

Berkshire Bowls Coaching Manual

Level 2

(2025 Edition)

Prepared by the Berkshire Bowls Coaching Team

Version: October 2025

This manual forms part of the Berkshire Bowls Coach Education Programme and is designed to guide and support coaches progressing to Level 2 certification.



Foreword

The Berkshire Bowls Coaching Manual – Level 2 builds upon the foundations established at Level 1, supporting coaches as they progress toward developing skilled, independent, and tactically aware players. Coaching at this level requires more than technical knowledge — it demands the ability to observe, analyse, question, and communicate effectively. The Level 2 coach is a facilitator of learning, able to design purposeful sessions that meet the needs of individual bowlers and small groups.

This manual reflects Berkshire's commitment to maintaining high standards of coaching practice in alignment with modern coaching principles and the English Bowls Coaches Society (EBCS) framework. It provides both structure and flexibility — structure to ensure quality and consistency across our county coaching, and flexibility to adapt sessions to the needs of every bowler.

The Berkshire Bowls Coaching Team extends sincere thanks to all coaches and contributors who continue to raise the standard of coaching across the county. Your dedication ensures that every player, from beginner to advanced, has access to skilled, knowledgeable, and inspiring coaches.

We wish you success as you continue your coaching journey.

Berkshire Bowls Coaching Team
2025



Welcome & Course Overview

Welcome to the Berkshire Bowls Coaching Manual – Level 2. This course is designed to build upon the foundational knowledge and practical experience gained at Level 1. It aims to develop confident, reflective, and skilled coaches who can plan, deliver, and evaluate effective coaching sessions for individual players and small groups.

At Level 2, you will move from instructing beginners to developing improvers — players who already have a basic understanding of the game and wish to advance their skills, tactical awareness, and consistency. As a coach, you will also enhance your ability to analyse performance, identify technical faults, and apply suitable remedies using modern, player-centred coaching methods.

Course Purpose

The purpose of the Level 2 course is to equip coaches with the ability to:

- Conduct delivery analysis and diagnose common technical faults.
- Design and implement purposeful and progressive practices.
- Coach individuals and small groups effectively.
- Introduce tactical awareness, game play, and decision-making.
- Apply questioning and reflection to support player development.
- Uphold high standards of ethics, safeguarding, and responsibility.

Course Format

The course is divided into five core modules:

1. Coaching Foundations
2. Delivery Analysis & Fault Correction
3. Purposeful Practice Design
4. Game & Tactical Development
5. Coaching Responsibility & Ethics

Each module includes both theory and practical elements. You will engage in guided discussions, structured practice activities, and reflection exercises. The emphasis throughout the course is on practical learning, with ample opportunity to observe, coach, and receive feedback.

Learning Philosophy

The Berkshire Bowls approach is player-centred, practical, and progressive. It recognises that learning is most effective when coaches and players work together to solve problems and build understanding through experience.

Level 2 focuses on developing autonomy — both in the coach and the player. Coaches are encouraged to ask questions that prompt reflection and ownership of performance, rather than relying on direct instruction alone.

Use of the Term “Demonstrate”

Throughout this manual, the term “*demonstrate*” refers to the coach’s responsibility to **explain, illustrate, or show** a concept clearly — for example, through body positioning, use of diagrams, or guided movement.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



It **does not require** the coach to physically deliver a wood unless this is necessary for clarity and can be done safely.

The coach's primary role remains to **observe and guide** the player's performance.

Demonstration should therefore focus on *clarifying intent* (what a good technique looks like), not on *performing the shot*.

Reflection

As you progress through this course, take time to reflect on your own coaching style and the methods you use to engage and challenge your players. Consider how you can adapt your approach to meet the individual needs of different bowlers.

You will find reflection boxes and templates throughout this manual to help record insights, session outcomes, and personal goals.



Module 1 – Coaching Foundations

Module Overview

This first module explores how a Level 2 coach progresses from instructing beginners to developing *thinking players*.

It introduces the foundations for observation, questioning, practice design, and effective group management — the essential tools for every coach seeking to work confidently and creatively with individuals and small groups.

Learning Objectives

By the end of this module, you should be able to:

- Understand the extended role and expectations of a Level 2 coach.
- Observe, analyse, and question players effectively to guide learning.
- Plan and deliver purposeful and personal practices that create measurable improvement.
- Manage and motivate a small group of beginners safely and efficiently.
- Provide constructive feedback and foster reflection throughout sessions.

1. The Role of a Level 2 Coach

At Level 2, your focus shifts from *teaching skills* to *developing decision-makers*.

A Level 2 coach:

- Works with improvers and developing players.
- Builds sessions that challenge technical, tactical, and mental skills.
- Encourages players to analyse their own performance.
- Plans and manages small-group sessions, keeping all participants active.
- Promotes player ownership through guided discovery and feedback.

Key Principle: “Tell less – ask more.”

Your role is to create learning environments, not just deliver instruction.

2. Observation and Listening Skills

Observation is your most valuable diagnostic tool. Watch and listen to the *whole player*, not just their delivery.



What to Observe	Why It Matters
Stance and posture	Affects balance and rhythm.
Arm swing and tempo	Determines smoothness and release point.
Focus and routine	Reveals consistency and confidence.
Body language and engagement	Shows comfort level and concentration.

Observation Tips

- Watch from multiple angles before offering feedback.
- Confirm what you *see* with what the player *feels*.
- Listen for cues such as tone, frustration, or self-assessment.
- Take concise notes to track patterns over time.

Reflective Prompt:

Do you allow time for the player's self-evaluation before you speak?

3. Questioning for Learning

Effective questioning turns a session from instruction into guided discovery.

Type of Question	Purpose	Example
Open	Encourages thought and exploration.	"What did you notice about the bowl's line?"
Closed	Checks understanding.	"Was your foot on the centre line?"
Probing	Deepens reflection.	"What could you adjust next time to reach the jack?"

Best Practice

- Balance open and closed questions.
- Use "why" and "how" to encourage problem-solving.
- Give players time to think before answering.
- Praise insight, not just correct results.



4. Planning a Session

Level 2 sessions should have clear structure and measurable outcomes.

Component	Example
Objective	"Improve draw consistency on the backhand."
Warm-up	Simple jack-rolling or short draws to find pace.
Skill Development	Line-control practice with targets.
Game Application	Mini-ends, scoring one point per bowl within 60 cm.
Reflection	Player describes what felt right and what to adjust.

Coach Tip: Always define what "success" looks like before you start.

5. Feedback and Reflection

Constructive feedback motivates and guides improvement.

