

Unofficial
Piloted Version

Bowls Club Coach: Coach Workshop





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



Coaching Association of Canada
Association canadienne des entraîneurs



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ABOUT THIS COACH WORKBOOK

The information in this Coach Workbook has been assembled to give you the best possible support as you prepare to become a coach in Canada's National Coaching Certification Program (NCCP).

We have compiled expert information on the topics essential to your development as a Bowls Club Coach. From basic information on participant-centered coaching to detailed information on Long-Term Athlete Development to tips galore on how to explain and demonstrate bowls skills, it is all here!

Version Control

The following outlines the version history of this document and identifies any notable changes.

Revision Date	Revisions
2011	First content development
2016	Course overhaul, including update of all modules
2017	Concussion section updated in conjunction with Parachute Canada
2021	Merger of the Reference Manual and Coach Workbook. Added information related to the NCCP and Bowls' coach development pathways. Content update of the Safety section using CAC updated Making Ethical Decision module.

The role of the Club Coach is to introduce the sport of bowls to new participants in a fun and safe manner so that they may enjoy the social bowling activities offered by their clubs. For more information on the available Bowls Canada Boulingrin coach education opportunities, please refer to the diagram in the following pages. This diagram provides a full picture of the Bowls Coaching Development Pathway and shows how each coaching program aligns with the Bowls Long-term Athlete Development Framework.

Bowls Canada Boulingrin is extremely grateful to the following members of the Canadian Bowls Community and their collaborators who contributed to the development of this manual:



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1 | NATIONAL COACHING CERTIFICATION PROGRAM





1 | NATIONAL COACHING CERTIFICATION PROGRAM

Welcome to the National Coaching Certification Program (NCCP) and Bowls Canada Boulingrin Bowls Club Coach Workshop. This module's goal is to support coaches in developing mental skills in their day-to-day practice as a coach.

This workshop is part of the NCCP, a national training and certification program offered in over 65 sports in Canada. More than a million coaches and sport leaders have taken part in training, education and certification activities offered by the NCCP, since its inception in 1974. The NCCP is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

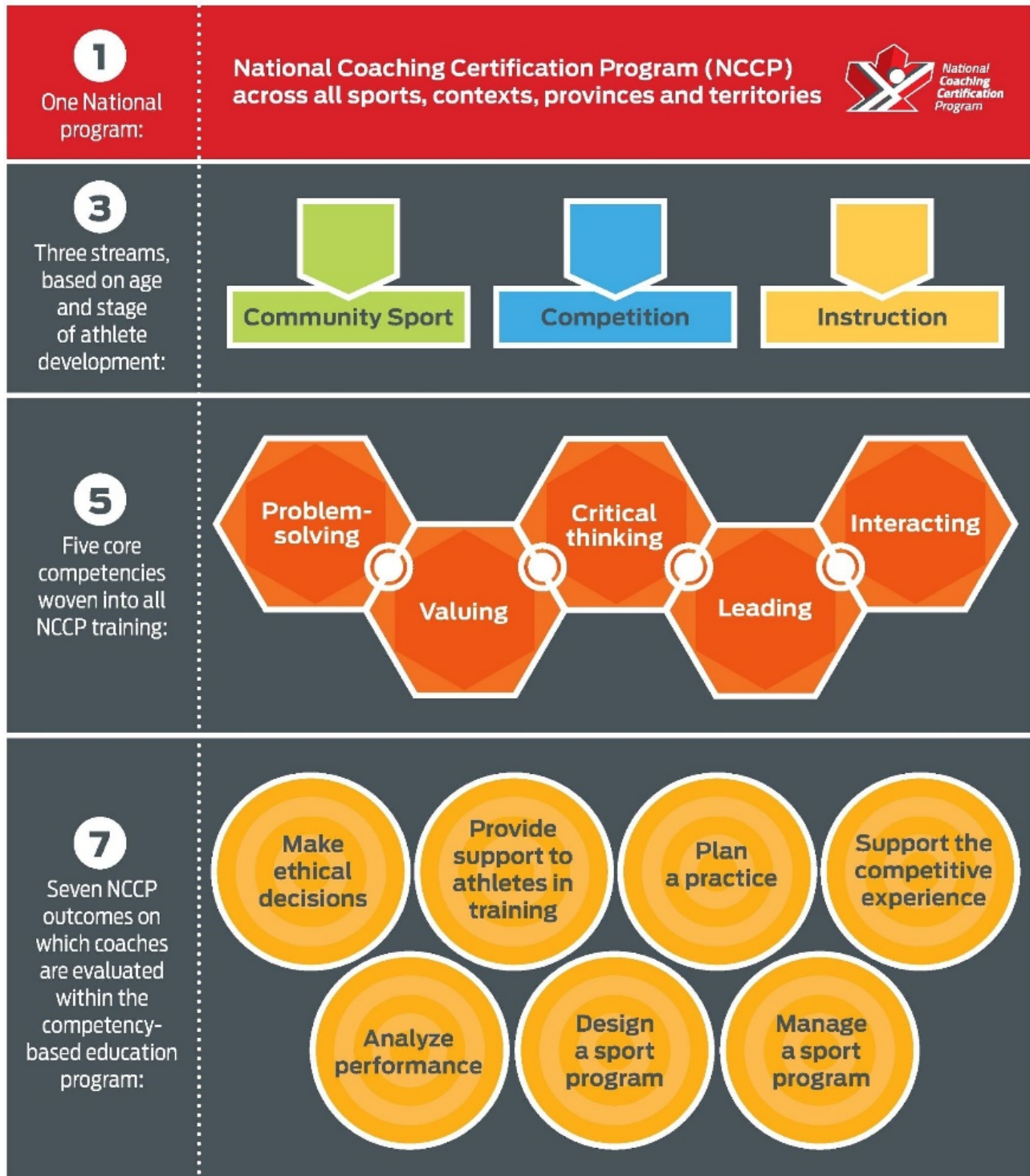
Coaches will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all coaches involved in coach education in Canada.





