

Berkshire Bowls Coaching Manual

Level 1

(2025 Edition)

Prepared by the Berkshire Bowls Coaching Team

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Foreword

The Berkshire Bowls Coaching Team is proud to present the **Berkshire Bowls Coaching Manual – Level 1 (2025 Edition)**.

This manual has been designed to support new and developing coaches as they begin their journey in delivering safe, enjoyable, and effective lawn bowls coaching.

The role of a coach is more than demonstrating skill — it's about creating an environment where every player feels welcome, confident, and motivated to learn.

At Level 1, you will learn the core principles of good coaching practice: how to observe, question, and encourage; how to plan meaningful sessions; and how to uphold the highest standards of ethics, inclusion, and safety.

This manual blends traditional bowling knowledge with modern, player-centred learning approaches. Each module provides clear learning outcomes, practical examples, and reflection opportunities designed to build both competence and confidence.

It has been written in alignment with the **English Bowls Coaches Society (EBCS)** accreditation standards to ensure that every Berkshire-trained coach meets recognised national expectations.

We thank all the volunteer coaches, tutors, and bowlers across the Country who continue to share their knowledge and enthusiasm for the game. Your commitment keeps our sport welcoming, inclusive, and thriving for generations to come.

Together, let's inspire new players to enjoy and grow the game of bowls.

We wish you success as you continue your coaching journey.

Berkshire Bowls Coaching Team
2025



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Welcome & Course Overview

Welcome to the Berkshire Bowls Coaching Manual – Level 1 (2025 Edition). This guide is written for new and assistant coaches who will deliver safe, enjoyable, and effective beginner coaching sessions. The tone is coach-friendly while meeting accreditation standards.

Purpose of Level 1

Level 1 prepares you to introduce beginners to lawn bowls, establish smooth delivery and basic line/length control, use effective questioning, and run short, well-planned sessions that prioritise safety, inclusion, and enjoyment.

Who This Manual Is For

- New coaches and volunteers starting out on the green.
- Assistant coaches supporting club coaching sessions.
- Tutors who want a clear, practical framework for Level 1 delivery.

Learning Outcomes

Outcome	What this looks like in practice
Safe, positive environment	Checks the rink, explains safety & etiquette, manages equipment and space.
Introduce a beginner	Explains mat, jack and bowl; gets the player rolling quickly; encourages success.
Develop smooth delivery	Observes stance, grip, swing, and release; uses simple cues and mini-drills.
Build line & length awareness.	Uses 3-jack line/length tasks and guided questions to promote understanding.
Use questioning & feedback.	Asks open questions; praises effort; guides adjustments; invites player reflection.
Plan–Deliver–Review	Runs a 45–60 min session with a clear aim, progression, and short review.

How You Will Be Assessed (Level 1)

Assessment Component	Evidence at Level 1
Coach a Beginner	Safe intro, simple demo, observe→question→encourage, short review.
Purposeful or Personal Practice	Clear aim (line/length/delivery), progression, questioning, and reflection.
Professional Conduct	Ethics, inclusion, safeguarding awareness, and appropriate communication.



3-Minute Talk

Short, clear explanation on a bowls topic with simple takeaways.

Course Structure

The manual is organised as follows:

- Modules 1–6: Foundations, Introducing a Beginner, Smooth Delivery, Questioning, Coaching Responsibly, Planning & Review.
- Purposeful & Personal Practice: Practical examples for assessment.
- Assignments & Tools: Templates, checklists, and a 3-Minute Talk guide.

Your Responsibilities

Always act with integrity, place player welfare first, keep sessions safe and inclusive, and model good etiquette. If in doubt regarding safety or safeguarding, pause the activity and seek support.

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.

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*.

Support & Progression

On completion, you’ll be ready to support club coaching and progress to Level 2. Speak to your county coaching lead for CPD opportunities and mentoring.



Module 1 – Coaching Foundations

This module introduces the key principles and responsibilities of a Level 1 coach. It provides the foundation for safe, positive, and engaging beginner coaching sessions.

Learning Objectives

Objective	Practical Outcome
Understand the role of a Level 1 coach.	Act professionally and create a safe, inclusive, and positive learning environment.
Apply basic coaching principles.	Use simple, effective methods that promote player understanding and enjoyment.
Recognise how people learn.	Adapt coaching style to suit visual, auditory, and practical learners.
Demonstrate effective communication	Use clear demonstrations, open questions, and active listening.
Apply safety and housekeeping routines.	Check the rink and equipment before each session and monitor safety throughout.

Key Coaching Principles

Modern bowls coaching focuses on player-centred learning. The coach's role is to guide discovery rather than dictate every action. Encouragement, questioning, and simple, clear feedback allow beginners to understand what they are doing and why.

The Level 1 coach should:

- Demonstrate tasks clearly and simply.
- Allow time for players to try and self-correct.
- Use praise to reinforce effort and improvement.
- Ask questions that make the player think.
- Keep sessions active, positive, and fun.

Health, Safety & Housekeeping Checklist

Area	Coach Checkpoints
Playing Area	Inspect the rink for trip hazards, wet patches, or stray bowls before starting.
Equipment	Ensure mats and jacks are in good condition and positioned correctly.
Players	Check suitable footwear, comfort, and mobility before play.
Etiquette & Safety Rules	Explain basic safety: stand behind the mat, watch moving bowls, and stay alert.



Environment	Be aware of the weather and hydration needs for outdoor sessions.
Ditch Area	Highlight the ditch as a potential hazard. Most serious slips and falls occur here. Demonstrate how to walk around it safely and how to collect bowls without leaning or stepping into the ditch.

Communication and Observation

Effective communication combines clear instruction with active listening. Demonstrate visually, explain briefly, then allow the player to try. Observe body position, rhythm, and confidence.

Observation Tips:

- Watch balance and smoothness rather than accuracy alone.
- Stand side-on or behind for the best view of delivery.
- Offer one simple point at a time to avoid overload.

Example: Instead of saying 'You're stepping across the mat and swinging too fast,' focus on one element: 'Let's keep your step straight to the target line this time.'

Recognising Physical Limitations and Player Comfort

Coaches should always be alert for physical limitations that might affect a player's stance, balance, or delivery. Observe how each person moves and look for signs of discomfort, stiffness, or restricted mobility.

At the start of every course or one-to-one session, explain clearly that participants should never attempt a movement or position that could cause them pain or harm. They do **not** need to explain the reason—just adapt the activity or let the coach know they will skip it.

When a delivery looks uncomfortable, use open questions such as, *"Was that movement comfortable for you?"* or *"Do you feel limited in your step or bend?"* This allows safe adjustments while respecting privacy.

Adapting technique to individual ability is part of good coaching practice and supports an inclusive, player-centred approach.