Effective Feedback

- Be **specific** – what worked, and why.
- Be **timely** – while it's fresh.
- Be **balanced** – strengths before corrections.
- Be **collaborative** – ask for the player's view first.

Reflection Box:

What feedback style suits your players best?

How do you check they understand and apply it?

6. Creating a Learning Environment

A positive learning space allows players to experiment, make mistakes, and try again.

Behaviours that Build Trust

- Positive tone and encouragement.
- Active listening.
- Fairness and consistency.
- Respect for all abilities and backgrounds.
- Enthusiasm balanced with patience.

Remember: Confidence grows fastest where players feel valued and safe.

7. Understanding Purposeful and Personal Practice

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



Purposeful Practice

A specific, goal-driven activity designed to improve a clearly identified skill.

- Focus on repetition with intention.
- Include measurable targets (e.g. distance or score).
- Provide feedback loops — coach and player review progress.
- Adjust difficulty gradually to sustain challenge.

Example: “Deliver four bowls to finish within 30 cm of the jack; adjust line after each delivery.”

Personal Practice

An individualised activity aligned to a player’s needs, abilities, or role.

- Tailored to specific goals or limitations.
- Encourages ownership and self-assessment.
- Often used as a follow-up or homework practice.

Example: A player working on forehand draw sets a target of 6 out of 10 bowls inside 60 cm and records results.

Integrating Group Practice

Coaching Action	Expected Standard
Explain the purpose clearly.	Players understand the goal and measurement method.
Observe effectively	Move to view each player without disruption.
Offer individual feedback	Rotate focus and speak briefly to each player.
Encourage peer learning	Promote constructive comments between players.
Manage time and safety.	Keep the practice flowing and inclusive.

Coach Tip: During assessment, your ability to balance observation, feedback, and control within a group is critical.

Reflection: *How do you adapt a shared practice so that each player gets individual value?*

8. Coaching a Beginner (Group)

At Level 2, you must show that you can lead a small group of beginners safely and smoothly, combining technical accuracy with clear organisation and energy.

Core Expectations

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



- Give a brief, clear introduction and safety check.
- Demonstrate efficiently – then get players bowling.
- Maintain attention and control through positioning and voice.
- Observe multiple players and offer short, targeted feedback.
- Keep the session flowing and positive.

Coaching Element	Performance Indicators
Organisation	Equipment and layout ready; clear safety message.
Communication	Simple language; tone adjusted for setting.
Observation	Rotates focus; notices group patterns.
Questioning	Open questions to check understanding.
Motivation	Reinforces effort and progress.
Time Management	Smooth transitions; no long pauses.
Reflection	Ends with group summary and key learning points.

Progression from Level 1

Level 1 Focus	Level 2 Expectation
One-to-one instruction.	Small-group delivery (3–6 players).
Follows given lesson plan.	Designs and adapts own session plan.
Basic questioning.	Layered questioning and guided discussion.
Observes one player.	Monitors the whole group while coaching individuals.

Reflection: *How will you balance feedback to individuals with group momentum?
What signals tell you it's time to pause and reinforce a learning point?*

9. Integrated Practical Task

Deliver two short sessions:

1. **Purposeful Group Practice** – Beginner group draw challenge
 - Objective explained clearly



- Safe layout and smooth transitions
 - Observation and feedback to all players
2. **Personal Practice** – One-to-one delivery refinement
- Identify a specific fault
 - Use questioning and progressive drills
 - Reflect with the player on improvement

Record your reflections in the session log provided in the appendices.

10. Summary

Module 1 establishes the core competencies of a Level 2 coach:

- Observation with purpose.
- Questioning that stimulates learning.
- Planning progressive sessions.
- Delivering purposeful and personal practice.
- Controlling and motivating a group of beginners.

These skills form the foundation for **Module 2 – Delivery Analysis & Fault Correction**, where you'll apply diagnostic techniques and targeted remedies to refine player performance.



Module 2 – Delivery Analysis & Fault Correction

Module Overview

This module develops the analytical and diagnostic skills required to identify, explain, and correct delivery faults.

It builds upon the observational and questioning techniques introduced in Module 1 and introduces structured frameworks for analysing a player's action, identifying cause and effect, and applying corrective practices.

Learning Objectives

By the end of this module, you should be able to:

- Identify common technical faults in a player's delivery.
- Analyse the *cause* of faults rather than simply the *symptom*.
- Apply the "Remedy Matrix" to plan effective correction- see below.
- Use questioning and feedback to guide self-discovery.
- Create purposeful and progressive practices to reinforce improvement.
- Deliver technical corrections to both individuals and small groups.

1. Understanding Delivery Analysis

Delivery analysis is the structured observation of a bowler's technique with the purpose of identifying how and why a bowl behaves as it does.

The coach must look beyond *what happened* and explore *why it happened*.

Three Key Questions

1. What is happening? (Observation)
2. Why is it happening? (Diagnosis)
3. How can it be improved? (Remedy)

Coach Mindset: Observation → Analysis → Correction → Practice → Re-evaluation.

Each stage forms part of an ongoing feedback loop between coach and player.



2. Observation Checkpoints

When analysing a delivery, watch in sequence from setup to release.

Stage	Checkpoints	Typical Faults to Note
Grip & Hand Position	Bowl sits evenly; relaxed hand.	Over-gripping, thumb pressure, wobble on release.
Stance & Balance	Stable, knees flexed, eyes level.	Leaning, tension, or unstable mat position.
Back-swing	Smooth pendulum, close to the body.	Jerky motion, bowl tucked behind hip, wide arc.
Step & Timing	Forward pace aligned with swing.	Step across the line, poor rhythm.
Release & Follow-through	Smooth roll, palm along the line.	Drop, bump, twist, or late release.
Line & Weight	Controlled trajectory, consistent finish.	Over-correction, inconsistent pace, loss of focus.

Observation Tip: Film short clips (where appropriate and permitted) to support recall and player feedback, ensuring data privacy and consent.

3. The Remedy Matrix

The Remedy Matrix is a practical tool for linking **fault** → **cause** → **remedy** → **practice**.

Fault Observed	Likely Cause	Coaching Remedy	Practice Example
Bowl wobbles on delivery.	Thumb or little-finger pressure	Adjust grip; relax hand	Deliver 6 bowls focusing on smooth release; use a light grip drill
Short length consistently	Slow arm speed or limited back-swing	Emphasise pendulum rhythm	Distance-control ladder drill (increase length each bowl)
Pulling across the body (losing line)	Step across the mat or rotation of shoulders	Align stance; straighten follow-through	Place a marker on the line; bowl over the marker
Inconsistent weight	Variable height of stance	Establish a consistent setup	Deliver from the same mat position to the same length × 8
Delivery bump	Releasing too early	Encourage low, smooth release	“Slide the bowl under the gate” target drill



Practical Tip: Always confirm cause with the player — what *feels* wrong to them often reveals the real source.