[1.1] The NCCP 1-3-5-7 Definition

The NCCP 1-3-5-7 definition





[1.2] NCCP Core Competencies

As you progress through this module, you'll work on developing 5 core competencies. Those competencies will help you become more effective and have a more meaningful impact on athletes' experiences. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

At several points in the module, you will participate in activities that involve reflecting on and assessing your learning on these 5 competencies. These are important activities, because you indicate in them how you will apply and model the 5 core competencies in your athletes' training.





[1.3] Bowls Canada Coach Development Model



BOWLS CANADA BOULINGRIN COACH DEVELOPMENT MODEL



NCCP COMMUNITY SPORT STREAM

CLUB COACH

(LTAD: Getting Started)

- Introduces the game to beginners
- Coaches participants who are in club recreational programs
- Coaches participants of all ages and abilities

AVAILABLE
through BCB

NCCP COMPETITION STREAM

COMPETITION COACH

(NCCP Competition-Introduction)
(LTAD: Train to Play/Learn to Compete)

- Coaches athletes who are of intermediate skill level
- Coaches competitive athletes who are in club programs and want to compete successfully at the provincial level
- Coaches participants of all ages and abilities

AVAILABLE
through BCB

PERFORMANCE COACH

(NCCP Competition-Development)
(LTAD: Train to Compete)

- Coaches athletes who are of advanced skill level
- Coaches athletes who want to compete successfully at the national level
- Coaches participants of all ages and abilities