Observation Focus at Level 1

Observation is more than spotting technical faults; it includes recognising how each player moves, balances, and interacts. Notice any signs of restricted movement or discomfort that may affect delivery. The Level 1 coach should pay attention to smoothness, posture, and rhythm rather than just accuracy. These observations form the basis for safe, individualised coaching and progression.



Learning Styles and Engagement

Different players learn in different ways. As a coach, mix your methods to suit everyone:

Learning Style	Coaching Example
Visual	Show the stance or swing before asking them to copy it.
Auditory	Explain with clear, short phrases: 'Smooth arm, easy swing.'
Kinaesthetic	Encourage the player to feel the rhythm through repetition.

Always check understanding by asking: 'Can you show me how that feels?' or 'What will you focus on next time?'. This builds ownership and reflection.

Practical Drill Example

Observation Practice:

Pair two learners. One rolls two bowls while the other observes stance and smoothness, not accuracy. After each roll, the observer gives one positive comment and one improvement suggestion. Swap roles after six bowls.

Coaching Focus:

- Encourage constructive, supportive language.
- Reinforce that learning comes from trying and adjusting.
- Discuss what they noticed about rhythm, balance, and follow-through.

Coach Reflection

Use this space after completing Module 1 to note your learning points and action ideas.

1. What surprised me most about the role of a coach?
2. How will I make my sessions safer and more welcoming?
3. Which communication habit will I improve next?
4. What will I try differently in my next session?



Module 2 – Introducing a Beginner

Purpose of the Module

This module provides step-by-step guidance on how to introduce a new player to lawn bowls in a safe, enjoyable, and confidence-building way. It focuses on creating a positive first experience, encouraging early success, and building curiosity through questioning and feedback.

Learning Objectives

Objective	Practical Outcome
Create a welcoming first impression.	The player feels relaxed, included, and motivated to continue.
Explain safety and etiquette.	Basic rink safety and respect for others are understood before play.
Demonstrate the first delivery.	The coach can show stance, grip, and smooth roll clearly and confidently.
Encourage immediate participation	The player rolls the jack or bowl early in the session.
Use effective questioning and praise.	The player begins to understand line, weight, and feel through guided discovery.
Reflect on session outcomes.	The coach reviews what went well and plans small next steps.

1. Preparing for the First Session

Before the player arrives:

- Check the rink surface, mats, and jacks for safety.
- Ensure at least two mats are available if you wish to demonstrate side-by-side.
- Gather small cones or targets for mini-games.
- Plan a 30–45 minute structure that allows maximum player activity.

Housekeeping Reminder:

- Explain footwear rules and introduce the basic rink layout.
- Identify potential trip hazards and demonstrate where it is safe to stand.
- Always start from a short distance to guarantee early success.



2. Introducing the Player

Step-by-Step Process:

1. Welcome and Chat (2–3 minutes)

- Smile, introduce yourself, and ask if they've played before.
- Find out what brought them to bowls and what they hope to gain.
- Reinforce that this is about enjoyment, not perfection.

2. Safety and Etiquette (2 minutes)

- Demonstrate how to stand behind the mat.
- Show how to step off the rink safely and wait for the bowls to stop.
- Explain how to avoid walking across other players' lines.

3. The Equipment (3 minutes)

- Show the bias of the bowl and how to hold it naturally.
- Roll it on its side to demonstrate the curve.
- Let the player feel and inspect it.

4. Equipment Advice for New Players

Explain that different bowl manufacturers produce models with varying degrees of bias. Encourage beginners to try several models before buying their own equipment. Emphasise that at this early stage, the only necessary purchase is a pair of flat, grip-safe bowling shoes. Suitable shoes prevent damage to the green and reduce the risk of slipping, especially on outdoor surfaces. Remind players that using club or borrowed bowls is perfectly acceptable while they learn what size and bias feels comfortable.

5. Introducing Jack Delivery

Before teaching bowl delivery, demonstrate how to deliver the jack on both forehand and backhand sides. This helps the beginner visualise the line of travel and begin linking bias with direction and pace.

Stand beside the player and show how the jack follows the same basic delivery action used for bowls: smooth release, balanced stance, and focus on rhythm rather than force.

Practising jack delivery first improves confidence and prepares for consistent bowl delivery later in the session.

6. The First Delivery (10 minutes)

- Demonstrate a slow, smooth roll toward the jack.
- Emphasise balance and rhythm, not accuracy.
- Ask: "How did that feel?" rather than "What went wrong?"
- Encourage repetition with quiet focus.



7. Mini-Game (10 minutes)

- Create a target zone or ask them to “beat their previous bowl.”
- Keep feedback positive: praise small improvements.
- Ask the player what they noticed or felt.

8. Review (5 minutes)

- Ask: “What did you learn today?”
- Reinforce one strength and one next step.
- Invite them back for another session.

3. Communication and Questioning

Technique	Example
Open question	“What do you think made that bowl finish wider?”
Guided discovery	“Try adjusting your aiming point—what happens?”
Positive reinforcement	“That was smoother—did you feel how balanced you were?”
Closed check	“Did that reach the jack this time?”
Reflective prompt	“Which bowl felt best and why?”

Golden Rule: Ask **before** you tell. Questioning engages thinking and ownership.

4. Common Beginner Challenges and Safe Corrections

Common Issue	Likely Cause	Safe Coach Response
Bowl stops too short.	Nervous or tentative swing	Encourage smoother arm speed: “Let the bowl go naturally.”
Bowl wobbles or bounces	Dropped from a height	Demonstrate releasing closer to the ground.
The bowl curves the wrong way.	Holding the bowl on the wrong bias	Let them roll both ways; show bias symbol orientation.
The player looks tense or anxious.	Overthinking, fear of failure	Smile, praise effort, remind them it’s just practice.

5. Mini-Drills and Activities

a) Roll the Jack Game

- Ask the player to roll the jack toward a $\frac{3}{4}$ length target.

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- Award 1 point if it finishes within a metre of the mat line.
- Repeat three times, swapping hands if possible.
- Discuss: “What did you notice about the distance?”

b) Target Line Roll

- Place three jacks horizontally across the rink.
- The player rolls one bowl to each jack using the same hand.
- Focus on adjusting line and body alignment.

c) Friendly Competition

- If there are two beginners, have a “closest bowl” challenge.
- Keep it light-hearted—fun builds confidence and repetition.

6. Summary and Key Takeaways

- Get the player rolling early — success motivates.
- Keep demonstrations short and simple.
- Observe, question, and praise frequently.
- Safety, enjoyment, and inclusion come before technique.
- Always finish on a positive note.

Coach Reflection

Reflection Question	Notes
1. How will I make the first 5 minutes of a session welcoming and safe?	
2. What phrases or questions helped my player relax?	
3. Which mini-drill worked best to create success?	
4. What will I do differently next time?	