4. Diagnostic Questioning

Questioning encourages the player to reflect and participate in the correction.

Coaching Purpose	Example Question
Confirm observation	“Where did that bowl finish compared to your target?”
Explore feeling	“How did that delivery feel — heavy or light?”
Encourage ownership	“What one thing could you change to improve your line?”
Reinforce awareness	“What was different about the bowl that reached?”

Coach Tip: Avoid rapid-fire questions. Pause, listen, and acknowledge each response.

5. Correcting the Fault

Once a fault is confirmed:

1. Explain clearly — use simple language.
2. Demonstrate the correct action.
3. Allow the player to try the change without pressure.
4. Observe and praise progress, not perfection.
5. Reinforce through a targeted practice.

Balance is key: Too many technical instructions at once can overwhelm. Focus on one adjustment per session.

6. Using Purposeful and Personal Practice for Correction

Link every correction to a relevant drill.

Purposeful Practice

- Reinforces a specific technical adjustment.
- Includes measurement (e.g. distance, accuracy, consistency).
- Builds confidence through visible progress.



Personal Practice

- Designed for individual needs and limitations.
- Encourages self-monitoring and ownership.

Correction Focus	Purposeful Practice Example	Personal Practice Variation
Early release	Deliver under a low string to encourage a smooth roll	The player uses their own target height marker at the home green
Step across the mat	Place a flat marker for foot placement	Player films own stance for self-review
Inconsistent weight	“Ladder length” challenge with a points system	Self-set score target (beat personal best each week)

7. Group Diagnostic Coaching

Level 2 coaches must also demonstrate the ability to analyse and coach within a small group. This requires awareness of multiple performers and effective communication.

Coaching Skill	What Assessors Look For
Observation	Rotates focus efficiently; uses names and positive tone.
Correction	Gives concise technical advice to each player.
Questioning	Involves group discussion to spot patterns.
Demonstration	Uses a clear example without holding the group too long.
Engagement	Ensures everyone bowls regularly and stays active.
Safety & Time	Keeps equipment and people well-organised; smooth transitions.

Group Control Tip: Arrange players in a half-circle to see and hear you without standing in the line of play.

8. Progressive Correction

Improvement comes through stages:

1. **Awareness** – Player recognises fault.
2. **Adjustment** – Player makes a change consciously.



3. **Repetition** – New movement becomes comfortable.
4. **Consistency** – Skill is reliable under pressure.

Design drills that progress through these stages and allow the player to track progress.

9. Practical Task

Conduct a delivery analysis for one player and for a small group.

Individual Task:

- Observe 5–6 deliveries.
- Identify one main fault and likely cause.
- Use the Remedy Matrix to design a corrective practice.
- Record player feedback and measure improvement.

Group Task:

- Run a short session for 3–4 players focused on line or weight control.
- Observe common themes; ask group to self-diagnose.
- Offer a shared practice then individual adaptations.
- Summarise learning as a group discussion.

10. Reflection

How do you decide whether a fault needs immediate correction or gradual adjustment?

When does your feedback help a player – and when might it interrupt learning?

What patterns did you notice in your players today?

11. Summary

Module 2 establishes the technical core of Level 2 coaching: the ability to observe, analyse, and correct.

You have learned to:

- Use structured observation to identify faults.
- Apply the Remedy Matrix to design corrective drills.
- Deliver technical coaching to individuals and groups.
- Reinforce changes through purposeful and personal practice.

These skills form the foundation for **Module 3 – Purposeful Practice Design**, where you will learn to construct progressive practice sessions that develop both technical skill and tactical awareness.



Module 3 – Purposeful Practice Design

Module Overview

Purposeful practice bridges the gap between **technical correction** and **real-game performance**.

This module explores how to design, plan, and adapt practices that improve skill consistency, tactical awareness, and player confidence.

You will also learn how to use personal and group practice formats to promote learning, challenge, and enjoyment.

Learning Objectives

By the end of this module, you should be able to:

- Design purposeful practices that develop specific technical or tactical skills.
- Adapt practices to meet different ability levels or learning styles.
- Manage individual and group sessions effectively.
- Create progression and measurable outcomes.
- Apply purposeful and personal practice principles in line with assessment standards.

1. What Makes a Practice ‘Purposeful’?

A purposeful practice is one that has:

1. A **clear objective** (the “why”).
2. A **defined structure** (the “how”).
3. A **measurable outcome** (the “result”).
4. A **reflection or review** (the “learning”).

Purposeful practice is not repetition for its own sake — it is structured repetition with specific goals, feedback, and progress tracking.

2. Core Principles of Practice Design

Principle	Description	Example
Specificity	The skill practised must match the intended performance.	Practise weighted draws if the player struggles to reach.
Progression	Increase the challenge gradually.	Narrow the target or increase the distance after success.



Feedback	Provide information after each attempt.	"Your bowl reached the target — what did you change?"
Variety	Change context to maintain engagement.	Alternate jack lengths or switch hands.
Reflection	Player reviews what worked.	End with a brief self-assessment.

3. Designing a Practice Session

Use this simple structure when planning each practice.

Stage	Purpose	Example Activity
1. Introduction & Objective	Clarify what and why.	"We're working on consistent draw pace today."
2. Demonstration	Show correct action and target.	Coach demonstrates one accurate draw.
3. Guided Practice	Allow players to try with support.	Each player delivers two bowls with immediate feedback.
4. Independent Practice	Let players repeat and self-assess.	10 bowls to a target with scoring.
5. Review & Reflection	Discuss learning outcomes.	"What did you adjust to improve?"

4. Purposeful Practice Examples

Example 1 – Line and Weight Challenge

- **Objective:** Improve the ability to control both line and weight.
- **Setup:** Jack placed $\frac{3}{4}$ length. Mark three target circles (40 cm, 60 cm, 80 cm).
- **Activity:** Deliver four bowls; score 3–2–1 points depending on which ring bowl stops in.
- **Progression:** Reduce circle size each round.
- **Reflection:** "What helped you maintain the same pace each time?"

Example 2 – Forehand Consistency Drill

- **Objective:** Develop a consistent forehand draw.
- **Setup:** Mat in standard position; jack short length.
- **Activity:** Deliver 8 bowls focusing on follow-through and smooth release.
- **Feedback:** Count the number of bowls finishing within 50 cm.
- **Variation:** Move the mat and repeat on the backhand.