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through BCB

COMPETITION HIGH PERFORMANCE COACH

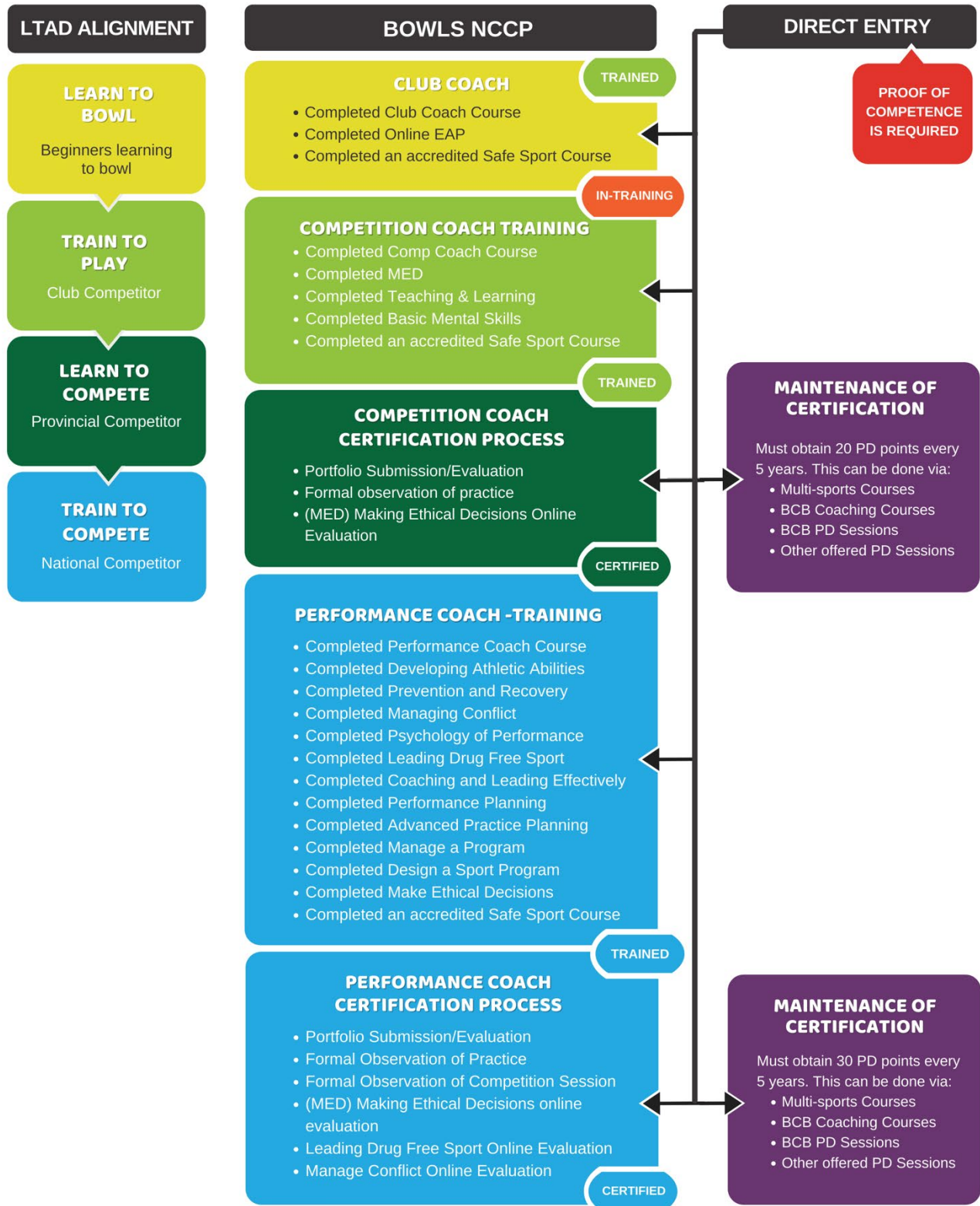
(ADVANCED COACHING DIPLOMA)
(LTAD: Train to Excel)

- Coaches athletes who are National level and International level players.
- Coaches athletes at international tournaments.
- Coaches participants of all age categories (junior, adult, senior, and people with a disability).

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Sport Institutes



BOWLS CANADA BOULINGRIN NATIONAL COACHING CERTIFICATION PROGRAM PATHWAY





2 | PARTICIPANT-CENTERED COACHING





2 | PARTICIPANT-CENTRED COACHING

This section introduces the concept of participant-centered coaching. Participant-centered coaching is the foundation of coaching, as it ensures that your program meets participants' sport needs, provides positive experiences for everyone, helps participants achieve their full potential, and boosts self-esteem.

[2.1] What Makes a Good Coach?

2.1.1 Use the graphic below to list the behaviours, values, characteristics, and skills that make a coach a good coach.





[2.2] Reasons Individuals Participate in Sport

2.2.1 In column 1, list why you first participated in sport and why you participate in bowls now. In column 2, list why you think youth participate in sports today and why you think adults may wish to participate in bowls.

COLUMN 1	COLUMN 2
<p>Why I first participated in sport ...</p>	<p>Why do I think youth participate in sport today...</p>
<p>Why I participate in bowls today...</p>	<p>Why I think adults want to participate in bowls as a new activity...</p>



2.2.2 General Motives for Participation in Sport

In general, people participate in sport for one or more of the reasons listed below. Coaches need to be able to recognize and respect individual differences in this area, because participants drop out when programs don't match their reasons for being in sport.

There are many reasons individuals participate in sport programs. Many of them can be grouped into four general motives:

Affiliation: Wanting to be part of a group or team, a desire to have positive and friendly relations with others.

Achievement: The desire to grow and improve, to reach a goal; a wish to improve, master new skills, and pursue excellence.