Module 3 – Developing Smooth Delivery

Purpose of the Module

This module focuses on helping new players build a consistent and relaxed delivery action. It explains how to observe, correct, and reinforce the fundamentals of stance, balance, swing, and follow-through using positive feedback and simple, safe progressions.

Learning Objectives

Objective	Practical Outcome
Understand the key components of a smooth delivery	The coach can demonstrate stance, grip, swing, and follow-through clearly and safely.
Identify common faults and safe corrections.	Coaches spot and fix issues like dropping, wobbling, or rushing delivery.
Use progressive drills to build rhythm and confidence	Practices are gradually moving from short distance to full length.
Reinforce learning with questioning and encouragement.	Players can explain what they felt and how they improved.
Observe effectively	The coach focuses on rhythm, balance, and control, not just accuracy.

1. Understanding the Delivery Action

The Three-Stage Delivery Framework

At Level 1, coaches should begin introducing the three-stage delivery concept that will be developed further in Level 2:

1. **Pre-stance routine** – Before stepping onto the mat, check bias and grip, and visualise the intended line of delivery.
2. **Set-up and alignment** – Once on the mat, align feet, hips, shoulders, and bowling arm toward the target line. Maintain balance and stillness before movement.
3. **Delivery and follow-through** – Execute a smooth pendulum swing, focusing first on long visual aim points, then short aim points, finishing with a controlled follow-through. Encourage players to standardise their set-up each time to reduce unnecessary variables. Consistent preparation produces consistent outcomes.

A smooth delivery is built on **balance, rhythm, and consistency**, not force.

When teaching beginners, break the process into three clear phases:



Phase	Focus	Coach Cues
Preparation	Correct stance on mat, comfortable grip	"Feet steady, eyes ahead, bowl pointing where you want to roll."
Movement	Pendulum swing, rhythm, smooth step	"Let the arm swing naturally—no rush."
Release & Follow-Through	Soft release, hand finishes toward the target	"Fingers point to the line—stay balanced as it leaves your hand."

Use your own body as a demonstration tool—slow, clear, repeatable movements are easier to copy than long explanations.

2. Key Teaching Points

Stance

- Feet shoulder-width apart, facing along the intended line.
- Knees slightly bent, weight balanced evenly.
- Bowl held naturally at waist height, bias inward.

Grip

- Fingers under bowl, thumb lightly on top.
- No squeezing—relaxed control improves feel.

Swing

- Pendulum motion under the shoulder, smooth and steady.
- Encourage consistent rhythm and tempo rather than power.

Release

- The bowl was released close to the ground, not dropped.
- Follow through with the hand toward the target—this keeps aim true.

Follow-Through

- Maintain posture until the bowl stops rolling.
- This helps stability and self-awareness.



3. Observation and Correction

What to Observe	Common Issue	Coach Response
Balance on delivery	Wobbling or stepping across the mat	Adjust stance width, practice slow rolls.
Arm swing	Jerky or uneven	Ask them to swing the bowl without releasing it, feeling the rhythm.
Release	Dropping from a height or bouncing	Demonstrate a gentle “roll from the floor” motion.
Line	Bowl finishes too wide or narrow	Check aiming point; encourage visual focus down the line.
Rhythm	Rushed or tense movement	Encourage breathing and timing—“One, two, roll.”

Tip: Avoid over-correcting—address one thing at a time.

4. Progressive Practice Examples

a) Short-to-Long Delivery Drill

- Place three jacks along the rink at short, medium, and long distances.
- Player delivers two bowls to each length, adjusting rhythm each time.
- Ask: “What did you feel change in your swing?”

b) Rhythm Builder

- Without a jack, the player practises the pendulum swing five times, then delivers.
- Count out loud “1-2-3-roll” to encourage timing.
- Repeat using both hands for balance and coordination.

c) Steady Release Challenge

- Set cones or small markers 3 m in front of the mat.
- The bowl must pass smoothly through the gate without touching.
- Focus on even tempo, not power.

5. Using Questioning and Feedback

- Ask **open** questions:
“What did that bowl do differently?”
“How did that delivery feel?”
- Praise effort first, result second:
“Great rhythm that time—did you notice how steady your finish was?”



- Encourage self-analysis:
“What will you change next time to reach the longer jack?”

Use the **Observe → Ask → Reinforce** cycle:

1. Watch the action.
2. Ask how it felt.
3. Reinforce the one key improvement.

6. Common Faults and Safe Remedies

Fault	Likely Cause	Simple Correction
Bowl bounces	Released too high.	Demonstrate smooth roll from low release.
Bowl wobbles	Unsteady arm path.	Practise slow swing without a bowl to rehearse motion.
Bowl crosses the line.	The body turned across the target.	Realign stance, focus eyes on the aiming point.
Overstepping mat	Rushing delivery.	Slow rhythm; focus on timing, not speed.

7. Key Safety Reminders

- Avoid demonstrating with full speed until stability is shown.
- Always collect bowls safely—wait until all have stopped.
- Encourage warm-up stretches before and after delivery practice.
- Reinforce proper footwear and spacing between players.

8. Summary and Key Takeaways

- Build delivery on rhythm, balance, and timing.
- Observe before correcting—one point at a time.
- Encourage repetition with purpose.
- Use questioning to develop self-awareness.
- Reinforce progress and finish every session on success.



Coach Reflection

Reflection Question	Notes
1. What part of the delivery do I find hardest to observe?	
2. Which cue or phrase helps my player achieve a smoother rhythm?	
3. How can I make my practice progressions more enjoyable?	
4. What single improvement will I focus on in my next session?	



Module 4 – Questioning and Player Engagement

Purpose of the Module

This module develops your ability to communicate effectively, use questioning to stimulate learning, and maintain player motivation. Questioning transforms coaching from “telling” to “guiding” — encouraging self-awareness, confidence, and ownership of improvement.

Learning Objectives

Objective	Practical Outcome
Understand why questioning aids learning.	Player engagement and self-reflection increase.
Apply different types of questions effectively.	The coach can move between open, closed, and reflective questioning.
Use feedback to build confidence.	Players stay motivated and focused.
Manage group dynamics positively.	All participants feel included and valued.
Encourage player ownership of progress.	Players describe what they are learning and what they want to improve.

1. Why Questioning Matters

Questioning helps players *think*, not just *copy*.

When learners answer questions, they process information actively — reinforcing understanding and retention.

This approach turns a “telling coach” into a “thinking coach.”

Benefits of Questioning

- Builds trust and curiosity.
- Encourages decision-making and independence.
- Helps diagnose and understanding.
- Keeps sessions interactive and engaging.

2. Types of Questions and When to Use Them

Type	Purpose	Example
Open Questions	Explore ideas, feelings, or understanding.	“What do you think made that bowl finish narrow?”
Closed Questions	Confirm facts or understanding.	“Did that reach the jack?”