Example 3 – Tactical Decision Practice



Berkshire Bowls Coaching Scheme



- **Objective:** Encourage decision-making under pressure.
- **Setup:** Create a head with two opposition bowls and one short bowl of the player's colour.
- **Activity:** Ask the player to select and play the best shot (draw, trail, or yard-on).
- **Discussion:** "Why did you choose that shot? What was the risk?"

5. Personal Practice Planning

Personal practice empowers bowlers to take ownership of their improvement.

Step	Example
Identify a focus area.	"I lose line when playing long jacks."
Set a measurable target.	"7 out of 10 bowls within 60 cm."
Plan practice frequency	"Two sets of 10 bowls twice per week."
Record results	Note scores and improvements.
Reflect	Write one sentence after each practice: "What improved most today?"

Encourage bowlers to keep a **Practice Log** (template in Appendix 3) — this supports self-reflection and ownership.

6. Group Purposeful Practice

Group sessions require a balance between **structure and freedom** — keeping players active while providing quality feedback.

Coach Focus	Best Practice
Organisation	Set out the equipment before players arrive.
Flow	Avoid long instructions — "show and do".
Observation	Watch all players and give short, specific feedback.
Inclusion	Adapt drills so all can participate equally.
Motivation	Use light competition (targets, points, teams).
Safety	Clear rinks, defined playing lanes, and awareness of others.

Coach Tip: Use **stations** for small groups — each with a different challenge (e.g., draw, trail,

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



measure). Rotate groups every 10–15 minutes.

7. Progression and Challenge

Progression keeps practice effective and interesting.

Use the **Challenge Ladder** below to make exercises progressively harder.

Level	Challenge Type	Example
1 – Foundation	Simple, static target.	Draw to Jack on the forehand.
2 – Development	Add target zones or scoring.	Score 2 points per bowl within 50 cm.
3 – Applied	Simulate game conditions.	Draw behind the opposition bowl.
4 – Tactical	Add decision-making.	Choose between draw or yard-on.
5 – Pressure	Time limit or one-bowl challenge.	One bowl to save the end.

Encourage players to move up or down the ladder depending on success rate.

8. Integrating Practice into Coaching Programmes

Every purposeful or personal practice should connect to the wider development plan.

- Use **practice themes** (e.g. “control of line” or “game management”).
- Rotate between **technical**, **tactical**, and **pressure** sessions.
- Record outcomes and observations after each session.
- Build toward a **final assessment game** where players apply all skills learned.

9. Reflection and Evaluation

How do you ensure that a practice remains purposeful rather than routine?

What signs show that your players are thinking and learning rather than just repeating?

When did your questioning help a player to self-correct during practice?

Encourage players to contribute to the review process. Shared reflection builds understanding and accountability.

10. Practical Task

Design and deliver one **Purposeful Practice** and one **Personal Practice** that:

- Include a clear learning objective.
- Demonstrate progression and challenge.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



- Incorporate questioning and feedback.
- Allow measurable outcomes.
- Include a brief reflection and debrief with participants.

Assessment Note:

During your Level 2 practical, assessors will look for how you structure and communicate these sessions — including flow, observation, engagement, and evidence of measurable improvement.

11. Summary

Module 3 strengthens your ability to design structured, effective, and adaptable practices that promote continuous improvement.

You have learned to:

- Set clear, measurable goals.
- Build purposeful and personal practice sessions.
- Engage individuals and groups through questioning and feedback.
- Introduce tactical awareness through structured challenges.

These skills prepare you for **Module 4 – Game & Tactical Development**, where you will apply purposeful practice principles within real and simulated match environments.



Module 4 – Game & Tactical Development

Module Overview

This module helps coaches guide bowlers from skill practice into tactical and competitive play. It focuses on developing **decision-making**, **team communication**, and **adaptability** — key features of higher-level coaching.

Coaches learn how to create realistic game situations that teach strategy, reading the head, and building resilience under pressure.

Learning Objectives

By the end of this module, you should be able to:

- Introduce and coach basic tactics and head-building principles.
- Design game-based practices that replicate match situations.
- Develop players' ability to read the head and make tactical decisions.
- Coach team communication, roles, and responsibilities.
- Manage group games efficiently and provide reflective feedback.

1. From Technique to Tactics

As bowlers progress, the focus shifts from *how* to deliver the bowl to *why* and *where* to deliver it.

A Level 2 coach must help players:

- Understand **shot options** and **risks**.
- Develop **awareness of head structure**.
- Build the ability to make and execute decisions under pressure.

Coaching Transition:

Technique builds skill; tactics give that skill a purpose.

2. Understanding Head Building

Head building is the strategic process of placing bowls to gain positional advantage.

Even at the club level, learning this concept separates casual players from confident competitors.

Tactical Concept	Description	Example / Coaching Point
Early Positioning	Establish control of the head early.	The lead aims slightly short and central to limit the opponent's draw line.



Covering	Protect shot or block the opposition's path.	Place a bowl 60 cm behind the jack as protection.
Building Pressure	Maintain or increase the challenge to opponents.	Successive bowls narrowing opponent's options.
Defensive Play	Reduce damage when behind.	Draw for second bowl rather than drive at jack.

Coaching Practice:

Set up different head situations and ask players, "What would you play and why?"
Encourage reasoning rather than immediate action.

3. Teaching Tactical Awareness

At Level 2, tactical awareness is introduced through simple, relatable decision-making exercises.

Key Themes:

- Recognising the *state of play* — holding, down, or equal.
- Identifying the *best percentage shot*.
- Adjusting tactics for rink conditions.
- Using teammates effectively.

Coach Questioning Prompts:

- "What are your options here?"
- "Which shot has the least risk?"
- "How would the head change if you played a yard-on?"

4. Game-Based Coaching

Purposeful practice becomes **game-based** when it simulates match situations.

Type of Game-Based Practice	Purpose	Example
Scenario Drills	Teach tactical choice.	"You're 1 down with 1 bowl each left." Decide and play.
Positional Games	Reinforce head control.	3 points for the shot bowl, 1 for the covering bowl.
Pressure Ends	Build resilience.	"One bowl to save the game." Repeat under time pressure.



Team Roles Rotation	Develop understanding of duties.	Rotate lead, second, and skip roles after each end.
----------------------------	----------------------------------	---

Coach Tip: Debrief each game — ask players what they saw, what they decided, and what they learned.

5. Coaching Team Communication

Strong communication improves decision-making and unity.

Coaches must teach players how to use both verbal and non-verbal cues effectively.