Sensation: A desire to experience playing the game; a desire to experience the sights, sounds, and physical feelings surrounding a sport or the excitement in a sport.

Self-direction: The desire to have a sense of control of their lives, to feel in charge.

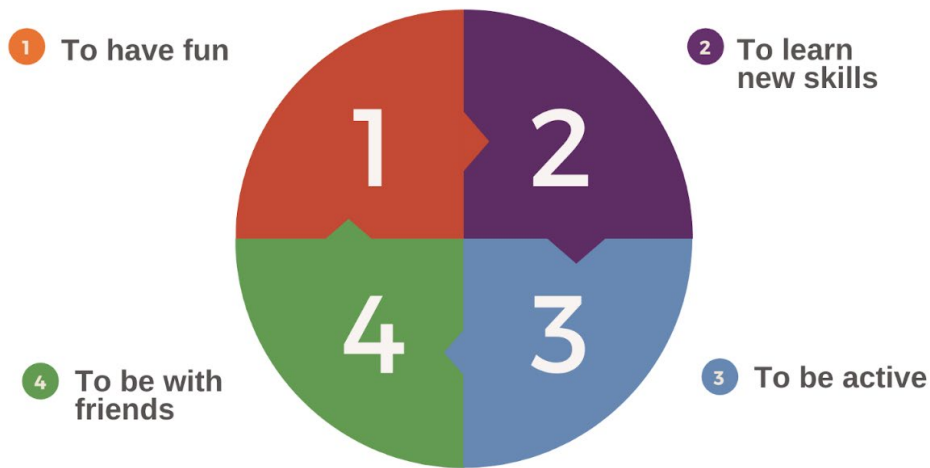
The purpose of a coach is to support the needs of their participants. There is a direct link between why individuals participate and the functions of a coach. To summarize, coaches need to work with those they coach to give them a program that meets their needs or recommend a program that will be a better fit for the participant.

2.2.3 Four Functions of a Bowls Coach

1. Foster a sense of belonging
2. Give everyone an opportunity to succeed and to feel good about himself or herself
3. Keep everyone involved in practices and fun competitions
4. Give everyone opportunities to make decisions within the context they are participating in

2.2.4 Why Youth Participate in Sport

In recent decades, many studies in a number of countries have looked at why youth participate in sport. Given the length of time and the many locations involved, it's striking how similar the results are. Here are examples of some of the latest research findings:



Top reasons Youth Participate in Sport

Source: Coakley, 2007; Ewing and Seefeldt, 1996; Gould, Feltz, Horn, and Weiss, 1982.

Top Reasons Youth Give for Dropping a Sport

- I lost interest
- I wasn't having fun
- It took too much time
- Coach was a poor teacher
- Too much pressure (worry)

Top Reasons Youth Give for Getting Involved Again in a Sport They Dropped

- Practice was more fun
- I could play more
- Coach understood players better
- There was no conflict with studies
- Coaches were better teachers
- There was no conflict with social life

The reasons that come out of the study will help direct a coach in how to coach youth to keep them involved. Ensure you coach youth within a group, ensure they have fun, and ensure you are prepared to teach and coach them so they stay motivated as they learn new skills.



2.2.5 What Motivates Adult Participants

Emerging research¹ tells us that a variety of motives draw people to sport. The various motives are:

1. Opportunities to master skills
2. Opportunities to compete in a healthy manner
3. Opportunities to gain fitness
4. Opportunities to socialize

The importance of these motives will therefore vary from participant to participant. Remember that **adult athletes are often self-motivated** to compete and to learn new ways of performing techniques and skills in their sport.

Adults will join a new sport for many of the same reasons as youth. While their basic motivations are similar, **their approach to learning may be different due to their life experience and stage of maturity**. Enjoyment of the sport is the number one reason why adults stay involved in a sport. They also enjoy the opportunity to test their skills, improve or maintain their health and fitness and the social opportunity that sport presents.

Adults may turn to bowls when they can no longer be successful in other sports due to less flexibility, injury or health concerns. They too may want to compete at a higher level nationally or internationally. This means they will fit into different stages of development as defined in the Bowls Long-Term Athlete Development framework based on their abilities and interest in competing.

In the space below, summarize the key points of what motivates adult participants.

¹ Coaching Association of Canada. (2013) *Coaching Masters Athletes*



2.2.6 Meeting the Needs of Your Participants

Provide specific examples of what you could do to meet the needs of your participants.