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Guided Questions	Steer reflection without telling.	"What would happen if you aimed slightly wider?"
Reflective Questions	Encourage self-assessment.	"Which delivery felt smoother, and why?"
Challenge Questions	Stretch confidence or precision.	"Can you now repeat that shot twice in a row?"

Tip: Start broad and narrow down — for example:

"What did you notice about that bowl?" → "What will you change next time?"

3. The ASK–PRAISE–GUIDE Model

This model helps coaches structure communication effectively.

1. **ASK** – Observe, then ask an open question.
"How did that feel when you released it?"
2. **PRAISE** – Reinforce effort or progress.
"That one was smoother — you stayed balanced."
3. **GUIDE** – Suggest one small improvement.
"Next time, focus on keeping your eyes on the aiming point."

Why it works:

- Keeps feedback positive.
- Builds confidence before correction.
- Encourages thinking, not dependency.

4. Reading Player Engagement

Engaged players show curiosity — asking their own questions, experimenting, and smiling when they succeed.

If a player becomes quiet or withdrawn, check how they feel rather than pushing harder.

Sign	Possible Meaning	Coach Response
Smiling, talking, asking questions	Enjoyment and confidence.	Continue with the current challenge level.
Quiet concentration	Focused learning.	Give space, then ask for reflections.
Frustration or negative body language	Task too hard or unclear.	Simplify, reset, or praise small progress.
Distracted or disengaged	Overload or boredom.	Re-energise with a short, fun activity.



5. Practical Questioning in Action

a) During Delivery Practice

After each bowl, pause and ask:

- “What did that one do differently?”
- “How did that feel compared to your last shot?”
- “Where was your focus when you released?”

b) During a Mini-Game

Ask players to decide:

- “Which hand will you choose and why?”
- “What’s your plan for this shot?”
- “How will you know if it worked?”

c) After the Session

Use reflection questions:

- “What went well today?”
- “What would you like to practise next time?”

6. Feedback That Motivates

Feedback should be:

- **Immediate** – given soon after action.
- **Specific** – refer to one behaviour or change.
- **Positive** – focus on progress, not failure.
- **Balanced** – praise first, correct next, end on encouragement.

Example Feedback Pattern:

“That delivery looked smoother (praise).

Try keeping your eyes on the target a bit longer (correction).

You’re getting closer each time (encouragement).”

7. Group Coaching Tips

When working with multiple players:

- Rotate attention — talk to everyone, not just the most confident.
- Use players to demonstrate good examples.
- Pair learners to observe each other and share feedback.



- Keep questions short and inclusive: “Who noticed what happened there?”

Always model respectful communication and encourage players to do the same.

Coaching Mixed-Ability Groups

Although Level 1 assessment is carried out with one player, most real coaching experiences take place in small or large groups. Coaches should practise engaging several players at once while maintaining individual attention.

- **Rotate focus** so that every player receives observation and encouragement.
- **Pair learners** so that one bowls while the other observes or scores.
- **Vary challenges** so beginners and confident players stay equally involved.
- **Use inclusive language** to keep communication clear across different ability levels. Managing groups effectively at Level 1 builds confidence and provides a strong foundation for the group-management skills required at Level 2.

8. Handling Mistakes and Negative Reactions

Mistakes are part of learning. Coaches should normalise them:

- Avoid “don’t do that” — instead, say “try this adjustment.”
- When frustration appears, pause, smile, and reset the challenge.
- Remind players that improvement takes repetition and patience.

Coach phrase bank:

- “That’s part of the process — each bowl teaches you something.”
- “Even top players miss — what can we learn from that?”
- “Let’s see if we can beat that next time.”

9. Summary and Key Takeaways

- Good questioning builds understanding and motivation.
- ASK → PRAISE → GUIDE keeps learning positive.
- Encourage reflection after every session.
- Adjust tasks to maintain engagement and confidence.
- Focus on progress, not perfection.



Coach Reflection

Reflection Question	Notes
1. Which questions worked best to create understanding?	
2. How do I balance praise and correction?	
3. What signs show my player is engaged and motivated?	
4. What one communication habit will I improve next session?	



Module 5 – Coaching Responsibly

Purpose of the Module

This module ensures every coach understands their duty of care to players, the importance of ethical and inclusive behaviour, and how to maintain safe practice at all times.

Coaching responsibly means modelling fairness, protecting well-being, and creating a positive environment where all participants feel valued.

Learning Objectives

Objective	Practical Outcome
Understand the coach's duty of care.	The coach maintains safe practice and takes action if concerns arise.
Apply the Code of Behaviour.	Treats everyone with respect and fairness, regardless of ability or background.
Promote inclusion and equality.	Adapts sessions for age, gender, or physical ability.
Recognise safeguarding principles.	Understands how to respond to concerns about children or vulnerable adults.
Model professionalism.	Acts ethically, communicates appropriately, and sets a positive example.

1. The Coach's Duty of Care

As a Level 1 coach, you are responsible for the physical and emotional safety of everyone in your session.

This means:

- Checking that equipment and facilities are safe.
- Supervising participants at all times.
- Making sure activities are appropriate to age, size, and experience.
- Creating an atmosphere where players feel supported and respected.

Remember: You don't have to be an expert in every situation, but you must act if you believe someone is at risk. If unsure, **report rather than ignore**.



2. Code of Behaviour for Coaches

Principle	What This Means in Practice
Integrity	Be honest, reliable, and fair in all coaching relationships.
Respect	Treat every participant equally. Use polite, positive language.
Safety	Never take unnecessary risks or allow unsafe activities.
Inclusion	Make everyone feel welcome, regardless of background or ability.
Boundaries	Maintain professional relationships — avoid over-familiarity or private contact outside sessions.
Confidentiality	Share sensitive information only with those who need to know (e.g. safeguarding officer).

Example:

If a player shares something personal that worries you, listen, thank them for telling you, and report the concern to your safeguarding lead — do *not* promise secrecy.

3. Safeguarding Awareness

Safeguarding means protecting children, young people, and vulnerable adults from harm or abuse. At Level 1, you are not expected to investigate, only to **recognise and respond** appropriately.

Recognise

- Unexplained injuries or frequent distress.
- Sudden withdrawal, fearfulness, or unusual behaviour.
- Inappropriate comments or contact from others.

Respond

1. Stay calm — don't show shock or disbelief.
2. Listen carefully and thank them for sharing.
3. Do not question for details or promise confidentiality.
4. Report your concern immediately to your club or county safeguarding officer.
5. Record what you saw or heard in writing, using the person's own words if possible.

If in doubt, always report. It is not your job to decide if abuse has occurred — only to ensure concerns reach the right person.



4. Inclusion and Fairness

Inclusive coaching means adapting your sessions so that everyone can participate fully and safely.