Communication Skill	Application
Clear calls	Skip gives confident, concise direction.
Feedback	Front-end player responds honestly on line and pace.
Positive reinforcement	Acknowledge effort, not just outcomes.
Non-verbal signals	Hand gestures for shot type or bowl position.

Practical Drill:

Run a short pairs game with no talking allowed.

Players must use signals only. Discuss afterwards how communication affected understanding.

6. Coaching Roles and Responsibilities

Each team position has a unique purpose, but players must understand how their roles interact.

Role	Responsibilities	Key Focus in Coaching
Lead	Sets the tone with Jack and the opening bowl.	Accuracy, calm start, and establishing rhythm.
Second	Builds head, supports skip.	Versatility, drawing under pressure.
Third (Vice)	Measures, reads head, supports skip's decisions.	Observation, confidence, feedback.
Skip	Directs play and sets tactics.	Leadership, reading opposition, and emotional control.

Coach Note: Emphasise teamwork — every player contributes to building the head and managing the game.



7. Reading the Head

Reading the head involves analysing bowl positions to predict outcomes.

Teach players to assess:

- Who holds shot (and how many).
- Where danger bowls lie.
- What lines are open or blocked?
- How the head might change after a chosen shot.

Practical Exercise – “Introduction to Head Reading” (Basic Freeze-the-Head concept)

This introductory version helps coaches and players develop the visual awareness and tactical reasoning needed to interpret a head correctly.

It is a **discussion-based exercise** rather than a playing drill.

Setup

- Lay out a simple head using 6–8 bowls, representing a mid-game situation.
- Use different coloured bowls to identify teams clearly.
- Position the jack centrally or slightly off-centre to create interest.

Activity

1. Ask players to look at the head and describe what they see — *who is holding, which bowls are in danger, and what opportunities exist?*
2. Encourage players to suggest possible shots and explain their reasoning.
3. Compare attacking and defensive options, considering risk versus reward.
4. Discuss how the head might change if a specific shot is played.

Purpose

- Develops observation and decision-making skills.
- Builds understanding of shot selection and game strategy.
- Prepares coaches and players for more advanced tactical analysis at Level 3.

Note:

This “Introduction to Head Reading” is a simplified version of the *Freeze the Head* exercise used in Level 3.

At Level 2 it is intended as a guided discussion on tactics and head interpretation — not a formal assessment or live playing exercise.

This promotes visual awareness, tactical reasoning, and shared learning — essential preparation for Level 3 exercises.



Coach Awareness:

As coaches progress, it is important to recognise and discuss a range of tactical options that may arise during match play.

Examples include drawing to the *closed side* when the open side offers too much risk, or using an opponent's bowl to *push through and stay for shot*.

These scenarios are not formal Level 2 exercises, but they represent the type of tactical awareness that a coach should be prepared to discuss when analysing a head or guiding player decision-making.

8. Game Management and Adaptability

A good coach teaches players to *read conditions and adapt*.

Factors Affecting Tactics

- Speed and swing of the green.
- Weather and lighting.
- Opposition play style.
- Match situation (score, ends remaining).

Coach Exercise:

Change mat and jack length throughout a session.

Ask players how each adjustment affects line, pace, and choice of shot.

Adaptability underpins competitive consistency.

9. Progressive Tactical Drills

Drill Name	Objective	Setup	Progression
Build & Protect	Build a shot and then protect it.	One bowl for the shot, second bowl behind.	Reduce the space behind to 30 cm.
Attack or Defend?	Develop decision-making.	Coach sets a head with equal options.	Add a scoring consequence for a wrong choice.
Four-End Challenge	Apply the strategy over time.	Play four ends, alternate tactics each.	Record and compare score outcomes.

10. Group Game Coaching

During assessment, coaches may be asked to lead a **group tactical session** or a short team game. Assessors will look for:

- Efficient organisation (clear roles, time awareness).



- Active observation and rotation of positions.
- Effective questioning and feedback.
- Controlled pace and engagement from all participants.

Tip: Let players play — guide through questioning rather than constant instruction.

11. Reflection and Debrief

After any tactical or game-based session, use a **guided debrief**:

Questions for Reflection

- “What went well tactically?”
- “What would you change next time?”
- “Which shot decisions made the biggest difference?”
- “How did communication affect your outcome?”

Encourage players to identify *why* a tactic succeeded or failed.

This reflective loop develops smarter, more self-aware bowlers.

12. Practical Task

Conduct a short **Game & Tactical Coaching Session** (individual or small group):

1. Set up a realistic head or mini-game scenario.
2. Explain the tactical context (e.g., “you’re 1 down with 1 bowl left”).
3. Facilitate play, prompting reflection after each end.
4. Record observations and key learning points.

Optional extension: Lead a 4-player team session focusing on communication and tactical awareness.

13. Summary

Module 4 equips you to take players beyond technical skill and into tactical thinking and team play. You have learned to:

- Coach tactical awareness and decision-making.
- Manage group games and apply questioning effectively.
- Teach communication, adaptability, and leadership within a team.
- Use realistic game situations as learning environments.

These competencies complete the practical coaching toolkit of a Level 2 coach and lead naturally

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



into **Module 5 – Coaching Responsibility & Ethics**, which ensures all practice is delivered safely, responsibly, and with integrity.



Module 5 – Coaching Responsibility & Ethics

Module Overview

Coaching at Level 2 carries both **technical** and **moral** responsibility.

Beyond teaching skills, coaches must create safe environments, protect participants, and promote fairness, respect, and well-being.

This module covers ethical standards, safeguarding, equality, and professional conduct — the cornerstones of responsible coaching.

Learning Objectives

By the end of this module, you should be able to:

- Understand and apply the Berkshire Bowls Coaching Code of Ethics.
- Demonstrate safe practice in all coaching activities.
- Recognise and act appropriately on safeguarding concerns.
- Promote inclusion and equality across all coaching environments.
- Reflect on your own behaviour and influence as a role model.

1. The Role of a Responsible Coach

A responsible coach:

- Places **player welfare and safety** above all else.
- Promotes **respect, fairness, and inclusion**.
- Maintains **professional boundaries**.
- Acts as a **role model** for honesty, integrity, and respect.
- Keeps skills and knowledge up to date through continuous learning.

Core Message:

“Players trust you — protect that trust through your words, actions, and consistency.”



2. Coaching Ethics and Standards of Conduct

The following principles underpin ethical coaching practice in Berkshire Bowls:

Principle	Description	Practical Example
Respect	Treat everyone with dignity regardless of age, ability, gender, or background.	Encourage and support all participants equally.
Integrity	Be honest and fair in communication and decision-making.	Admit when unsure; avoid false promises.
Responsibility	Prioritise safety and welfare above performance outcomes.	Stop a session if unsafe behaviour occurs.
Confidentiality	Protect private information unless there is a risk of harm.	Discuss issues discreetly and only with appropriate personnel.
Fair Play	Teach and model respect for laws and officials.	Challenge poor etiquette respectfully.

