one or two questions.

What questions might be asked?

Here are some examples;

- How does it feel when you roll the jack?
- Can you hear a bounce or bump?
- What can you do to make it smoother?
- Do you feel as though you are falling over slightly?
- What can you do to make yourself more balanced and comfortable?
- Will keeping a small distance between your feet help?
- How does that feel now?
- Does it feel painful in any way?

These questions demonstrate how a good coach will be constantly involving the player in decision-making while at the same time checking the success of any changes. It is important to allow the new player time to adjust to any changes. There are very few bowlers who are physically incapable of delivering smoothly.

Introducing the bowl

We introduce the player to the bowls and ask them to choose a size that is comfortable for them to hold. We ask them to roll the bowl down the centre and observe what happens. We ask them to hold the bowl up and look for a difference in shape on each side (some can and some cannot see the shape of the bowl). It is explained that it is this shaping of the bowl that makes it turn.

The sharing of an objective at this stage can be beneficial.

“If by the end of the session you can deliver a bowl smoothly and finish near the centre line you will have done well, as it is very difficult to do.”

We ask them to attempt to make the bowl finish on the centre line. If they are unsuccessful what question/s might you ask to make them adjust the line?

- What will you have to do now to get the bowl to finish in the middle?
- When I stood over to one side of the rink during the jack rolling what did you do to get it between my feet?
- Did you face me?

A visual aid should be introduced placed by the player on a line they think will result in the bowl finishing in the middle. Any adjustment is also done by them. A common question is:

- Do you want to move the marker?

All adjustments should be attempted by them without criticism, keep on asking questions that will encourage them to adjust the body position.

The 'Hook' (or how to ensure the beginner returns for the next session)

We decided early on in the preparation that success for the coach is whether the player is 'hooked' sufficiently to want to return for more lessons. This final part of the first session is intended to do just that.

The target is set up to look very difficult with two bowls and a jack at the length the player has been bowling. The gap between jack and bowls is made too small for any bowl to pass through and the object is for the new player to get shot bowl. As soon as a measure of success has been achieved, be it only a close bowl, think about finishing the session. Clapping and cheering are in order accompanied by genuine praise. The session should be concluded on a high note.

This brings us back to where we started, i.e. the planned questions for the summary.

Assignment 1

- Prepare a series of questions for the next practice session of Introducing a Beginner
- Read the section regarding 'Housekeeping' and prepare a short verbal introduction for a new beginner that satisfies the health and safety element in the training.

Introducing a beginner- Training Session Two

Objectives:

- ***To test your knowledge on ensuring a safe working environment***
- ***To reinforce the smooth comfortable delivery action from the first session with the new player.***
- ***To develop a questioning technique to enhance the learning experience of the new player.***

Session Two

1. Begin the session with the short verbal introduction based on the section 'Housekeeping'

2. Repeat the procedure for introducing a beginner.
3. Receive feedback from your trainer

Session Two (cont)

The trainer will give you feedback on the introduction of the beginner followed by an introduction to the topic of Delivery Analysis. This will involve a demonstration of some basic analysis with an experienced player.

Assignment 2

- Consider the feedback given by the trainer and make note of strengths and weaknesses before the next session.
- Using the Delivery Analysis check list discreetly and at a distance observe the action of two or three experienced bowlers before the next session.

Delivery Analysis (Coach Check List)

Check

- the bowler has a comfortable and relaxed stance with their body weight evenly distributed.
- the shoulders are square to the line of delivery and the shoulder of the delivery arm does not drop.
- feet are facing the line of delivery.
- the bowl is not held in the middle of the body.
- eyes are focussed on the line of delivery.
- the thumb is in a comfortable position and controlling the jack or bowl.
- the transfer of body weight is coordinated.
- the bowling arm stays close to the side of the body.
- the non- bowling arm is not causing an unbalancing action.
- the forward step is along the line of delivery.
- the forward step is a comfortable length, neither too long or too short.
- the back leg is relaxed and balanced.
- the delivery arm comes straight through on the line of delivery.
- the bowler is not over stretching and / or over reaching.
- the whole delivery action is not too fast

Introducing a beginner- Training Session Three

Objectives:

- 1. To test the beginners learning and correct any errors that may have crept into the delivery action.**
- 2. To practice a questioning technique during coaching.**
- 3. To improve on the weaknesses identified in the feedback from the previous sessions.**

During this session further practice will take place concentrating on delivery analysis with two developing/experienced bowlers.

At the end of the session the trainer will provide feedback on your strengths and weaknesses.

Assignment 3

1. Reflect on your strengths and weaknesses as identified by the trainer.
2. Prepare for a trial assessment on Introducing a Beginner for the next session.

Introducing a beginner- Training Session Four

Objectives:

- ***To test your learning***
- ***To manage the pressure of the assessment procedure.***
- ***To practice the preparation and delivery of a coaching session alone.***

A trial assessment will be undertaken by your trainer. In this situation all preparation and timing of the delivery will be conducted by you. Ensure you are there early and everything is ready and available for the beginner.

Coaching responsibly

Objectives:

- ***Be able to communicate a good understanding of the code of Ethics for Sports Coaches.***
- ***Be able to communicate a good understanding of the coaches' code of behaviour.***

Code of Ethics for Sports Coaches

Sports Coaches are expected to conform to ethical standards in a number of areas:

- ◆ Humanity
- ◆ Relationships
- ◆ Commitment
- ◆ Co-operation
- ◆ Integrity
- ◆ Advertising
- ◆ Confidentiality
- ◆ Abuse of Privilege
- ◆ Safety
- ◆ Competence

Humanity

Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation.

Relationships

The good coach will be concerned primarily with the well-being, safety, protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual.

A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behaviour and performance in training, in competition and their domestic, academic or business life. Coaches are responsible for setting and monitoring the boundaries between a working relationship and friendship with their performers. This is particularly important when the performer is a young person. The coach must realise that certain situations of friendly words or actions could be misinterpreted, not only by the performer, but also by outsiders (or other members of a squad or group of performers) motivated by jealousy, dislike or mistrust, and could lead to allegations of misconduct or impropriety.

Where physical contact between coach and performer is a necessary part of the coaching process coaches must ensure that no action on their part could be misconstrued and that the National Governing Body (NGB) guidelines on this matter are followed. This means that the performer should be made aware of

the coach's qualifications and experience and must be given the opportunity to consent to or decline proposals for training, performance or competition.

Commitment

Coaches should clarify in advance with performers (and/or employers) the number of sessions, fees (if any) and method of payment. They should explore with performers (and/or employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances.

Coaches have a responsibility to declare to their performers and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another teacher/ coach. If so, the teacher/coach should be contacted to discuss the situation.

Coaches who become aware of a conflict between their obligations to their performers and their obligation to their NGB, (or other organization employing them) must make clear to all parties concerned the nature of the conflict, and the loyalties and responsibilities involved.

Coaches should expect a similar level of reciprocal commitment from their performers. In particular the performer (parent/ guardian in the case of a minor) should inform the coach of any changes in circumstances that might affect the coach/ performer relationship.

Coaches should receive appropriate acknowledgement of their contribution to the performer's progress and achievement. Where money is earned from performances, it is reasonable to expect that the coach should receive an appropriate share of the rewards. Such apportionment with any attendant conditions should be agreed in advance (in writing) to avoid any misunderstanding.

Coaches should communicate and co-operate with other sports and allied professions in the best interest of their performers. An example of such contact could be the seeking of:

- ◆ Educational and career counselling for young performers whose involvement in sports impinges upon their studies;
- ◆ Sports science advice through the British Association and Sport and Exercise Sciences (BASES).

Coaches may need to communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performer's medical and psychological problems.

Integrity

Coaches must not encourage performers to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage performers to obey the spirit of the rules.

Coaches must not compromise their performers by advocating measures which could constitute unfair advantage. They must not adopt practices to accelerate performance improvement which might jeopardise safety, total well-being and future participation of the performer. Coaches must never advocate or condone the use of prohibited drugs or other banned performance-enhancing substances. Coaches must ensure that activities, training and competition programmes they advocate and direct are appropriate for the age, maturity, experience and ability of the individual performer.

Coaches must treat opponents with due respect, both in victory and defeat, and should encourage their performers to act in a similar manner. A key role for the coach is to prepare performers to respond to success and failure in a dignified manner.

Coaches must accept responsibility for the conduct of their performers and discourage inappropriate behaviour in training and competition on the bowling green.

Advertising

Advertising by sports coaches in respect of qualifications, training and/ or services must be accurate and professionally restrained. Coaches must be able to present evidence of current qualifications upon request. Evidence should also be available to support any claim associated with the promotion of their services.

Coaches must not display any affiliation with any organization in a manner that falsely implies sponsorship or accreditation by that organisation.

Confidentiality

Sports coaches inevitably gather a great deal of information about performers in the course of a working relationship. Coach and performer must reach agreement about what is to be regarded as confidential information (i.e. not divulged to a third party without the express approval of the performer).

Confidentiality does not preclude the disclosure of information about a performer to persons who can be judged to have a right to know. For example:

- ◆ Evaluation for competitive selection process;
- ◆ Recommendations for employment;
- ◆ In pursuit of disciplinary action involving performers within the sport;
- ◆ In pursuit of disciplinary action by a sports' organization against one of its members;
- ◆ Legal and medical requirements for disclosure;
- ◆ Recommendations to parents/ family where the health and safety of performers might be at stake;
- ◆ In pursuit of action to protect children from abuse.