Consideration	Coaching Example
Physical ability	Adjust mat and jack distance or use aids for players with limited mobility.
Age differences	Modify drills — for juniors, use smaller targets and short sessions.
Gender and identity	Treat everyone equally, using inclusive language.
Cultural sensitivity	Be aware of customs, communication styles, and comfort zones.
Disability inclusion	Ask how you can adapt — never assume what a player can or can't do.

Golden Rule: Inclusion starts with asking, “What would help you enjoy this session more?”

Physical Disabilities & Movement Awareness

Coaches must actively look for signs that a player's movement, balance, or comfort may be restricted by a health condition or disability. Inclusion means *adapting the task to the player*, not fitting the player to the task. At the **start of every course or one-to-one session**, clearly state: “Please don't do anything that hurts or feels unsafe. You don't need to tell me why—just let me know and we'll adapt.” When a delivery appears uncomfortable or compromised, use **open questions** that protect privacy:

- “How did that movement feel?”
- “Would a shorter distance or a steadier pace help?”
- “Shall we try an alternative starting position?”

Core principles

- **Respect privacy:** Never press for personal medical details; you only need to know *what* to adapt, not *why*.
- **Reasonable adjustments:** Modify distance, mat and jack positions, tempo, reps, rest, and roles (e.g., observing/scoring between ends).
- **Safety first:** If movement looks painful or unstable, **stop the activity**, offer an alternative, and advise seeking medical guidance if appropriate.
- **Positive tone:** Frame adaptations as *performance aids* (“Let's change the setup so you can feel smoother”), not exceptions.
- **Record the adaptation, not the diagnosis:** Note what worked (e.g., “shorter length + wider stance improved balance”).

Quick coach checklist (use as a sidebar or reflection box)

- I reminded players not to do anything that causes pain.
- I watched for signs of discomfort, imbalance, or fatigue.
- I used open questions to identify safe adaptations.



Berkshire Bowls Coaching Scheme



- I offered at least one alternative setup or distance.
- I paused and referred when safety was a concern.

Adaptation examples

Situation (Observed)	Risk/Barrier	Simple, Safe Adaptation
Limited knee/hip flexion when stepping	Loss of balance; discomfort	Use a wider stance and shorter step ; reduce length; allow slower tempo.
Back discomfort on bending to release	Pain; dropped bowls	Raise release point slightly while keeping smooth roll ; shorten distance; include rest breaks.
Shoulder stiffness is affecting the swing.	Jerky delivery; poor line	Pendulum rehearsal without release ; lighter bowls if available; "1-2-roll" rhythm counting.
Low confidence on the mat	Hesitation; rushed release	Pre-stance routine (check bias/grip, settle feet), then one cue only ("hand to target").
Fatigue mid-session	Accuracy deteriorates; safety risk.	Short sets (3–4 bowls), alternate with observation/scoring; hydration break.

Coach language to model: "Let's adjust the setup so this feels comfortable and smooth." • "Tell me if anything doesn't feel right and we'll change it."

5. Maintaining Professional Boundaries

Your relationship with players must always remain professional and appropriate.

Avoid:

- Private one-to-one coaching in isolated areas.
- Sharing personal contact details with juniors.
- Using social media to communicate privately.

Do:

- Meet and coach in open, visible spaces.
- Keep communication transparent — copy in parents or organisers where relevant.
- Be approachable but maintain clear limits.

Remember: Professional distance protects both coach and player.



6. Handling Difficult Situations

Situation	Example Response
The player behaves disrespectfully.	Stay calm, explain why the behaviour is inappropriate, and reset expectations.
Conflict between players	Pause the activity, listen to both sides, and reinforce respect and fairness.
A child becomes upset or withdrawn.	Offer a break, reassure them, and inform a safeguarding officer if concerned.
Parent challenges your decisions.	Listen, remain polite, and explain the coaching purpose; refer to the organiser if needed.

When in doubt, prioritise **safety and respect** over continuing play.

7. Personal Conduct and Self-Care

Being a responsible coach also means looking after yourself:

- Arrive on time and prepared.
- Dress appropriately for coaching.
- Keep learning — attend CPD sessions.
- Seek feedback from mentors.
- Be aware of your limits — ask for help when unsure.

Professionalism builds trust and credibility.

8. Summary and Key Takeaways

- The coach's first responsibility is **player welfare**.
- Always follow the **Code of Behaviour**.
- Recognise, respond, and report safeguarding concerns.
- Be inclusive and adapt for all participants.
- Maintain professionalism at all times — safety and respect come first.



Coach Reflection

Reflection Question	Notes
1. How do I make my sessions inclusive and welcoming for all?	
2. What steps will I take to keep safety my top priority?	
3. How will I maintain professional boundaries with players and parents?	
4. What would I do if I had a safeguarding concern?	



Module 6 – Planning and Reviewing Sessions

Purpose of the Module

This module helps you plan structured, engaging coaching sessions that are safe, purposeful, and flexible.

It also explains how to review each session — using reflection and feedback to build continual improvement for both coach and player.

Learning Objectives

Objective	Practical Outcome
Understand why planning matters.	Sessions run smoothly, stay on time, and meet clear goals.
Apply a simple four-stage structure.	Coaches plan sessions with warm-up, activity, progression, and review.
Create achievable learning goals.	Activities suit the ability and confidence of the player.
Use observation and feedback during delivery.	Player progress is monitored and encouraged.
Reflect and review after each session.	Coaches learn from experience and refine their approach.

1. Why Plan?

Good planning allows a coach to:

- Stay organised and confident.
- Maintain safety and fairness.
- Use time efficiently.
- Adjust activities to player needs.
- Deliver consistent, quality coaching.

A written plan also shows assessors and clubs that you are professional and prepared.

Key principle: *Failing to plan means planning to fail.*



2. The Four-Stage Coaching Cycle

Stage	Description	Example
Plan	Prepare equipment, set aims, and design simple activities.	Write a session outline and set safety checks.
Deliver	Run the activity, observe players, and adapt as needed.	Start short drills and encourage questioning.
Observe	Watch movement, decision-making, and enjoyment.	Look for balance, rhythm, and engagement.
Review	Reflect on learning outcomes and gather feedback.	Ask, "What went well? What should we try next?"

This cycle repeats every time you coach, helping with continuous development.

3. Structure of a 45–60 Minute Session

Phase	Time	Content	Coach Focus
Welcome & Safety	5 min	Meet players, check the area, and explain the aims.	Positive tone and inclusion.
Warm-Up / Familiarisation	5 min	Simple rolling or target activity.	Observe balance and coordination.
Skill Development	20–25 min	Main practice (e.g., smooth delivery, line or length control).	Observe, question, correct one point at a time.
Game Application	15 min	Mini-game or challenge using the learned skill.	Encourage decision-making and fun.
Cool-Down & Review	5–10 min	Gather players, discuss learning and next steps.	Reinforce progress and motivation.

Keep sessions dynamic — the more the player rolls, the more they learn.