3. Safeguarding Children and Adults at Risk

All Level 2 coaches must understand safeguarding as a shared duty.

This includes protecting players from harm, neglect, or inappropriate behaviour — and knowing the correct steps to take if a concern arises.

Key Safeguarding Responsibilities

- Complete recognised safeguarding training (as required by EBCS or County guidelines).
- Follow your club's safeguarding policy and contact procedure.
- Be vigilant for signs of distress, exclusion, or bullying.
- Report any concern **immediately and confidentially** — never promise secrecy.
- Avoid one-to-one situations in private or unobserved areas.
- Obtain parental or guardian consent for under-18 coaching.

Remember: Safeguarding is not about suspicion — it is about protection and good communication.

Reporting Concerns

1. Record the facts objectively.
2. Contact your club's Safeguarding Officer or Welfare Lead.
3. Follow official procedures — do not investigate independently.

4. Equality, Diversity, and Inclusion

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



Modern coaching embraces diversity and inclusion.

Berkshire Bowls promotes equal opportunities for all, regardless of background or ability.

Inclusive Coaching Practices

- Use positive, accessible language.
- Adapt activities for physical or cognitive differences.
- Encourage mixed-age or mixed-ability learning groups where appropriate.
- Challenge discrimination or exclusion immediately and respectfully.
- Ensure facilities and communication are accessible to all participants.

Inclusive Example	Adaptation
Bowler with limited mobility	Allow static stance or assistive delivery device.
Visually impaired bowler	Use verbal markers and tactile feedback.
Neurodiverse participant	Provide clear, step-by-step instructions with visual cues.

Coach Tip: Inclusivity is not about lowering standards — it's about removing barriers so everyone can succeed.

5. Health, Safety, and Risk Awareness

Safe coaching practice requires continuous awareness and preparation.

Before Every Session

- Check the green surface, boundaries, and lighting.
- Ensure mats, jacks, and equipment are clean and safe.
- Brief players on etiquette and awareness of other rinks.
- Identify any medical conditions or mobility concerns.

During the Session

- Supervise continuously — stay alert and visible.
- Manage group spacing and equipment placement.
- Stop play immediately if unsafe behaviour occurs.
- Keep hydrated, especially in warm conditions.

After the Session

- Cool-down and debrief calmly.
- Record any incidents or injuries accurately.
- Reflect on what could be improved next time.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Reflection: *How confident are you that your sessions are always safe, inclusive, and enjoyable for every player?*

6. Professional Boundaries

As a coach, maintaining clear boundaries protects both you and your players.

Do:

- Communicate respectfully and professionally.
- Keep relationships appropriate and focused on coaching.
- Use club or organisational channels for communication.

Don't:

- Exchange private or personal contact on social media.
- Offer lifts to players alone unless agreed and approved.
- Engage in physical contact beyond safe and necessary demonstration.

Boundaries build trust — never compromise them.

7. Reflection and Self-Management

Good coaches model reflective practice.

Review your own behaviour as carefully as your players' performance.

Ask Yourself:

- Do I model the standards I expect from others?
- Have I maintained professional integrity today?
- How do I handle pressure or disagreement?
- What could I do better to protect and support my players?

Encourage peer feedback among coaches to maintain accountability.

8. Continuous Professional Development (CPD)

Level 2 is not the end of your coaching journey — it is the gateway to continuous learning.

Ways to Continue Developing

- Attend County or EBCS CPD workshops.
- Shadow higher-level coaches at competitive events.
- Explore specialist areas (psychology, youth coaching, inclusion).



- Reflect after each session and record notes in your coaching log.

Professional Habit: Treat every session as both a teaching and learning opportunity.

9. Practical Task

1. Review your club's safeguarding and equality policies.
2. Identify three ways you can make your sessions more inclusive or safer.
3. Record your actions and outcomes in your coach development log.
4. Discuss one ethical dilemma (real or hypothetical) with a fellow coach and agree on how you would handle it.

10. Summary

Module 5 reinforces the values that underpin every aspect of coaching practice.

A responsible Level 2 coach:

- Puts welfare and safety first.
- Acts ethically and fairly.
- Promotes inclusivity and respect.
- Maintains professional boundaries.
- Reflects and learns continuously.

These principles ensure that every bowler — beginner, improver, or advanced — experiences bowls in a positive, safe, and supportive environment.

You are now ready to complete the **Assessment and Reflection Section**, where all modules come together into final preparation for qualification and personal development planning.



Assignments Section

Purpose

These assignments allow you to demonstrate understanding of the core principles covered in each module.

They should be completed throughout the course as part of your Coach Development Portfolio and will support your final assessment.

Assignment Completion and Assessment Readiness

Each assignment in this manual supports the practical and oral assessment for Level 2 certification. All assignments should be **completed and recorded in your coaching portfolio before final assessment** — this ensures you have evidence of learning across all required areas.

During the practical assessment, you may be asked to **demonstrate or discuss any of these assignments**.

Typically, the assessor will select **two or more key activities** (for example, *Coaching a Beginner*, *Delivery Analysis*, or *Purposeful Practice*) to observe in full.

You will therefore need to be **prepared for all assignment areas**, even though not every one may be performed on the day.

Assignments combine short written reflections and practical evidence — you are encouraged to include notes, photos, and feedback from your sessions.

While each assignment will vary in duration depending on individual pace and opportunity for practice, the following estimated times are provided to guide your planning. They are not strict limits, but an indication of the average time required to complete each task, including preparation, delivery, and evidence recording.

Assignment Proposed Time Expectation

Assignment 1 – Coaching Foundations ~3 hours total (planning 1 hr, delivery 1 hr, reflection 1 hr)

Assignment 2 – Delivery Analysis & Fault Correction ~3 hours total

Assignment 3 – Purposeful Practice Design ~2–3 hours total

Assignment 4 – Game & Tactical Development ~3 hours total

Assignment 5 – Coaching Responsibility & Ethics ~1–2 hours writing and reflection

Assignment 6 – Continuous Reflection ongoing throughout the course

Assignment 1 – Coaching Foundations

Linked to Module 1

Task:

Plan and deliver a 20–30 minute group session for beginners, focusing on line and length control.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Requirements:

- Clearly state your session aim and safety considerations.
- Include one purposeful and one personal practice.
- Demonstrate questioning, feedback, and group management.
- Record player responses and your own reflection.