Abuse of Privilege

The sports coach is privileged to have regular contact with performers and occasionally to travel and reside with performers in the course of coaching and competitive practice. A coach must not attempt to exert undue influence over the performer in order to obtain personal benefit or reward. Coaches must consistently display high personal standards and project a favourable image of their sport and of coaching to performers, their parents/ families, other coaches, officials, spectators, the media and the general public.

Personal appearance is a matter of individual taste but the sports coach has an obligation to project an image of health, cleanliness and functional efficiency. Sports coaches should never smoke while coaching.

Coaches should not drink alcohol so soon before coaching that it would affect their competence to coach, compromise the safety of the performers or obviously indicate they had been drinking (e.g. smell of alcohol on breath).

Safety

Within the limits of their control, coaches have a responsibility to ensure as far as possible the safety of the performers with whom they work. All reasonable steps should be taken to establish a safe working environment. The work done and the manner in which it is done should be in keeping with the regular and approved practice with their sport as determined by the NGB.

The activity undertaken should be suitable for the age, physical and emotional maturity, experience and ability of the performers. Coaches have a duty of care to protect children from harm and abuse. The performers should have been systematically prepared for the activity and made aware of their personal responsibilities in terms of safety. Coaches should arrange adequate insurance to cover all aspects of their coaching practice.

Competence

Coaches shall confine themselves to practice in those elements of sport for which their training and competence is recognized by the appropriate NGB. Training includes the accumulation of knowledge and skills through formal coach education courses, independent research and the accumulation of relevant verifiable experience. The National Operational Standards for Coaching, Teaching and Instructing (and/or the approved NGB Coaching awards) provide the framework for assessing competence at the different levels of coaching practice.

Competence to coach should normally be verified through evidence of qualifications. Competence cannot be inferred solely from evidence of prior experience.

Coaches must be able to recognize and accept when to refer performers to other coaches or agencies. It is their responsibility, as far as possible to verify the competence and integrity of any other persons to whom they refer a performer.

Coaches should regularly seek ways of increasing their personal and professional development. Coaches should welcome evaluation of their work by colleagues and be able to account to performers, employers, NGB s and colleagues for what they do and why.

Coaches have a responsibility to themselves and their performers to maintain their own effectiveness, resilience and abilities. They should recognize when their personal resources are so depleted that help is needed. This may necessitate the withdrawal from coaching temporarily or permanently.

Coaching responsibly: Assignment Four

- Prepare and present a five minute talk about safety and competence in coaching.
- Study the Code of Ethics for Sports coaches and be prepared to answer questions posed by your trainer

Code of Behaviour

- ◆ Do ensure you comply with all conditions of the Governing Bodies' National Policy and Procedures at all times

- ◆ Do treat everyone with respect
- ◆ Do provide an example you wish others to follow
- ◆ Do plan activities which involve more than one person being present, or at least are within sight of hearing of others.
- ◆ Do respect a young person's right to personal privacy
- ◆ Do ensure separate sleeping accommodation for coaches and young people
- ◆ Do provide access for young people to talk about any concerns they may have.
- ◆ Do encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- ◆ Do avoid situations that compromise your relationships with young people and are unacceptable within relationships of trust (e.g. a sexual relationship between a coach and a youth under training, over the age of consent).
- ◆ Do remember that someone else might misinterpret your actions, no matter how well intentioned.
- ◆ Do recognize that caution is required even in sensitive moments of counselling such as when dealing with bullying, bereavement or abuse
- ◆ Do not permit abusive peer activities (ridiculing, bullying etc)
- ◆ Do not play physical contact games with young people
- ◆ Do not have any inappropriate physical or verbal contact with others.
- ◆ Do not jump to conclusions about others without checking facts
- ◆ Do not allow yourself to be drawn into inappropriate attention-seeking behaviour such as tantrums or crushes.
- ◆ Do not show favouritism to any individual
- ◆ Do not make suggestive remarks or gestures even in fun
- ◆ Do not let suspicion, disclosure or allegation of abuse go unrecorded or unreported.
- ◆ Do not rely on just your good name to protect you.
- ◆ Do not believe "it could never happen to me".

Coaching responsibly: Assignment Five

- Place the above code of behaviour in order of importance and justify this in discussion with your trainer.

Coaching responsibly: Assignment Six- Planning

We are going to finish with a **KISS** (or **Keep It Simple Stupid**). The biggest mistake that any coach can make is to over complicate the session.

- Plan four one hour coaching sessions for the new beginner using the following model:

- | | |
|--|------------|
| 1. A warm-up | 5 minutes |
| 2. A practice on line and/or length | 20 minutes |
| 3. Discussion on progress | 5 minutes |
| 4. A game based exercise or experience | 20 minutes |

5. Discussion on what has been learnt 10 minutes
6. Discuss the plan with your trainer and modify it where necessary.

Coaching responsibly: Oral Assessment

- Complete an oral assessment using the questions for coaches at Level One
- Complete a separate oral assessment for Safeguarding at Risk Adults and Children.

This completes the training and assessment at Level One.

Level Two

Introduction

This Level Two manual is intended to build upon the content and practices outlined at Level One. It has been compiled using the combined knowledge of many experienced coaches since 1979. If used properly it can provide a basis for bowls coaching aimed at developing players' skill levels.

It is intended that this manual is in conjunction with a full programme conducted by authorized trainers.

Level Two

- Coaching Successfully
- Learning objectives
- Delivery diagnostics
- Purposeful practice – Skills
- Purposeful practice – Game situations
- Planning and preparing a coaching session for an individual player
- Planning a coaching session for a small group of players

Coaching Successfully L2

To be successful at this stage a coach is required to have a much greater awareness of the needs of the developing player. This means that the coach must develop listening and observational skills together with an ability to challenge the player sufficiently for progress to be made. The craft of coaching is stretched to the limit to get this challenge exactly right.

Learning Objectives

On successful completion of level two training and assessment the candidate will be able to do the following:

1. *to conduct a delivery analysis at an improvers' clinic.*
2. *to suggest possible remedies for delivery faults.*
3. *to use eyes and ears first before asking questions or suggesting solutions.*
4. *to provide practices that can be progressed.*
5. *to tailor the practices to the ability of the player.*
6. *to choose practices that meet the needs of the player.*
7. *to conduct a coaching session to introduce game play. Singles, Pairs, Triples and Fours*

Delivery analysis and diagnostics

It is often easier to see a fault in a delivery than it is to find a remedy. Work slowly observe and listen carefully before any suggestion is offered. The coach should aim to work with the player until any underlying problems are identified.

This is not a 'one size fits all' situation, what works with one player may not be successful with the next.

Only by conducting several sessions with many players will the skill of the coach develop to the point that they are proficient in all situations. Be prepared to ask for assistance from more experienced coaches.

Faulty delivery and practicing!!!!

One of the biggest mistakes any bowls coach can make is to allow a player to reinforce an obvious delivery fault.

Practice exercises no matter how well designed should not be used until the most comfortable and smooth delivery has been established bearing in mind all the time that the coach is working with the physical limitations of each player.

Jack Casting

For those players who encounter difficulty in casting (delivering) the jack, the following tips on technique may help simplify this action.

Control of length is the more important factor as this can win or lose a game; but providing the jack is cast within parameters as per Laws of the Sport of Bowls (refer Section 5.23 Improper Delivery of the Jack) it can always be centred, although the less deviation from the centre the better.

On taking possession of the mat, move over to the side with one foot on the mat and facing the number at the far side of the rink, so that the delivery arm is centred above the mat.

The Jack should be forward in the hand and supported on the fingers; place the thumb on top but don't grip, hold firmly relaxed.

Swing back the bowling arm and co-ordinate the step forward pointing the opposite foot down the rink whilst bending the knees - as in the bowling delivery action;

release the jack as close to the ground as possible rolling it off the fingers whilst continuing the arm motion down the centre of the rink in the follow-through: all in one fluid movement.

The length or 'weight' of delivery is achieved by practice, and as with a bowl the length of forward step, amount and speed of the backswing regulates the length.

It is essential for a recognised lead to have good control of the jack, and it also reflects on one's ability in Singles matches.

Recommended best practice.

- Preparation before release: don't rush, pause to visualize distance.
- Stance: casting of Jack and the Drive are the only occasions when 'standing square' is recommended.
- Follow-through: equally important with Jack as well as Bowl - extension of arm down centre of rink helps control of line.

Additional, helpful hints for line.

Try placing jack with thumb in line with manufacturer's name.

Visualize a mark on the rink a shorter distance from the mat to help hold the line

Delivery analysis for a club bowler

- ◆ The first rule is 'don't hurry'; do not make a snap decision

- ◆ Get to know your players
- ◆ How long have they been bowling?
- ◆ Have they ever been coached?
- ◆ What position do they normally play in a rink?
- ◆ What level do they believe they have reached?
- ◆ What do they believe the problem is and have they any ideas on what may be causing it?
- ◆ Allow the player to warm up by simply delivering a few bowls up and down the green (without a jack will help them to relax more.) If a video camera is to be used in the session then do not film the practice as this will induce nervousness and you may never get the player to relax.
- ◆ Watch the practice but not too critically. Look for obvious faults e.g. balance or lack of smoothness in delivery
- ◆ Do not try to show how clever you are by saying 'I see exactly what the problem is' immediately, even if you think you do.
- ◆ Take your time in identifying any fault. This will inspire confidence in the player and also give you time to confirm that your initial analysis was correct and also time to consider the most appropriate solution.
- ◆ After warm-up, get to player to get in position on the mat and deliver two bowls on either hand.
- ◆ Again, do not be too hurried in picking up the detail, e.g. wobbled bowl etc. Give yourself time and consider the total delivery.
- ◆ Is the stance relaxed?
- ◆ Is the total action smooth?
- ◆ Is the person balanced during the whole delivery action but especially at the point of delivery?