Planning for Groups

Even when sessions are assessed one-to-one, Level 1 coaches often deliver to small groups in clubs or during training courses. Adapt your plan so that all players are active — for example, using rotations, paired activities, or observation tasks. This keeps engagement high and allows for more effective feedback within group settings.

4. Setting Aims and Outcomes

Each session should have:

1. **A clear aim** — what do you want the player to achieve?
Example: "Improve consistency of arm swing."



2. **A measurable outcome** – how will you know if it worked?
Example: “Player delivers three consecutive smooth bowls.”
3. **A progressive challenge** – how can you make it slightly harder next time?
Example: “Vary distance or alternate hands.”

Tip: Share the aim at the start and review it at the end.

5. Writing a Simple Session Plan

Session Plan Template

Section	Example Entry
Session Aim	To develop smooth delivery with a focus on balance and follow-through.
Duration	50 minutes
Equipment	2 mats, 6 bowls, 2 jacks, 3 cones.
Safety Checks	Inspect rink, check footwear, spacing, and weather.
Warm-Up Activity	Short roll to target to relax the arm and establish rhythm.
Main Practice	Three-Jack Length Drill – players deliver to short, medium, and long jacks.
Key Questions	“What did you notice about your rhythm?” “How did your line change?”
Progression	Narrow distance between jacks or alternate hands.
Cool-Down & Review	Reflect on one key learning: praise effort and enjoyment.

Keep plans short and usable — one page is enough.

6. Observing and Adapting During the Session

Observation is not only about fault-finding — it’s about understanding what the player is trying to do.

Effective observation means:

- Standing where you can see both the stance and the result.
- Watching for consistency of movement.
- Looking for signs of frustration or fatigue.
- Adjusting activity difficulty to keep players engaged.

Example:

If the player looks tired or frustrated, shorten the distance or simplify the task.

If they’re confident, add variety or competition.



7. Reviewing the Session

At the end of each session, spend a few minutes reviewing:

- What went well (successes).
- What could improve (learning points).
- What to focus on next time.

Encourage the player to speak first:

“What did you enjoy most?”

“What felt easier or different today?”

“What would you like to practise next session?”

Then share your own reflections.

Self-Review Questions for Coaches:

- Did I meet my session aim?
- Did I adapt effectively to player needs?
- Was my questioning positive and clear?
- What will I change next time?

8. Recording Progress

Keep brief notes after each session — they help track development and support assessment.

Date	Session Focus	Observations	Next Steps
10 Oct	Smooth delivery	The player is improving follow-through and balance.	Add 3-jack line drill next session.
17 Oct	Line control	Better alignment; slight over-rotation.	Reinforce steady stance.

Documented reflection shows professional practice and readiness for accreditation.

9. Summary and Key Takeaways

- Plan every session — it ensures safety and purpose.
- Follow the four-stage coaching cycle: Plan → Deliver → Observe → Review.
- Keep activities achievable and progressive.
- Encourage players to reflect and take ownership of learning.
- Reflect after every session to improve your own coaching.



Coach Reflection

Reflection Question	Notes
1. How much time do I currently spend planning before a session?	
2. What part of my sessions could flow more smoothly?	
3. How can I make reviews more engaging for players?	
4. What small change would improve my planning next week?	



Purposeful & Personal Practice

Purpose of the Section

This section helps you design, deliver, and reflect on *purposeful* and *personal* practices — two types of focused coaching sessions used to develop skill, confidence, and understanding.

At Level 1, you must be able to run one of these practices safely and effectively with a single player.

Learning Objectives

Objective	Practical Outcome
Understand the difference between purposeful and personal practice.	You can choose which type suits your player and session aim.
Deliver a safe, clear, and engaging practice	The activity has a goal, progression, and player reflection.
Use questioning to guide improvement.	The player explains what they felt, learned, and would do differently.
Encourage motivation through achievable challenges.	Players stay positive, active, and enjoy success.
Prepare for the Level 1 practical assessment.	You can confidently demonstrate coaching a purposeful or personal practice.

1. Understanding the Difference

Practice Type	Description	Example
Purposeful Practice	A structured activity designed to improve a specific skill common in play (e.g. line, length, or delivery). The aim and feedback are clear.	Three-jack line or length drill.
Personal Practice	An individualised session focused on a single player's need, based on observation or feedback. The coach tailors the task to that person.	Player works on smoother arm rhythm or follow-through using self-reflection.

Both practice types share the same principles — **clarity, observation, questioning, and progression**.

2. Delivering a Purposeful Practice

Purposeful practice means *practice with a purpose*.

The coach identifies a clear skill target, sets a measurable challenge, and provides guided feedback.

Example 1 – Three-Jack Line Practice

- **Setup:** Place three jacks horizontally across the rink, about one metre apart at medium length.

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- **Task:** Player delivers one bowl to each jack, adjusting the line each time.
- **Purpose:** To help the player recognise and adjust line control.
- **Coach Prompts:**
 - “What aim point did you use for the centre jack?”
 - “How did you change your line for the outside one?”
- **Progression:** Narrow the spacing or alternate hands.

Example 2 – Three-Jack Length Practice

- **Setup:** Place three jacks in a straight line — short, medium, and long.
- **Task:** Player rolls one bowl to each jack in sequence, adjusting the weight each time.
- **Purpose:** To develop a feel for length and rhythm control.
- **Coach Prompts:**
 - “How did you adjust your arm speed for the longer target?”
 - “What did you feel change in your rhythm?”
- **Progression:** Reverse the order or vary the mat position.

Example 3 – Smooth Delivery Routine

- **Setup:** No jacks needed. The player focuses on stance, balance, and smooth release.
- **Purpose:** To refine technique and delivery consistency.
- **Coach Prompts:**
 - “Did you feel steady on release?”
 - “What will help your swing feel smoother?”
- **Progression:** Add visual targets or adjust mat positions.

Coach Checklist for Purposeful Practice

Step	Question
Aim	What specific skill am I developing?
Setup	Is the area safe and simple?
Instruction	Did I explain and demonstrate clearly?
Observation	What am I watching for?
Questioning	Have I asked the player what they notice or feel?
Progression	How will I make it slightly harder next time?
Review	Did I discuss what was learned?



3. Delivering a Personal Practice

A personal practice is built around one player's needs.

It gives ownership and allows the player to explore a particular part of their game.

Example 1 – Personal Line Focus

- **Setup:** Place a small marker halfway up the rink as a visual line reference.
- **Task:** Player delivers six bowls over the marker, maintaining a consistent line.
- **Purpose:** To improve alignment and focus.
- **Coach Prompts:**
 - “Where were you looking as you released?”
 - “How consistent did your line feel?”
- **Progression:** Move the marker slightly to change shot angle.