Evidence to Submit:

- Session plan (Appendix 1 template).
- Short written reflection (Appendix 6 prompts).
- Peer or mentor observation feedback (optional).

Assignment 2 – Delivery Analysis & Fault Correction

Linked to Module 2

Task:

Analyse and correct one common delivery fault from a club or practice player.

Requirements:

- Use the Observation & Fault Analysis Sheet (Appendix 2).
- Identify the *fault*, *likely cause*, *remedy*, and *follow-up practice*.
- Apply the Remedy Matrix to guide your correction.
- Conduct a brief review with the player.

Evidence to Submit:

- Completed analysis sheet.
- Practice drill design showing progression.
- Reflective summary of your communication and correction process.

🕒 *Suggested time: approx 3 hours (including planning, delivery, reflection)*

Assignment 3 – Purposeful Practice Design

Linked to Module 3

Task:

Design two different purposeful practices and one personal practice for improvers.

Requirements:

- Each practice must have a clear objective and measurable outcome.
- Include one group and one individual focus.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Berkshire Bowls Coaching Scheme



- Demonstrate how the practices could be made progressively more challenging.
- Evaluate effectiveness after delivery.

Evidence to Submit:

- Practice record sheets (Appendix 3).
- Session plans and results.
- Reflection on progression and player engagement.

🕒 *Suggested time: approx. 2-3 hours (including planning, delivery, reflection)*

Assignment 4 – Game & Tactical Development

Linked to Module 4

Task:

Lead a small-group tactical session or mini-game.

Requirements:

- Include at least one tactical theme (e.g. “building and protecting the head” or “decision-making under pressure”).
- Encourage team communication and shot selection discussion.
- Manage timing, safety, and rotation of roles.

Evidence to Submit:

- Session plan.
- Notes on tactical outcomes or player learning.
- Reflective commentary (what worked, what you’d improve).

🕒 *Suggested time: approx. 3 hours (including planning, delivery, reflection)*

Assignment 5 – Coaching Responsibility & Ethics

Linked to Module 5

Task:

Complete a short written reflection (approx. 400–600 words) addressing:

- How do you ensure safeguarding and equality in your coaching?
- How you handle ethical dilemmas or conflicts.
- How your coaching behaviour demonstrates professionalism and respect.

Evidence to Submit:

- Written reflection.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



- Optional inclusion of safeguarding or CPD certificates.

🕒 *Suggested time: approx. 1-2 hours (including planning, delivery, reflection)*

Assignment 6 – Continuous Reflection

Ongoing Throughout the Course

Task:

Maintain your Coach Development Log (Appendix 5).

Record:

- Each session you coach or assist with.
- Key learning points and reflections.
- Any mentoring, CPD, or feedback received.

Evidence to Submit:

- Completed development log.
- One-page summary of growth areas and goals for the next 12 months.

🕒 *Suggested time: ongoing throughout the course (including planning, delivery, reflection)*

Submission Guidelines

- Assignments should be compiled in a single digital or printed portfolio.
- Templates provided in the appendices may be used or adapted.
- All work must be your own; acknowledge any collaborative contributions.
- You may discuss assignments with your mentor, but reflections must be personal.
- Completed portfolios should be submitted prior to the practical assessment.

Assessor Guidance Note

Assessors will not mark assignments as “pass/fail,” but will use them to:

- Confirm readiness for practical assessment.
- Understand the coach’s learning journey.
- Provide constructive feedback during the final review.

Remember: These assignments are learning tools — not exams.

They demonstrate how you think, plan, adapt, and reflect as a developing coach.



Assessment & Reflection Section

Overview

Assessment at Level 2 confirms that a coach can plan, deliver, and reflect on effective sessions that meet player needs and uphold professional standards.

It combines **practical demonstration**, **oral questioning**, and **recorded evidence** from your coaching log.

Your assessor will look for confident, player-centred coaching — not perfection, but clear structure, safe delivery, and reflective learning.

1. Assessment Components

Assessment Area	What You'll Be Asked to Demonstrate
A. Coaching a Beginner (Group)	Deliver a short group session that introduces and reinforces core skills (e.g. delivery, line, or length). Demonstrate group control, questioning, and time management.
B. Purposeful & Personal Practice	Plan and conduct practices that target specific technical or tactical goals. Show progression, feedback, and adaptability for both individuals and small groups.
C. Delivery Analysis & Fault Correction	Observe and diagnose common delivery faults, explaining causes and applying remedies. Use the Remedy Matrix to support your session plan.
D. Safeguarding & Ethics	Demonstrate understanding of duty of care, equality, and ethical behaviour. Respond appropriately to safeguarding scenarios or questions.
E. Reflection & Self-Evaluation	Provide verbal and/or written reflection on what went well, what could improve, and how you'll apply learning in future sessions.

Assessment Duration:

Practical assessments usually last between 45–60 minutes, including briefing and feedback.



2. Assessment Criteria

Your performance will be measured against key standards drawn from the national coaching framework.

Competency Area	Key Criteria
Planning	Clear objectives, session structure, and organisation.
Communication	Clarity of instruction, demonstration, and feedback.
Observation & Diagnosis	Accurate identification of technical or behavioural issues.
Questioning	Use of open and probing questions to develop learning.
Feedback	Constructive, balanced, and timely.
Progression	Logical practice flows from simple to challenging.
Safety & Welfare	Active risk management and inclusivity.
Reflection	Insight into personal strengths and areas for improvement.

3. Assessment Process

Step 1 – Pre-Assessment Preparation

- Review your coaching notes and session plans.
- Prepare one individual and one group practice linked to real player needs.
- Ensure all equipment and safety checks are complete.
- Familiarise yourself with your club's safeguarding and emergency procedures.

Step 2 – Delivery and Observation

- Begin with a short introduction outlining the aim of your session.
- Conduct your planned activities, maintaining player engagement and safety.
- The assessor may observe quietly or ask brief questions.
- Manage timing carefully — short, clear, and purposeful segments work best.

Step 3 – Reflection and Debrief

- After your session, discuss key observations and decisions.
- Highlight what went well and what you would change.
- Receive feedback from your assessor and agree on next steps.



4. Oral & Written Questions

In addition to your practical session, you may be asked to answer short questions to confirm understanding.

These may include topics such as:

- Safeguarding principles and reporting procedures.
- Coaching ethics and responsibilities.
- Planning and structuring sessions.
- Questioning and feedback techniques.
- Delivery fault diagnosis.

Tip: Review your notes from Modules 2 and 5 before assessment day — these are the most common areas for questioning.

5. Candidate Reflection Template

Use this space after each assessed session (or practice delivery) to record your thoughts and learning.