It will depend on the level and quality of the player how quickly you determine his/her problem. Even when you are convinced you have identified it allow the player a few more bowls to confirm your opinion. It may become evident that player has more than one problem. A good maxim is not to try and solve everything at once. The player has come to you with a particular problem. It is obviously important to them so you must try and solve it. If you are convinced that their problem is imaginary then politely lead them to this conclusion themselves by using questioning techniques which prompt nothing but positive answers.

How do you get the best view to spot any problems?

Begin with the side view slightly in front of the delivery point.

Look for:

- ◆ Point of delivery
- ◆ Action before and after delivery
- ◆ Arm straight or bent
- ◆ Head still
- ◆ Eyes focussed
- ◆ Size of step

Then stand directly behind the player.

Look for body action; it should be in line with delivery line

- ◆ Step – in line with delivery

- ◆ Back-swing – in line with delivery
- ◆ Follow-through – in line with delivery
- ◆ Swing-pendulum action – straight down and up smoothly
- ◆ Distance of arm from body – during swing and at point of delivery
- ◆ Is hand, palm up at point of delivery?

Stop *and think*. Do not make *snap* decisions, if the problem is balance then you must correct this first as other faults may be caused by lack of balance. A lack of balance is often caused by a disability of some sort. People are afraid to admit they have a physical disability. Ask gently; try and get them to confide in you so that you can help them to help themselves. People with a hearing problem with the inner ear will find stability difficult when bending down. The simplest problems with balance if not due to disability are too long a step or spare arm not 'bracing' the delivery. Both are easy to spot and correct.

If balance is correct then look for tension particularly in grip. Is the body relaxed? Look at their face and see if jaw line is taught, lips tightened, shoulders hunched – all signs of tension. If convinced that you know precisely what is causing the problem, then suggest a remedy.

- ◆ Do not make large adjustments straight away; you may have to build it up in stages
- ◆ Make minor adjustments – relaxation and focus combined will generally improve a players performance
- ◆ Check grip, bowl size, position of fingers and thumb
- ◆ Check for tension, white knuckles etc.
- ◆ Is the stance allowing a smooth delivery or is the release too high up?
- ◆ Is the physical disability of the pupil the cause, e.g. too erect a stance? (back problems, knee problems etc.)

Delivery Analysis (without a video)

'Line'

31. The coach asks the players to play 'trial ends' and will offer no comment until both have been completed.
32. The coach will ask each player in turn what they have learned from the trial ends. Do not be over-concerned if some comments seem inaccurate, or even if the answer is 'I don't know'. If there is a general air of not really knowing what they could have learned, then the coach can ask them to try again. The players will think far more deeply while playing the extra 'trial ends' and comments and answers should be more constructive on completion of the second attempt. The coach needs to allow time for opinions and judgements to be expressed, without losing sight of the fact that the players would prefer to be playing shots than talking about them.
33. Having placed the jack at some 27m, the coach can then ask each player to bowl on the forehand (for a right-handed player). When the bowl has come to rest, if it constitutes an obstruction for the next player, the coach can remove it, but mark the spot where the bowl has come to rest.
34. All the players will accompany the coach up the green and discuss with him what happened to the bowl they played. The coach encourages the players to offer their own comments on any adjustment that may be necessary. Each of the players will now be asked to try again.

While standing in front of the player the coach will need to be looking for the following.

- a) Stance on the mat, and the positioning of the right foot for a right-handed player
- b) Correct alignment of the body to the required line
- c) The back-swing
- d) Forward step on delivery
- e) Position of the head at the moment of release
- f) Position of the bowling arm and hand at the moment of release

We will now look at each in turn:

- a) Stance will, of course, vary from player to player, but correct placing of the right foot on the mat (for a right-handed player) even prior to adopting stance, is necessary to obtain a good line.
- b) Some players will look along the line to be taken by the bowl, simply by turning the head, and neglect to place the whole body to face along the required line.
- c) If during the back-swing the player allows the bowling arm to stray away from the body he/she must make some adjustment during the forward-swing to get the bowling arm back on the line. This can result in the hand being twisted at moment of release and result in a loss of line.
- d) If the forward step is made across, and not along the line required, then the delivery arm will be hooked and correct line lost. Positioning of the head is very important to bowling a good line. The head, of course, must be still and not looking down at the feet, or held too high, but at a point along the line which is most comfortable for the bowler, and helps them to achieve a good line.
- e) The bowling hand at the moment of release should not be twisted but with open palm follow-through along the line. There is sometimes a tendency to swing the bowling arm across the body. If the bowl has already been delivered then there is no great harm but if the movement is begun too soon then the arm will be hooked and the line lost.

If any of the above contributes to not finding a good line then the coach can offer remedial advice.

Using a visual aid helps a player to find a correct line. The player can be asked to place a marker at a point on the green which they consider would be the correct line. They can then be invited to bowl over this marker to ascertain if they had made a correct judgement. The players themselves should make any necessary adjustments to the position of the marker.

The coach should be patient and wait until a more accurate assessment of correct line has been achieved. Another use of this simple visual aid is to help those bowlers who have a 'wandering' forward step. The coach can invite the player to place a marker on the spot where they should place their forward foot to help them find a good line. The coach need not be concerned with any inaccuracies at the first attempt but allow the player to learn from each delivery. Often the player will suggest that they realign the visual aid. Do not allow the player to use the marker for too long.

Finding the correct line must be linked to a correct reading of the green.

Training session One

1. In this first session the trainer will put you on the camera and demonstrate how a full delivery clinic is conducted for improving players.
2. You will be asked to use your Checklist from Level One manual to look carefully at your own delivery identifying possible areas of perfection or imperfection.

Assignment 1

- Discretely and at a distance observe three players that have been identified by your trainer.
- Make notes using the Delivery Checklist from the Level One manual.
- Discuss your findings with your trainer at the start of the next training session.

Training Session Two

1. In this session you will first discuss the findings from Assignment 1 and conduct a delivery analysis with your trainer acting as the player.
2. Your trainer will ask you for an evaluation on your performance and then provide feedback with tips.
3. You will then conduct a delivery analysis with another player and repeat the feedback session with your trainer.

Assignment 2

- Discretely and at a distance observe a further three players that have been identified by your trainer.
- Make notes using the Delivery Checklist from the Level One manual.
- Discuss your findings with your trainer at the start of the next training session.

Training Session Three

In this session you will first discuss the findings from Assignment 2 and conduct a delivery analysis with a player provided by your trainer
Your trainer will ask you for an evaluation on your performance as the coach and then provide feedback with tips.

These sessions may be repeated until both you and your trainer are confident that you are ready for assessment.

Assessment of Delivery Clinic

This will be conducted by an authorized coach who is not your trainer.

Purposeful Practice

The following collection of purposeful practices has been compiled from many sources both in the UK and around the world.

Each practice is scored to allow a percentage to be arrived at so that progress can be monitored.

It is essential that a coach practices all exercises before their introduction to a player. This is particularly important as an exercise on a difficult or tricky surface may not be possible.

It is highly recommended that a coach spends time practicing the exercises and varying them to ascertain how to make each more or less challenging to suit the skill level of the player.

How does a coach find the 'right' challenge for a particular player?

Challenge

When working with any player, identifying the level of difficulty for purposeful practice is one of the coaching skills which can develop with experience. The best advice is to build up slowly. Make the practice achievable and gradually increase the level of difficulty.

In this way players feel that they are progressing.

Comfort Zone

Practicing those skills that are easily achieved and that the player is comfortable with is known as working in the comfort zone. To make progress the practices adopted need to be slightly outside this zone. Players who are prepared to move outside their comfort zone in practice gradually develop new or higher level of skills.

Caution

However if the challenge is so far outside their comfort zone that it is not achievable, then the players' self confidence will be seriously damaged. The function of the coach is to maintain and increase confidence by correctly assessing the level of difficulty required for progress to be made.

SKILL SPECIFIC PRACTICES

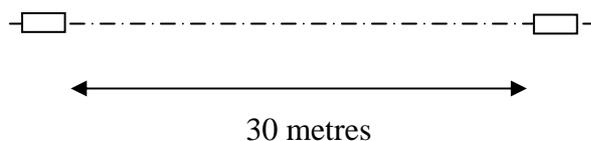
1. Jack Delivery

This practice can be used as warm up for leads or singles players or for two beginners developing their skills

Objective: To consistently deliver a jack to a nominated length

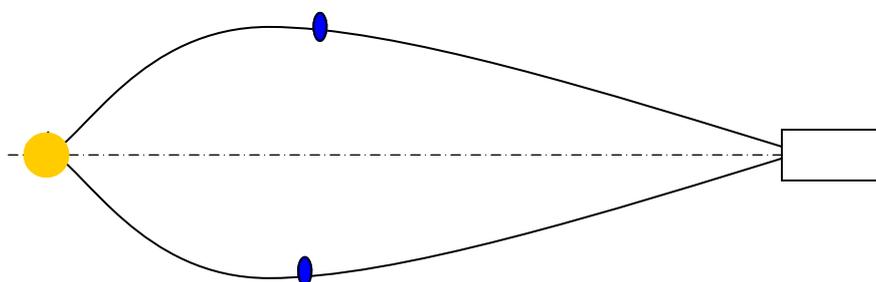
Scoring: One point for each jack within nominated distance, the first player to 10 points wins

Method: Use two mats placed on the centre line 30m apart. With a partner, deliver 10 jacks to each others feet, varying the distance when the jacks are consistently within one metre of the nominated position.