Example 2 – Personal Length Challenge

- **Setup:** Player selects a comfortable jack length.
- **Task:** Deliver four bowls, aiming to finish within one mat length of the jack.
- **Purpose:** To improve delivery rhythm and weight control.
- **Coach Prompts:**
 - “Which bowl reached your target distance?”
 - “What did you do differently that time?”
- **Progression:** Alternate short and long lengths or change mat position.

Coach Checklist for Personal Practice

Step	Question
Observation	What does this player need to work on?
Aim	What is the single focus today?
Explanation	Have I described the purpose clearly?
Practice	Is the activity achievable but challenging?
Questioning	Am I helping them notice their own improvement?
Review	Have I reinforced confidence and next steps?



4. Common Mistakes When Delivering Practice

Mistake	Why It Happens	How to Fix It
Overloading the player	Too many instructions at once	Focus on one key point only.
Unclear aim	No specific goal or feedback	Begin each activity with a clear “today we are working on...” statement.
Ignoring safety	Rushing setup or distractions	Always check equipment and space before starting.
No review	Ending without reflection	Always ask “what did you learn?” before finishing.

5. Preparing for Your Level 1 Assessment

In the practical assessment, you will be asked to deliver **either a Purposeful or Personal Practice** with one player.

Assessors look for:

1. **Safe setup** – area checked, clear explanation of safety.
2. **Clear aim** – the player knows the focus of the session.
3. **Effective questioning** – the coach uses guided discovery, not over-talking.
4. **Observation** – coach watches movement, not just outcome.
5. **Motivation and feedback** – positive, specific praise.
6. **Progression** – simple variation to stretch ability.
7. **Review** – short discussion at the end.

Tip: Practise explaining your session aim in one short sentence:

“We’re working on smoother delivery by focusing on rhythm and follow-through.”

6. Summary and Key Takeaways

- Purposeful and personal practices build focused skill improvement.
- Safety, clarity, and questioning are key to success.
- Always link the task to game reality (line, length, or delivery).
- Reflect after each practice to strengthen learning.
- These sessions demonstrate your Level 1 coaching competence.



Coach Reflection

Reflection Question	Notes
1. How will I choose between a purposeful and personal practice?	
2. What questions help my player reflect on improvement?	
3. How can I make my practices safe, simple, and progressive?	
4. What one thing will I practise before my assessment?	



Assignments

Purpose of the Section

These assignments are designed to help you demonstrate your understanding of each module and practise the coaching skills required for the Level 1 assessment.

Each task builds practical confidence, self-reflection, and professional readiness.

Assignment 1 – Understanding the Coaching Role

Module Link: Module 1 – Coaching Foundations

Task:

Write a short reflection (100–150 words) on what makes an effective beginner coach.

Identify two strengths you already possess and two areas for improvement.

Discuss with your tutor or mentor.

Reflection prompts:

- How do you create a positive learning atmosphere?
- What skills or habits will help you most as a coach?

Assignment 2 – Planning and Running Your First Session

Module Link: Modules 2 & 6 – Introducing a Beginner / Planning & Review

Task:

Plan and deliver a short “introducing a beginner” session lasting about 45 minutes.

Include:

- Safety checks and equipment preparation.
- A simple first roll or target activity.
- Encouragement and positive questioning.

Afterwards, write a brief review of:

- What went well?
- What would you change next time?

Assignment 3 – Observation and Feedback

Module Link: Module 3 – Developing Smooth Delivery

Task:

Observe two experienced bowlers during practice or a match.

Use the *Delivery Observation Checklist* to record:

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- Balance and stance.
- Arm swing and rhythm.
- Follow-through and finish position.

Discuss your findings with a mentor and suggest one drill or cue that could help each player.

Tip: Focus on movement, not outcome — describe *what you see*, not whether the bowl was close to the jack.

Assignment 4 – Question Bank Development

Module Link: Module 4 – Questioning and Player Engagement

Task:

Create a list of 10 open and 5 closed questions suitable for beginners.

Group them under the headings:

- Delivery technique
- Line & weight
- Self-reflection

Practise using them in a short session and record how players respond.

Example:

Open – “What did that bowl do differently?”

Closed – “Did that reach the target?”

Assignment 5 – Ethics and Safety Scenario

Module Link: Module 5 – Coaching Responsibly

Task:

Read the following example scenario and write a short response (150 words):

A beginner appears uncomfortable when being physically guided into position. They look down and step back from the mat.

Questions:

- What would you do next?
- How would you adapt your communication?
- What principles from the Code of Behaviour apply here?

Purpose: To demonstrate safeguarding awareness and respectful conduct.



Assignment 6 – Complete Session Plan and Review

Module Link: Module 6 – Planning and Reviewing Sessions

Task:

Design a one-hour beginner coaching session using the Level 1 session plan template.

Deliver it to one or two players and complete a *session reflection sheet* afterwards.

Be prepared to discuss your plan and outcomes during your practical assessment.

Assignment Submission & Discussion

- Keep all notes and reflections in your *Coaching Portfolio*.
- Bring your portfolio to the assessment as evidence of learning.
- Tutors may discuss assignments orally or in writing.

Assignment Completion Record

Assignment	Date Completed	Tutor Signature	Candidate Initials
1 – Understanding the Coaching Role			
2 – Planning & Running Your First Session			
3 – Observation & Feedback			
4 – Question Bank Development			
5 – Ethics & Safety Scenario			
6 – Complete Session Plan & Review			

Coach Reflection

Reflection Question	Notes
1. Which assignment helped me grow most as a coach?	
2. How will I use my portfolio during my assessment?	
3. What new skill am I most confident in demonstrating?	
4. Which area do I still want feedback on?	



Assessment Tools & Self-Check

Purpose of the Section

This section explains how you'll be assessed at Level 1 and provides tools to help you self-evaluate your readiness.

It mirrors the criteria used by your assessor, so you can check your performance and understanding in advance.

1. Overview of Level 1 Assessment

At assessment, you'll demonstrate that you can:

1. **Coach a beginner safely and confidently.**
2. **Deliver either a Purposeful or Personal Practice** with one player.
3. **Communicate effectively** using questioning, feedback, and encouragement.
4. **Model professional behaviour** and understanding of ethics, inclusion, and safeguarding.
5. **Give a short 3-minute Talk** on a bowls-related topic.

2. Practical Assessment Components

Component	What You Will Do	What the Assessor Looks For
Coaching a Beginner	Deliver a short introductory session showing correct safety, a clear explanation, and encouragement.	Preparation and organisation, safe setup, effective demonstration, questioning, motivation, and player progress.
Purposeful or Personal Practice	Run a focused skill practice on delivery, line, or length.	Clear aim, observation, use of questioning, progression, and a safe environment.
Professional Conduct	Maintain appropriate language, tone, and boundaries.	Respect, inclusion, safety awareness, and positive attitude.
3-Minute Talk	Give a short talk on a bowls-related topic of your choice.	Structure, clarity, confidence, relevance, and engagement.