Completing this reflection is also good evidence for your coaching log.

Coach Reflection Sheet

Session Focus:	
Date:	
Number of Players:	
Session Objective:	
What Went Well?	
What Would You Change Next Time?	
Key Player Feedback:	
What Did You Learn About Yourself as a Coach?	
Next Step / Action Point:	



6. Evidence and Record Keeping

Keep a concise record of your coaching activity and progress using the **Coach Development Log** (provided in the appendices).

Include:

- Session plans and evaluations.
- Feedback from mentors, peers, or players.
- CPD or club support activities attended.
- Personal goals and progress reviews.

Maintaining good documentation demonstrates professionalism and helps you track your growth as a coach.

7. Assessor Feedback Record (Example)

Assessment Area	Met / Not Met	Assessor Comments
Coaching a Beginner (Group)		
Purposeful & Personal Practice		
Delivery Analysis & Fault Correction		
Safeguarding & Ethics		
Reflection & Self-Evaluation		

Candidate Signature: _____

Assessor Signature: _____

Date: _____

8. Continuing Development

Achieving Level 2 is a significant milestone — but development does not stop here.

Next Steps May Include:

- Mentoring a new Level 1 coach.
- Supporting County coaching programmes or CPD events.
- Preparing evidence and experience toward Level 3.
- Exploring specialist areas such as psychology, performance analysis, or youth coaching.

Professional Growth Reminder:

Every time you coach, reflect, and adapt, you are developing your craft as a professional coach.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



9. Summary

This section completes your Level 2 training pathway.

You now have the framework, knowledge, and skills to:

- Plan and deliver effective, safe, and purposeful sessions.
- Analyse, correct, and support players technically and tactically.
- Manage groups with confidence and professionalism.
- Act ethically and reflectively at all times.

“A Level 2 Coach doesn’t just teach bowls — they develop people through bowls.”



Appendices

Appendix 1 – Session Planning Template

Session Title: _____

Coach: _____

Date: _____

Venue: _____

Number of Players: _____

Session Duration: _____

Session Objective	What do you want players to achieve by the end of the session?
Equipment Needed	List all items required (mats, jacks, markers, targets, cones, etc.).
Safety Considerations	Identify any risks and how you will manage them.
Warm-Up Activity	(Optional) Prepare bowlers physically and mentally for play.
Main Practice	Describe the purposeful or personal practice you'll use.
Progression	How will you increase difficulty or variety?
Coaching Points	List 2–3 key reminders (e.g. stance, line, focus).
Questioning Prompts	e.g. "What did you notice?" "What changed?"
Feedback & Reflection	How will you involve the player(s) in reviewing progress?

Coach Tip: Keep plans flexible — adjust for ability, weather, and green conditions.

Appendix 2 – Observation & Fault Analysis Sheet

Player Name: _____

Date: _____

Coach: _____

Observation Stage	Key Notes / Indicators	Fault Identified	Possible Cause	Suggested Remedy / Drill
Grip				
Stance				
Back-swing				
Step / Timing				
Release / Follow-through				
Line / Weight Control				



Berkshire Bowls Coaching Scheme



Refer to the *Remedy Matrix* in Module 2 for examples of common faults and corrections.

Appendix 3 – Purposeful & Personal Practice Record

Date	Practice Type	Objective	Scoring or Measurement Method	Results / Comments	Next Focus

Example:

Purposeful Practice – Draw to target (40 cm circle)

7/10 bowls within the target zone; improve backhand consistency next week.

Appendix 4 – Group Coaching Observation Sheet

Group Coaching Element	Observed Behaviour / Evidence	Comments
Clear introduction and objective		
Safety briefing completed		
Group layout and organisation		
Demonstration and explanation		
Questioning and player interaction		
Feedback and motivation		
Control and time management		
Player engagement and enjoyment		

Use this sheet during peer reviews or mentor observations to reflect on your own delivery.

Appendix 5 – Coach Development Log

Date Activity / Event Learning Outcome / Reflection Next Action

Examples:

- *Assisted Level 1 course — improved confidence leading group sessions.*
- *Observed the county coach — gained ideas for tactical questioning.*

Update regularly; this log supports your professional record and renewal of accreditation.

Website: <https://lawnbowlscoaching.uk>

© 2025 Lawn Bowls Coaching. All rights reserved.



Appendix 6 – Reflection Journal Prompts

Use these prompts after any coaching session:

1. What went well and why?
2. What didn't go as planned, and what will I change?
3. How did the players respond to my questioning and feedback?
4. Did everyone feel included and supported?
5. What have I learned about myself as a coach today?

"Reflection turns experience into learning."

Appendix 7 – Assessment Readiness Checklist

Before your practical assessment, ensure that you can confidently:

- ✓ Deliver a **group beginner session** with control and energy.
- ✓ Plan and lead **purposeful and personal practices** with clear objectives.
- ✓ Identify and correct a **delivery fault** using the Remedy Matrix.
- ✓ Demonstrate good **questioning and feedback**.
- ✓ Maintain **safety, inclusivity, and organisation** throughout.
- ✓ Explain the **principles of safeguarding and ethics**.
- ✓ Reflect on your performance constructively.

Appendix 8 – Glossary of Terms

Term	Definition
Purposeful Practice	A structured activity with a clear skill focus, measurable outcome, and progression.
Personal Practice	An individualised activity tailored to a specific bowler's needs or goals.
Head	The group of bowls surrounding the jack after all players have bowled.
Jack	The small white target ball.
Line	The path taken by the bowl as it curves toward the jack.
Weight	The power or pace applied to a delivery.
Draw Shot	A gentle delivery intended to finish near the jack.
Trail Shot	A delivery designed to move the jack to a more favourable position.
Yard-On	A slightly weighted shot aimed to move a bowl or jack a short distance.



Drive	A fast, straight shot used to remove bowls or jack.
Freezing the Head	A tactical exercise analysing options and decisions during a head.
Remedy Matrix	A diagnostic tool linking observed fault, cause, correction, and drill.
Safeguarding	Protecting children and adults at risk from harm or abuse.
Reflection	The process of reviewing experience to learn and improve coaching practice.

Appendix 9 – Acknowledgements

The Berkshire Bowls Coaching Manual – Level 2 has been developed by the **Berkshire Bowls Coaching Team (2025)**, with guidance from the **English Bowls Coaches Society (EBCS)** and contributions from county coaches, assessors, and volunteers.

Our thanks go to all those who continue to promote high standards of bowls coaching within Berkshire and beyond.

“Coaching is not about perfection — it’s about progress, patience, and purpose.”