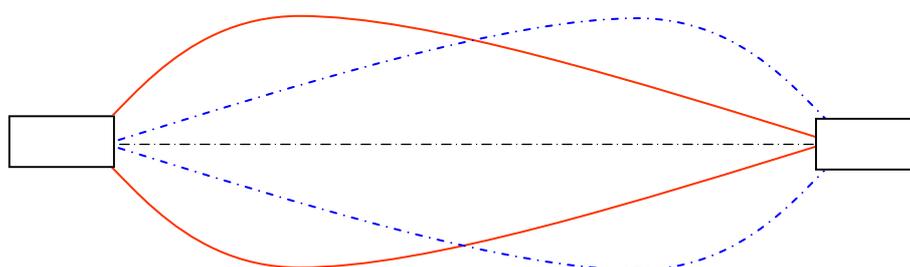
2. Maximum Curvature of the Bowl

- Objective:** To establish and prove the maximum curvature technique of the draw shot by correctly reading the line
- Scoring:** Five points for each bowl passing directly over the markers. Attempt 20 on each hand, record the score. Possible score =100 therefore you can work out a percentage
- Method:** Set the jack at full length and gauge where the bowl will start to bend on both hands, place markers at these points. Deliver bowls to pass directly over the markers to obtain the correct line. When the line is established, move the jack and/or the mat to alter the length and re-establish new shoulder positions. This practice is to assist finding the line - do not worry too much about the weight. Concentrate on the perfect line for each bowl.



3. Drawing to Mats – line and length bowling

- Objective:** To consistently achieve line and length.
- Scoring:** One point for one bowl on target
Two points for two bowls on target
Five points for three bowls on target
Ten points for four bowls on target
Record every ten bowls
- Method:** Use two mats and four bowls.
Place the mats on the centre line of the rink, one at each 2 m mark. Deliver your bowls from end to end using both forehand and backhand, either to rest at each end of the mat or in the middle. Vary the mat positions when goals are achieved.

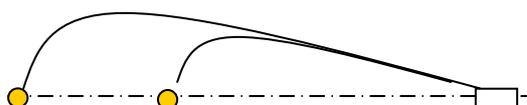


4. Bowl to Full and 3/4 Lengths

Objective: To improve weight control and take the correct line

Scoring: Ten points within 60 cm
Record every ten bowls

Method: Place two target jacks or markers, one at full length and one at 3/4 length on the centre line of the rink. Bowl alternate forehand and backhand to draw to the 3/4 length and then the full length jack positions. Aim to deliver behind the jack **and as you improve reducing to 30 cm of the jack**.



Notice that the line of delivery is the same but the shoulder or point of maximum curvature is different.

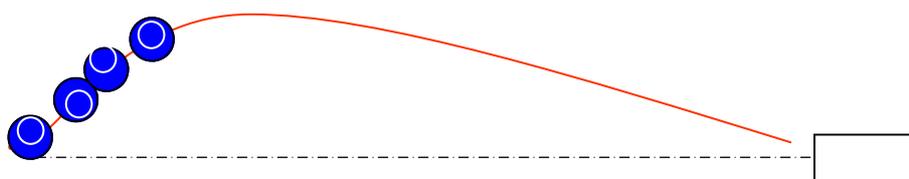
This can on a perfect surface give the impression that the player needs to bowl on a tighter line.

5. Weight (Length) Control – Repetition

Objective: To develop a feel for the correct weight so that weight control and choosing the line occurs without conscious thought.

Scoring: Two points for two touching
Five points for three touching or close
Ten points for four touching or close
Record every ten bowls

Method: Use four bowls. Deliver a medium length bowl to any point on the rink without crossing the centre. Draw the next three bowls on the same hand using the same weight and line. Vary the length and play on forehand and backhand. Initially set up a marker to indicate the aiming line so that the only variable is control of weight.



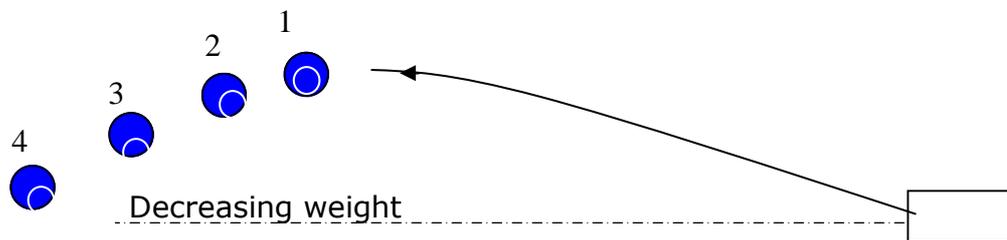
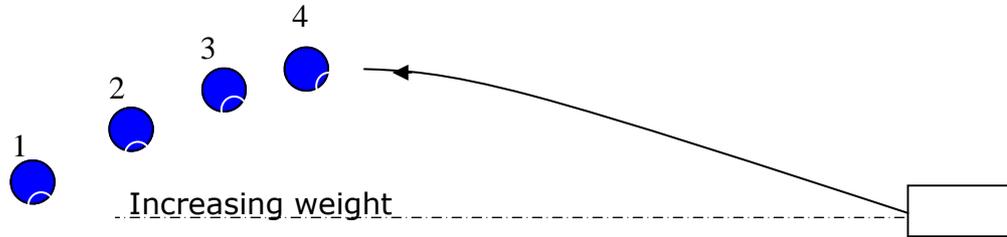
6. Control – Increasing & Decreasing Weight (Length)

Objective: To progressively deliver bowls with more or less weight and to develop a feel for increasing or reducing weight so that you

can, when required, adjust a bowl to a nominated position.

Scoring: Five points for a bowl one metre away from previous bowl
 Ten points for a bowl 60 cm away from previous bowl
 Record every ten bowls

Method: Deliver a medium length bowl to any point on the rink without crossing the centre line. Then either choose to increase by 60cm or decrease by 60cm for each of the other three bowls.

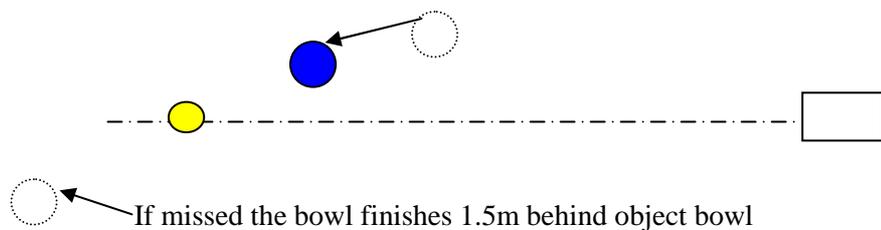


7. Promote a short bowl

Objective: To promote a short bowl so that it becomes shot or finishes close to the jack.

Scoring: Five points for a miss that finishes 1.5 m through
 Ten points for moving the target bowl
 0.5m closer
 Record every ten bowls

Method: Place a bowl about 1.5 m short of a jack set at medium length. Deliver your bowl with enough weight to hit it and move it forward ½m. As a guide to the correct weight to be used, a ratio of 3 to 1 is suggested. That means if you wish to move the object bowl one metre use three metres of weight. To promote a bowl ½m you need 1.5 m extra weight with the necessary narrower line. Vary the length and use forehand and backhand.

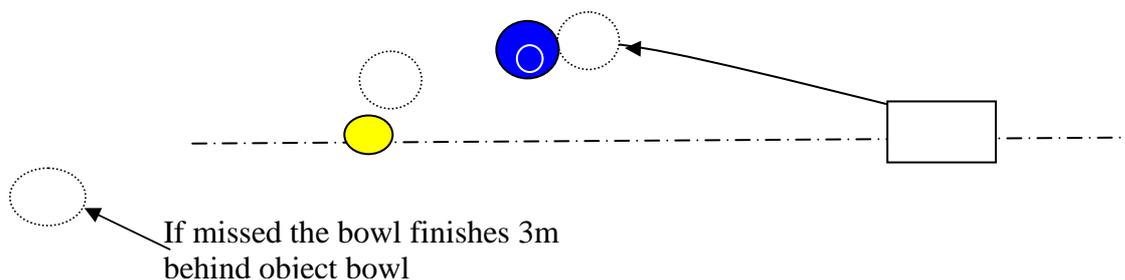


8. Follow through and stay

Objective: To bowl through a short bowl with sufficient weight to push it through the head and follow through into a scoring or saving position.

Scoring: Five points for a miss that finishes 3 m through
Ten points following through close to the jack
Record ten bowls

Method: Place a bowl ½m short of a jack set at a medium length. Deliver your bowl with enough weight to move the object bowl forward so that your bowl follows through for the shot or to save. As a guide to correct weight, a ratio of 6 to 1 is usually effective on a 12 to 14 second green



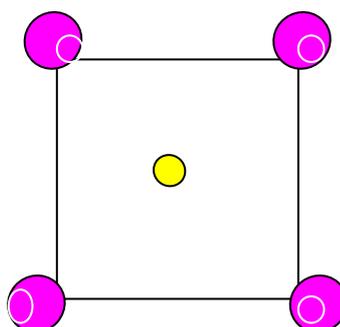
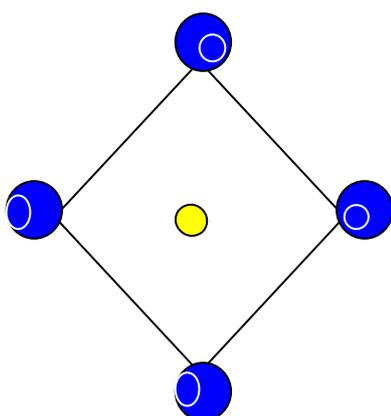
9. The Diamond and Square

Objective: To create a simple game scenario during practice that encourages the player to beat the bowls rather than to concentrate on drawing to the jack.