3. Candidate Self-Assessment Checklist

Use this checklist before your assessment to rate your confidence and identify areas to strengthen.

Skill Area	I'm Confident (✓)	Needs More Practice
I can explain and demonstrate a safe setup.		



I can plan a clear, achievable session aim.		
I use open and guided questions effectively.		
I observe delivery and provide simple feedback.		
I maintain a positive and encouraging tone.		
I can adapt sessions for different abilities.		
I understand basic safeguarding principles.		
I can give a short 3-minute Talk confidently.		
I complete session reviews and reflections.		

4. Coach Observation Notes (Optional for Mentors)

Session Focus Key Observations Strengths Development Points

Mentors and tutors can use this table when observing candidates during practice sessions.

5. Candidate Development Record

Use this table to track your growth across the course.

Module	Key Learning	Action to Apply	Completed (✓)
1 – Coaching Foundations			
2 – Introducing a Beginner			
3 – Developing Smooth Delivery			
4 – Questioning & Player Engagement			
5 – Coaching Responsibly			
6 – Planning & Reviewing Sessions			
Purposeful/Personal Practice			

6. Preparing for the 3-Minute Talk

You'll deliver a short talk on a simple bowls topic of your choice — for example:

- “Why balance matters in a smooth delivery.”
- “How to help beginners control length.”
- “The role of questioning in coaching.”

Structure suggestion:

1. **Introduction (30 seconds):** Introduce yourself and the topic.



2. **Main points (2 minutes):** Explain clearly with one example.
3. **Conclusion (30 seconds):** Summarise key takeaway or tip.

Tips for success:

- Keep language simple.
- Speak slowly and confidently.
- Use a demonstration if helpful.
- Finish with one memorable line.

7. Summary and Key Takeaways

- Know the assessment criteria — practise each element.
- Use self-reflection to stay calm and confident.
- Prepare short, clear explanations for your activities.
- Show enthusiasm, respect, and professionalism at all times.
- Remember: Assessors want to see *how you coach*, not perfection.

Coach Reflection

Reflection Question	Notes
1. Which assessment element am I most confident in?	
2. Which skill area do I need more practice with?	
3. How will I prepare for my 3-Minute Talk?	
4. What is my action plan for the next week?	



Appendices

Appendix A – Safety & Housekeeping Checklist

Before every session, complete this quick safety check to ensure a safe, inclusive, and professional environment.

Area	What to Check	Action if Required
Rink Surface	Free of debris, wet patches, or uneven areas.	Inform the organiser or choose another rink.
Equipment	Mats, jacks, and bowls in good condition.	Replace or repair damaged equipment.
Boundaries	Space clear behind and beside rinks.	Remove obstacles, store bags safely.
Weather & Lighting	Suitable for play; sun protection or indoor lighting is adequate.	Adapt location or timing.
Footwear & Clothing	Flat, non-marking shoes; suitable clothing for conditions.	Remind players to adjust before play.
Players' Wellbeing	Hydration, medical needs, and mobility awareness.	Offer breaks, adjust distances, and ensure inclusion.
Emergency Plan	Know the first-aid location and contact procedure.	Keep phone and contact details available.

Coach Reminder:

Safety checks show professionalism and care. Never assume conditions are fine — *check every time*.

Appendix B – Simple Session Plan Template

Use this structure for your own 45–60 minute beginner coaching session.

Section	Example Entry
Session Aim	To improve line control using a three-jack practice.
Duration	50 minutes
Equipment	2 mats, 2 jacks, 6 bowls, 3 cones
Safety Checks	Rink inspected, safe spacing, players briefed on etiquette.
Warm-Up Activity (5 min)	Short roll to target to find rhythm.
Main Practice (20–25 min)	3-jack line drill focusing on consistent alignment.



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Section	Example Entry
Progression	Narrow spacing or switch hands.
Game Application (15 min)	Mini challenge: "Hit two of three target zones."
Review (5–10 min)	Ask, "What did you learn?" and reinforce positives.
Coach Notes	Include observations and next steps.
Tip: Keep the plan concise and flexible — use it as a guide, not a script.	

Appendix C – 3-Minute Talk Guide

Purpose

To demonstrate your understanding of coaching communication — clear, confident, and relevant to beginner bowls.

Structure

Stage	Time	Focus	Example
Introduction	30 sec	Introduce yourself and your topic.	"Today I'm talking about why balance is the foundation of smooth delivery."
Main Content	2 min	Explain key points and give one example or demo.	Describe how balance affects line and length; demonstrate a stance.
Conclusion	30 sec	Summarise your message and give a takeaway.	"When your body is steady, your bowl will be steady."

Presentation Tips

- Practise aloud several times.
- Use natural gestures and eye contact.
- Keep language simple and positive.
- Smile — enthusiasm builds confidence.
- If demonstrating, show slowly and clearly.

Remember: The assessor wants to see communication skills and understanding, not a speech performance.

Appendix D – Glossary of Terms

Term	Definition
Bias	The built-in curve of a bowl that causes it to travel in an arc. The small emblem side indicates the bias side.



Delivery	The action of rolling the bowl smoothly from the hand onto the green.
Forehand / Backhand	The two sides of play depending on which way the bowl curves — forehand curves towards the body; backhand curves away.
Jack	The small white target ball that players aim to reach or get close to.
Line	The direction or path the bowl travels toward the target.
Length	The distance between the mat and the jack.
Mat	The rectangular rubber mat from which each bowl is delivered.
Head	The group of bowls around the jack after they have been delivered in an end.
Draw Shot	A gentle, accurate shot that finishes near the jack without disturbing other bowls.
Weighted Shot	A firmer shot used to move a bowl or jack from its position.
Yard-On	A controlled weighted shot designed to travel slightly beyond draw weight.
Follow-Through	The completion of the arm motion after the bowl leaves the hand.
Trail Shot	A shot intended to move the jack a short distance while staying with it.
Stance	The coach or player's position on the mat before delivery.
Smooth Delivery	A relaxed, consistent release producing a steady line and controlled pace.
Purposeful Practice	A structured practice designed to improve a specific skill, such as line or length.
Personal Practice	A tailored practice focused on one player's individual development needs.
Safeguarding	Protecting children and vulnerable adults from harm or abuse.
Duty of Care	The coach's legal and moral responsibility to ensure participant safety and wellbeing.
Observation	Watching a player's technique carefully to identify strengths or areas for improvement.
Questioning	Using open and reflective questions to help players think and learn.
Reflection	Thinking about what went well and what can be improved after a session.

Closing Note

This manual has been developed by the **Berkshire Bowls Coaching Team (Version October 2025)** to align with the latest EBCS Level 1 accreditation standards.

It aims to blend professional structure with practical, coach-friendly guidance — ensuring every new coach can deliver safe, effective, and enjoyable sessions.