Scoring: This can be decided by the coach depending on the particular exercise being attempted with this very versatile method

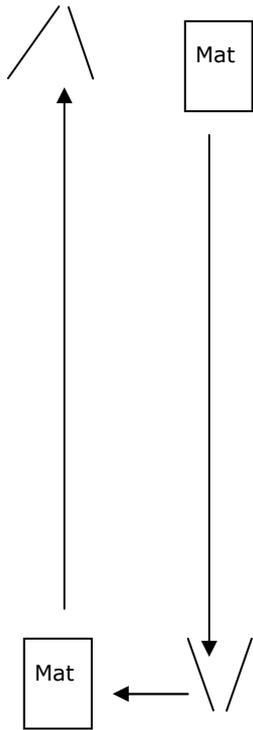
Method: Four bowls are used set one metre apart in the form of either a diamond or a square as shown in the diagram. The scenario is that the player is four shots down. In its simplest form the player has to negotiate the opposition bowls and finish closer to the jack.

It also has the potential to be used to develop the player with the coach calling shots of varying difficulty to cover, rest or play out front and back opposition bowls.



Each side of the diamond the square is one metre

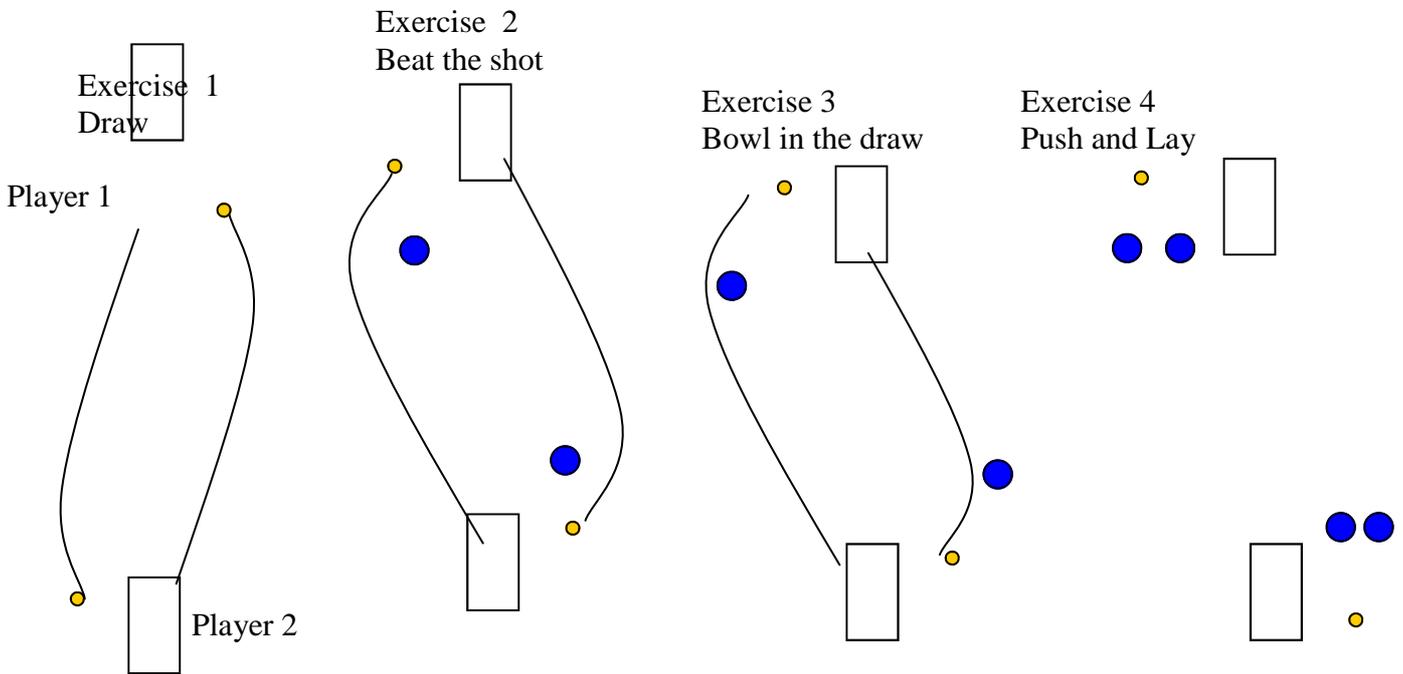
10. Repetitions



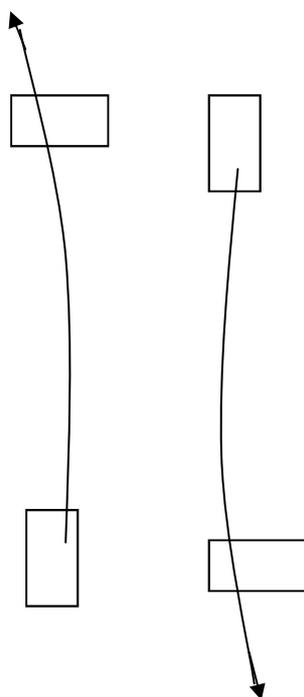
Mats are placed off-centre at 27 m. Two one metre sticks are placed alongside the mats. One player on each mat casts two jacks into the 'vee' gaining 2 points for landing inside and one point for being within half a metre. **The players cast the jacks continuously for 10 minutes.**

An exercise in jack casting for Leads or beginners

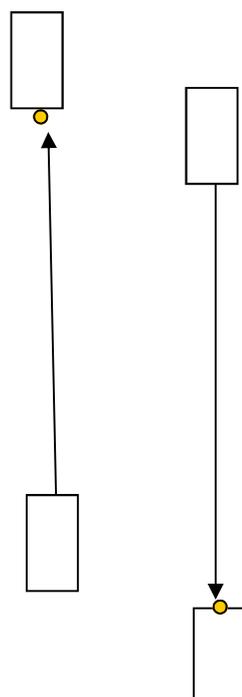
Each exercise is practiced on the forehand and backhand. 20 bowls on each hand.



Exercise 5
75% of maximum
weight



Exercise 6
100% of maximum
weight



The objective with these two exercises is to gain accuracy by practicing weight with control. This can be very tiring therefore the coach should limit the time spent to around five minutes.

Only conduct this practice if it is safe to do so. Rebounding bowls and jacks can be hazardous to players on adjacent rinks.

Assignment 3

- Prepare purposeful practices that can be used to introduce a player to the singles game.
- Consider what kind of advice you will give to the player and place the practices you have chosen in the context of the game.

(For example the importance of the jack length and getting the first bowl close.) or (the importance of getting second bowl when faced with the possibility of dropping a big count)

Training Session Four

During this session you will be asked by your trainer to introduce a player to the singles game using purposeful practices to illustrate the basic skills and tactics necessary.

At the end of the session conduct a review with the player and agree practices that he/she could try on their own.

The trainer will conduct a review with you after the session and you will decide jointly if you are ready for assessment in purposeful practices.

Introducing the Beginner to Singles Play

It is normally the aim of most bowlers to take up the competitive side of the game to reach a standard where they have a chance of being a Club/ County or National Singles Champion. Accordingly the coaching they receive from you in the early days of their bowling career is most important.

As their Coach you must make it quite clear from the beginning that in singles the players are entirely on their own, both in playing and in making the necessary decisions regarding tactics and the general strategy. Emphasise the point that they will get assistance from no-one, all decisions have to be their own. By the time your players have reached the stage of being introduced to singles play they will be aware that all four bowls and many types of shot are used in this particular game. Now is the time as a coach to advise them of the many aspects of a singles game.

Set out below is a list that can be used as a guide for this purpose

1. Whether you are winning or losing, remember the game is not won or lost until it is over
2. Singles is basically a drawing game
3. Correct rolling of the jack to the length you require is important
4. If unable to get shot make sure you get a good second bowl
5. If holding shots always make sure you play a back bowl as cover
6. Make use of the mat during a singles game, especially if you are behind. Change length of mat and jack if necessary.
7. Do not crowd the jack with four shots leaving your opponent an easy firing shot
8. Note your opponent's weaknesses and attempt to exploit them.
9. Do not use the firing shot when a draw to save will be more appropriate.
10. Learn the pace of green and the width of draw from the trial ends.
11. Above all remain calm under pressure and concentrate throughout the game.

When coaching bear in mind that the players have never played singles before. Try to make them confident in their approach to the game by letting them make decisions regarding what kind of shot is required for particular situations, and which hand should be played. Let them play a shot then make constructive observations if in your opinion a different shot would have been better.

If it is possible during practice to rebuild the head, do so, and then demonstrate the correct shot. By doing this the player will not only be able to see how to play the shot correctly, but make a mental note of correct weight, and line. Encourage the player to practice the draw shot when it comes to singles play, because drawing is the basis of all parts of the game (pairs, triples and fours). It will stand them in good stead during the rest of their bowling career. Be positive and yet patient and also be clear in your advice, remembering that what you tell the player now will be implanted and remain in their minds.

Finally remember to tell your players that if they do not win their game there is always another time and to try to learn from defeat.

Introducing the beginner to team play

The most effective way to give beginners experience in team play is to start with a short game of pairs. In this way the positions of lead and skip and their responsibilities can be explained. Etiquette can also be introduced as can basic measuring, scoring and the laws of the game.

Assignment 4

- Plan a four coaching sessions that will gradually introduce new players to the elements of team play.

Training Session Five

- Present your plan for the four coaching sessions and discuss with your trainer, if necessary modify the plan.
- With a small group of beginners begin the first planned session.
- With your trainer review how successful it was as an introduction.

Conclusion

We leave you with a KISS

All too often a coach feels they have to offer more than is required to meet the needs of the players. They are eager to impart all the new knowledge and skill they have learnt.

Therefore as at Level One

KEEP IT SIMPLE STUPID

Appendix 1

Health and safety 'Housekeeping'

Obtain the following information and ensure it is given out at each coaching session. If you have the same people at the same venue a number of times you may only need to go through it in detail on the first occasion.

You will need a list of all present, in your charge, every time. Should an alarm occur and you have to vacate the premises then you will need to check this list to ensure everyone is out of the premises.

1. Conduct a Risk Assessment (of the venue and of the activities planned).
2. Prepare an attendance list
3. Welcome to (venue title)
4. Fire Doors (highlight where they are)
5. Fire Alarm Assembly Point (ensure those attending know where it is)
6. Toilet Location
7. Planned Breaks
8. Food Arrangements
9. Planned Finish Time
10. Accident Book Location
11. First Aid Box Location
12. First Aid (mention any qualified person in attendance)
13. Doctor's Telephone Number if known
14. Specific Medication and its location
15. Identify any mobile phones you have available or highlight where the nearest public one is.
16. (It may be the Coach who takes ill, so if the medication rule is applicable to you let someone know)

The following is advice or information that should be given to all those in attendance:

- ◆ Should you feel unwell, please sit down immediately and let the Coach know
- ◆ If you are leaving the site, please let the Coach know
- ◆ Should an alarm sound please leave the premises quickly but in a controlled fashion
- ◆ Do not delay to retrieve any belongings or visit cloakrooms for clothing
- ◆ Assemble in the point outside the premises already highlighted.
- ◆ Do not re-enter the building under any circumstances until permitted to do so by the person in charge.
- ◆ Ensure the person in charge of your coaching is aware you are at the assembly point.

Risk Management

Under the Management of Health and Safety at Work Regulations (1999), made under the Health and Safety at Work Act (1974), risk assessment is a compulsory legal requirement to ensure that all members and service users of organisations enjoy a safe and healthy environment. Risk management should be the responsibility of the Safety Officer or a small team, depending upon the size of the organization.

Risk management covers three central themes

- Prevention
- Minimization of harm
- Liability of reduction

All three can be achieved as far as is possible, by ensuring that <group name> follows this policy at all times and also is able to carry out the 'five steps to Risk Assessment'¹. These are:

Step 1 – Look for the hazards

Step 2 – Decide who is going to be at risk of harm and how

Step 3 – Evaluate these risks and decide whether there are sufficient precautions already in place or whether more needs to be done

Step 4 – Record your findings

Step 5 – Review your assessment

National Council for Voluntary Organisations (NCVO) recommends that groups conduct a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) in order to assess what risks there may be within their organization. This could be supported by research such as service user, staff and volunteer consultations.

It should also be noted that groups working with children, young people or vulnerable adults may need to have informed consent from either parents/carers or themselves, in order for them to participate in activities, especially those which have been identified as possible risks.

Simple Risk Level Indicator

	Slightly Harmful	Harmful	Extremely Harmful
Highly Unlikely	Trivial Risk	Tolerable Risk	Moderate Risk
Unlikely	Tolerable Risk	Moderate Risk	Substantial Risk
Likely	Moderate Risk	Substantial Risk	Intolerable Risk

NB: Tolerable means that the risk has been reduced to the lowest level that is reasonably practicable.

Simple Risk Based Control Plan

Risk Level	Action and Time Scale
Trivial	No action is required and no documentary records need to be kept
Tolerable	No additional controls are required. Consideration may be given to a more cost effective solution or improvement that imposes no extra cost. Monitoring is required to ensure that the controls are maintained
Moderate	Efforts should be made to reduce the risk, but the cost of prevention should be carefully measured and limited. Risk reduction measures should be implemented within a defined period of time. Where the moderate risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.
Substantial	Activity should not be started until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves activity in progress, urgent action should be taken.
Intolerable	Activity must not be attempted.

A Risk Assessment Form should work with the above charts and cover the following:

Hazard	Who is at risk	Likelihood	Risk factors	Harm	Risk level	Control measures	Response

¹ For more information on how to carry out risk assessments visit <http://www.hse.gov.uk/pubns/indg163.pdf>

Appendix 2

Safeguarding at Risk Adults and Children

For up to date advice and who to obtain forms from under An English bowls Coach guide to Safeguarding Children and Adults Risk. www.bowlschildprotect.co.uk

Coaching Children

'Train up a child in the way he should go and when he is old he will not depart from it.' (Proverbs 22.6)

The biographers of many top class players in the UK and overseas testify to the value of early groundings of bowls fundamentals made whilst a child. Most began to play because of parental involvement and received training from their parents or grandparents. For many juniors this continues to be the reason that they enter our sport but there are others with different reasons for wanting to play bowls. It may be a genuine desire to learn and become skilled in a new sport. It may just to 'have a go' after seeing a televised event, or maybe only to be with a friend who has an interest. As with adult newcomers, knowledge of the child's underlying motivation will help the coach to develop an appropriate training plan. However, working with children places greater demands on the coach than simply teaching bowls' skills. Coaching children can be a satisfying experience but is not a task to be undertaken lightly since it demands a high level of personal commitment and responsibility.

It is inescapable that any work with children becomes part of their overall education, and attitudes learnt from the coach can affect all aspects of their potential risks, prompt and effective treatment of any injuries, and informative record-keeping. Active observation of groups of juniors keeps them on task. Game plan principles tend to be highly effective for coaches of junior bowlers. Mistakes have the potential to be learning experiences.

Juniors of varying ages, abilities and sex prefer not to participate as an aggregated group. They tend to prefer gender separation for coaching, practice and competition. Mismatching of bowling skills or basic movement skills is more likely within aggregated groups. Very young children have longer judgement and response times, and have limited hand/eye co-ordination. The motivation of young juniors is towards mastery of accurate delivery and other skills of the game.

The motivation of older juniors is towards display of their acquired skills and recognition of their performances. Group coaching, as opposed to individual coaching, of older juniors is largely unproductive. Older juniors tend to be interested in competition play and should be encouraged to enter county competitive events. Coaches can desensitise them to typical distractions of competitive environments by introducing actual or simulated competition pressures during preparatory practices. When constituting teams for practice games, it is not a good idea to mix juniors of appreciably different ages or ability. Adults don't like playing that way, and neither do juniors. Older juniors like applying their acquired skills in games with or against adult bowlers, but many adult bowlers have a substantial ego-orientation and regard the prospect of defeat by a junior as threatening!

Appendix 3

WORKING WITH CHILDREN GUIDELINES

The following guidelines are offered as an aide memoir:

- ◆ Respect each child as an individual
- ◆ Work within the child's limitations
- ◆ Point out important things to attend to
- ◆ Keep practices shorter for younger children
- ◆ Maintain interest by offering variety
- ◆ Be sensitive to each child's needs
- ◆ Help them set realistic goals and evaluation their own performance
- ◆ Give praise plentifully to beginners, but selectively as skills develop
- ◆ Be constructive with feedback but do not give them too much to think about
- ◆ Correct errors simply and singly
- ◆ Be supportive and help children to accept their natural limits
- ◆ Give all some success during the session
- ◆ Be organised, firm, fair and consistent
- ◆ Grade competitive play keeping it informal for the younger child
- ◆ Help those reluctant to compete by rewarding effort
- ◆ Keep a sense of fun
- ◆ Encourage good sportsmanship and etiquette
- ◆ Maintain discipline and obedience to the rules off and on the green

Finally, remember to ensure that both male and female coaches are present at the coaching sessions, particularly with mixed groups

An English Bowls Coach's Guide to Safeguarding Children and Adults at Risk

Background

The Governing Bodies in our sport have published a unified set of guidelines to all clubs on this subject. Base on these plus N.S.P.C.C. guides on the subject we have compiled a guide which is specifically for all engaged in Bowls Coaching.

History Leading to Compilation of Guidelines

The Home Office complied and published a set of guidelines a number of years ago titled *Safe From Harm*. The nucleus of this was the following.

1. All Governing Bodies should adopt a child welfare policy statement
2. Activities/ programmes should be planned so as to minimise possible abuse situations, e.g. adult alone with a child.
3. Use supervision as a means of protection.
4. Appoint independent contact for the child.
5. Issue guidance for dealing with abuse.

Definitions of those who are classified as children and adults at risk

Children

- ◆ Under age of 18 years of age (Childrens Act 1989)
- ◆ In some areas these are children under the age of 16 (Home Office Guide)

Adults at Risk

- ◆ Aged 18 years of age, no upper limit
- ◆ Those with dependency or support needs, e.g. disabled, those in care

Principles

- ◆ The welfare of the child is paramount
- ◆ Each child irrespective of age, gender, religion, race or disability has the right to protection from abuse.
- ◆ Allegations and suspicions of abuse will be taken seriously and reported to swiftly and appropriately.
- ◆ Each child has the right to be safe and treated with respect and dignity
- ◆ Coaches and other adults have the recourse to allegations made against them
- ◆ Recognition that working in partnership with children their parents or guardians, social services and other agencies is necessary for child welfare and protection

What is Child Abuse?

- ◆ The term Child Abuse is used to describe the ways in which children are harmed, usually by adults and often by people they know and trust.
- ◆ Both boys and girls are at risk of abuse and the damage that it does to their physical and mental health is the same.
- ◆ It can take many forms and happens in and outside the home, school and at sport.

Recognition of Abuse

Some indicators of abuse may be

- ◆ Something a child or vulnerable person says
- ◆ Unexplained or suspicious bruising or injuries
- ◆ Sudden changes in behaviour
- ◆ Sexually explicit language or actions
- ◆ Observed change in weight or appearance over a period of time

Forms of Abuse

- ◆ Sexual Molestation
- ◆ Physical Abuse
- ◆ Emotional Abuse
- ◆ Neglect

These are recognised as the four main categories

Sexual Abuse

- ◆ Use boys and girls to meet their own sexual needs

This could include

- ◆ Fondling and masturbation
- ◆ Oral sex and full sexual intercourse
- ◆ Show children pornographic material, i.e. books, illustrations, photographs, videos
- ◆ The taking of photographs or video recordings of children for photographic purposes.

Physical Abuse occurs where

- ◆ Hurt or injury occurs to children or vulnerable people by, hitting, shaking, squeezing, biting or burning
- ◆ Where they are given inappropriate substances, i.e. alcohol, drugs or poisons
- ◆ Where someone attempts to suffocate or drown them

Emotional Abuse can occur in a number of ways

- ◆ Persistent lack of love or affection
- ◆ Frequent taunting or shouting at the child
- ◆ Constant over protection preventing the child from socialising
- ◆ Can be caused by neglect,

Physical Neglect can occur when adults

Fail or refuse to meet a child's basic physical needs for:

- ◆ Food
- ◆ Warm Clothing
- ◆ Love
- ◆ Affection
- ◆ Attention
- ◆ Consistently leaving a child alone and unsupervised

Abuse situation in sport

- ◆ Neglect - wet/cold weather play, not attending to food needs/ injury treatment
- ◆ Physical – intense training regimes
- ◆ Sexual – touching and other body parts
- ◆ Emotional – constant criticism, bullying

Bullying

- ◆ Behaviour
- ◆ Physical (hitting, kicking etc.)
- ◆ Verbal (threats, tormenting, name calling etc.)
- ◆ Emotional (exclusion from activities, persistent rumours etc.)

Common features of bullying

- ◆ Normally a bully is stronger and more powerful than their victim
- ◆ There is a deliberate hostility and aggression to victims

- ◆ The victim suffers pain and stress

(There are comprehensive details on how to deal with in within the Governing Bodies Guide which is highly recommended reading for a coach.)

Acting on suspicions

- ◆ Do not try to investigate alone
- ◆ Always consult the person in charge or someone you can trust
- ◆ If necessary obtain help form the NSPCC Help Line
- ◆ If abuse is sexual then inform Police or Social Services who have the power to act.

Acting on something a child says

- ◆ Ensure that the child is, and feels safe.
- ◆ Tell them and show them that what he or she says is being taken seriously
- ◆ Reassure them that they are not to blame
- ◆ Be honest and explain that it will be necessary to tell someone else
- ◆ Obtain medical help for them if they needs immediate treatment
- ◆ Write a full report of what the child has said as soon as possible after the event
- ◆ Maintain confidentiality, only telling others if it will protect the child

What Happens If....?

You suspect a child is being abused?

- Immediately share this with a colleague and then certainly inform the CPO.
- Record the facts as you know them so you don't forget
- Inform your County Coach
- Ensure the child has access to an independent adult.
- Ensure that no Bowls Coaching activity arises which would cause any further concern.

A child tells you about abuse by someone else?

- Allow the child to speak without interruption, accepting what is said
- Alleviate feeling of guilt and isolation, while passing no judgement.
- Advise that you will try to offer support, but that you must pass the information on.
- Same steps as 1-4 as suspecting a chid is being abuse.

You receive an allegation about any adult or about yourself?

- Immediately tell your County Coach.
- Record the facts as you know them and given a copy to your County Coach
- Try and ensure no-one is placed in a position which could cause further compromise.

You must refer, must not investigate.

Good Practice for a coach

- ◆ Do not spend time alone with children away from others
- ◆ Do not take children alone in a car on journeys, however short
- ◆ Do not take children to their home
- ◆ allow any of the circumstances given as abuse in sport in to occur (Governing Bodies Guide Appendix A)
- ◆ Do not take part in horseplay, or rough, physical or sexually provocative games
- ◆ Do not inappropriate touching of any form
- ◆ Do not allow the use of inappropriate language unchallenged
- ◆ Do not allow sexually suggestive comments, even in fun
- ◆ Do not do things of a personal nature that the child or vulnerable person can do for themselves
- ◆ Do not allow allegations a child makes to go unchallenged or recorded
- ◆ Do not allow a child or vulnerable adult to share your room, or stay at your home unsupervised

Trainers Notes

- ◆ Use the present syllabus questionnaires which are part of the training method in this module to determine level of study and retention of the primary points contained in the above Good Practice for a Coach.
- ◆ If they display lack of knowledge of the any of the above eleven points then you don't have the luxury of subjectivity
- ◆ Quite simply these points must be impressed to be practised from the first day of their coaching, nothing less is acceptable and you would need to request them to study further and re-site at a point in the future

Enhanced Disclosure procedure under Disclosure and Barring Service (DBS)

DISCLOSURE AND BARRING SERVICE (DBS)

The Protection of Freedoms Act received Royal Assent on the 1st May 2012 and has introduced new safeguarding and vetting requirements affecting all individuals who have contact with children and adults at risk.

In December 2012 the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged to become the Disclosure and Barring Service (DBS). The DBS now issue disclosure certificates. ABC of Bowls is committed to ensuring that children and adults at risk who participate in our sport should be able to take part in an enjoyable and safe environment and be kept from harm.

The Disclosure and Barring Service enables the Bowls family to make more informed recruitment checks for positions within our Clubs. Any individuals wishing to work with children or adults at risk are required to undertake complete a Self Declaration, or an Enhanced DBS disclosure and/or Barred List check dependant upon the position applied for.

A barred List check is a Legal requirement for all individuals who apply to work in a Regulated Activity. The check will show whether that individual is barred from working with children or adults at risk. An Enhanced DBS Disclosure is a record of all warnings, reprimands, cautions and convictions from local and national police records. Information may also be disclosed at the discretion of the Chief Police if that information is deemed relevant to the individual.

The new definition of Regulated Activity is important and it is vital that Clubs understand the definition so it can be applied as below.

1. An organisation (Club, County, NGB) is required by Law to refer an individual to the DBS if they remove them from a Regulated Activity because **they have or may cause harm** to a child or adult at risk.
2. An organisation can request a DBS disclosure on individuals in and out of Regulated Activity. Barred list information can only be requested (NGB) for individuals applying to work in a Regulated Activity.

Part of the Club Welfare Officer role will be to coordinate together with your county and National Welfare/Safeguarding officer the DBS checks for your club as part of the safe recruitment procedures.

The following guidance will help you to decide who needs to be checked within your Club and whether they require a Barred List

REGULATED ACTIVITY

REGULATED ACTIVITY

Health Care
Any form of health or personal care by or supervised by a professional

Yes



Unsupervised Activities
Coaching
Instructing
Training
Providing advice or guidance on well being
Supervising
Transporting Children
Anyone who manages people in this category

Yes



Regulated Activity
DBS and Barred list check required



Yes

When it Happens
Frequently (once a week or more)
Intensively (4 or more days in 30)
Overnight

No



Not a Regulated Activity
DBS check **Required**
Barred list check **NOT Required**

ELIGIBILITY FOR DBS ENHANCED DISCLOSURE CHECK

A person with a criminal record, under the Rehabilitation of Offenders Act 1974, is not required to disclose any spent convictions unless the position they are applying for, or are currently undertaking, is listed as an exception under the Act.

Before any Club or County considers asking a person to complete an application for a DBS check, they must ensure they are legally responsible for ensuring they are entitled to ask that person to reveal their criminal record.

The Freedoms of Information Act 2012 has introduced new amendments to the eligibility criteria.

Under guidance provided by the DBS roles within Sport fall within reference number 06. This means in Sport the positions eligible for DBS checks taken from the Rehabilitation of Offenders Act 1974 (Exceptions) Order are:

Any position which otherwise involves regularly caring for, training or being solely in charge of children.

This Change in eligibility means that as a Club or County there are some positions that are no longer eligible to be checked.

Club, County Committee roles such as Chairman, Secretary and Membership Secretary will only be eligible for a check if they have additional roles which meet the new requirements. An example would be where a committee member acted as a nominated Chaperone for an over night trip away they would have to be DBS checked.

A helper around the greens would not have to be checked, however if they are acting in a training or supervisory role assisting the qualified coach they would be eligible for a DBS check as an assistant coach/trainer.

A photographer taking photographs and or video at a club event does not fall within the new definition of eligibility and would only become eligible if left in sole charge of the children being photographed. (Note we would still recommend that anybody taking photographs at an official event must fill in a photograph consent form)

In all cases you are assessing a persons role within the Club or County involves regular caring, training supervising or being in sole charge of children. If their main role doesn't meet those criteria you will be assessing all other roles they undertake to see if they must be checked.

To Assist Clubs and Counties the following list to help you decide who requires a DBS check and or a Barring Check.

ELIGIBLE ROLES WITHIN THE FAMILY OF BOWLS

ROLES WITHIN BOWLS	Enhanced	DBS	Barred List	Self Declaration
LICENSED COACH L1,	YES		YES	NO
LICENSED COACH L2, L3	YES		YES	NO
ASSISTANT COACH	NO		NO	YES
FOUNDATION COACH	YES		YES	NO
COUNTY WELFARE OFFICER	YES	YES	NO	
COUNTY VERIFIER	YES	YES	NO	
JUNIOR TEAM MANAGER	YES	YES	NO	
JUNIOR TEAM SELECTOR	YES	YES	NO	
REFEREE/ ONLY IF INVOLVED WITH JUNIORS	YES		YES	NO
REFEREE/UMPIRE	NO	NO	YES	
GREEN SIDE HELPER/ASSISSTANT	NO	NO	YES	

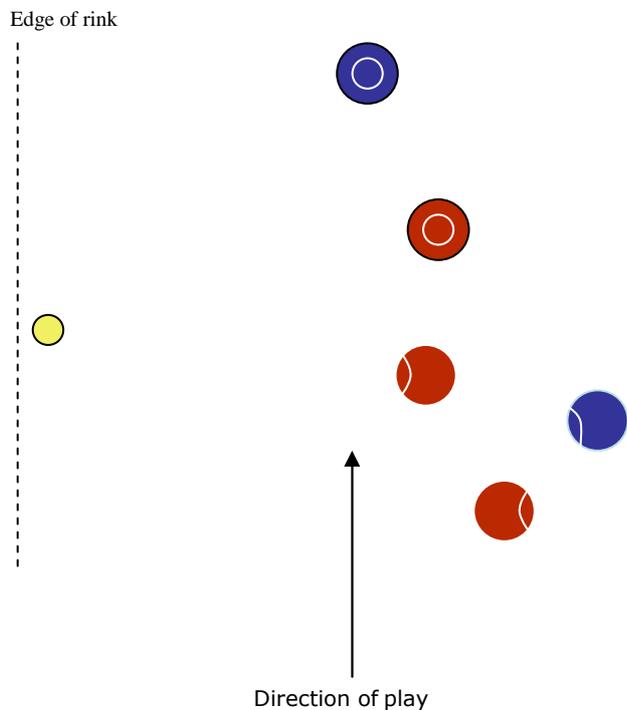
Please note this list will be subject to change in accordance with Government Legislation and further guidance. Club, League or County Welfare officers should keep a copy of any self-declarations that are required by this legislation.

Please contact your County or National Welfare/Safeguarding Officer if you are unsure if your role within your club is eligible for either a DBS disclosure or a barred List check.

Appendix 5

Game Situation: Purposeful Practices

'It is recommended that you begin a collection of interesting situations.'

**Scenario**

You are **BLUE**

It is the last end of the game.

You require two shot to win, but lay three down on the end

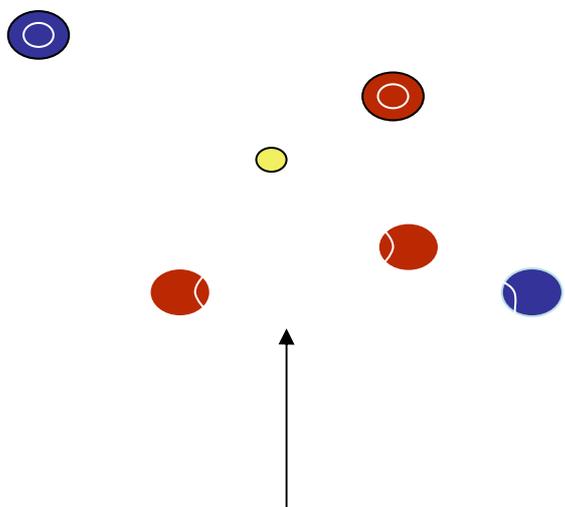
Objective

The jack must go into the ditch

Scoring

5 points if the jack goes into the ditch and you lay one shot
10 points if the jack goes into the ditch and you lay two shots

Ditch

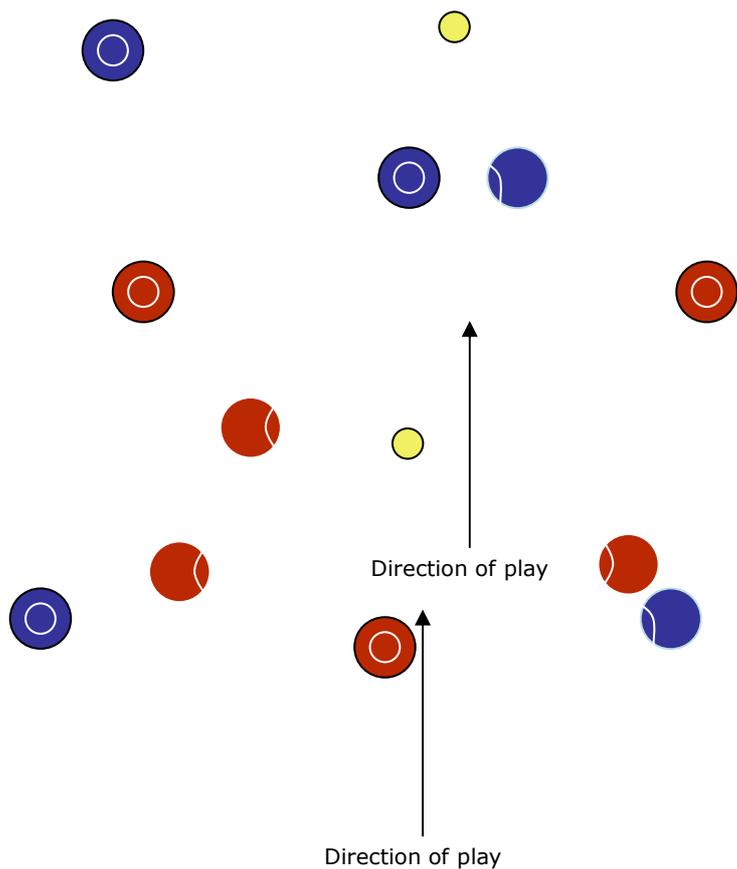


Scenario

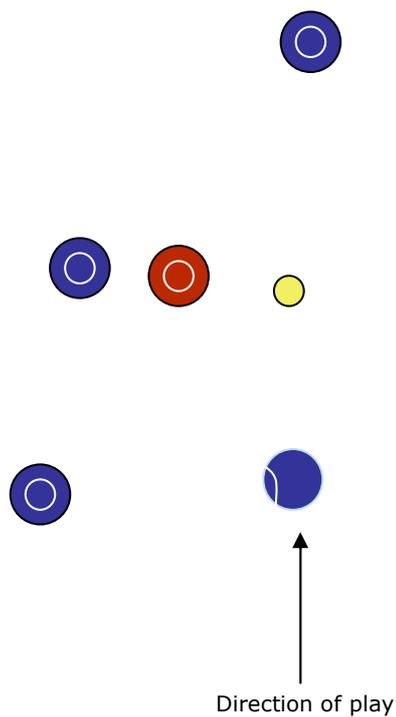
You are **BLUE**
It is the last end of the game.
You require one shot to win, but lay three down on the end

Objective You must draw the shot
Coaching advice: Vary the distance from the jack depending on the skill level of the players

Scoring 5 points for drawing shot
10 for a dead length toucher



- Scenario** You are **RED**
 It is the last end of the game.
 You require one shot to win, but lay three down on the end
- Objective** To split the two bowls and stay for shot
- Scoring** 5 points if you split the bowls and stay for shot
 10 points if you split the bowls and get a toucher within half a metre



Scenario

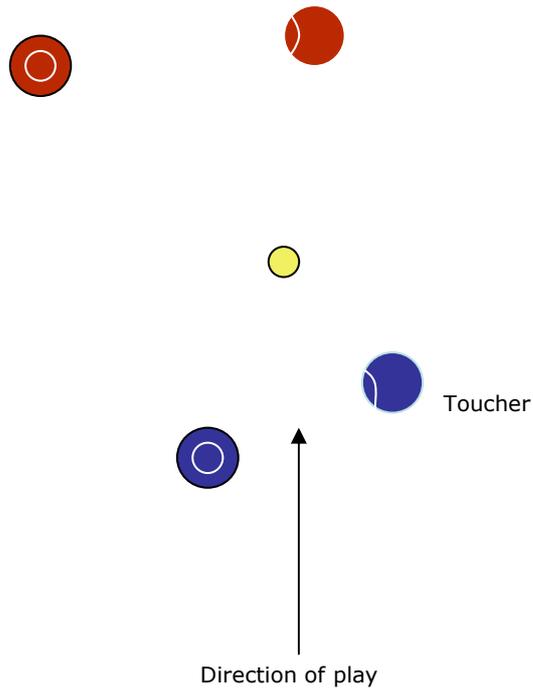
You are **BLUE**
It is the last end of the game.
You require four shots to win, but lay one down on the end

Objective

Take out red bowl and stay

Scoring

5 points if you score three shots to draw
10 points if you score four to win



- Scenario** You are **BLUE**
 It is the last end of the game.
 RED needs two shots to win and has the last bowl
- Objective** To cover the back two red bowls
- Scoring** 5 points if the bowl finishes between the jack and the red bowls
 10 points if the bowl finishes between the red bowls and the ditch
 Ten attempts then record score

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