Participant Need	This is what I can do to meet that need for Youth Participants	This is what I can do to meet that need for Adult Participants
Affiliation: wanting to be part of a group or team		
Achievement: the desire to grow and improve, to reach a goal		
Sensation: a desire to experience playing the game		
Self-direction: the desire to have a sense of control of one's life		

[2.3] Coaching Adult Participants

A large percentage of bowlers are adult participants. So, the key question is what is different about coaching adult participants vs. youth participants? And the answer is: not that much but there are specific considerations as introduced in the following section.



2.3.1 General Coaching Guidelines

Whether you coach younger age-group athletes or adult participants, a key consideration is the individual and what he or she needs to get the most out of the sporting experience.

In this regard, adult participants are not different from their younger counterparts. As long as they're healthy, there's no real major difference between coaching them and coaching young athletes. When coaching adult participants, coaches should adjust their approach slightly taking into consideration the maturity, life experience, motivations, physical characteristics, and health conditions.

- Adapt and adjust their training to their physical characteristics and health conditions. They are older and the risks are greater.
- Use a “mentor-mentee” approach and relationship. They are often more self-motivated and less likely to respond well to “command” styles of coaching.
- Provide meaningful rationales, consider their input and give them more choices. They seek more to understand why and generally have a greater need to have input into coaching decisions.
- Use problem-solving approaches and tap into their life experiences to aid learning. They enjoy using life experiences to better understand and solve problems.

[2.4] Coaching Philosophy

A philosophy forms the foundation of coaching practices and provides a framework for making decisions. It helps establish guiding principles and goals for a program.

A personal philosophy allows an individual to put into words what is important to him or her as a coach. Sharing the philosophy and consistently applying the philosophy in one's coaching helps establish trust and credibility among young players and their parents and among the adults you may coach.

A program philosophy tells everyone what is important to the program. A program philosophy provides the foundation for practice goals, competition decisions, and coaching behaviours. A program philosophy should align the goals of the program with participants' needs and developmental stage.



2.4.1 An example of a “Learn to Bowl” Philosophy

Participation: Everyone gets to play.

Preparation: We will work hard to develop our skills.

Performance: Success will be measured by how we execute what we have learned — not by the scoreboard.

2.4.2 An example of a Club Coach’s Personal Philosophy

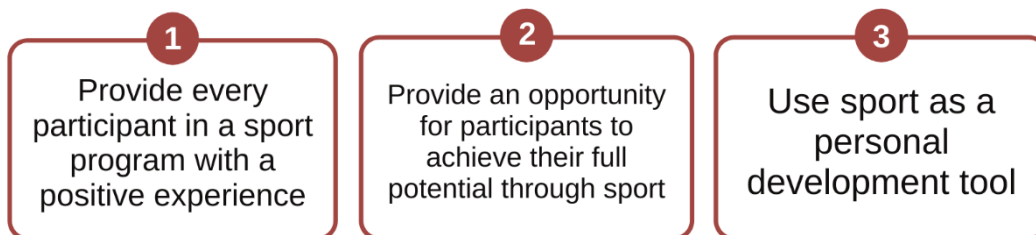
Fun: I believe that learning new skills and participating in sport should be fun.

Everyone is important: I value every person in my program as a unique individual.

2.4.3 The NCCP Philosophy

In the National Coaching Certification Program, coaching is about helping other people improve and achieve their goals in and through sport and creating a safe environment in which this can take place.

The aim of the NCCP is to:



Provide every participant in a sport program with a positive experience

Every individual who chooses to participate in a sport program must have the opportunity to have a positive experience. The benefits and satisfaction must be such that they will be motivated to continue participating.

Provide an opportunity for participants to achieve their full potential through sport

Each individual has unique interests, abilities, and talents. All participants must be provided with an equal opportunity to explore their interests and to develop their skills and abilities. Sport programs must aim to challenge participants relative to their goals and capabilities.



Use sport as a personal development tool

Sport can provide a forum in which participants can challenge themselves and others.

2.4.4 Your Coaching Philosophy

In the space below, describe your coaching philosophy as you would present it to players and parents (if appropriate) at your first coaching session. Be brief, use plain language and state your philosophy integrating all the three elements of participation, preparation, and performance.

3 | MEANINGFUL COMPETITION FOR A LIFETIME





3 | MEANINGFUL COMPETITION FOR A LIFETIME

This section presents the information on **Long-Term Athlete Development (LTAD)** that you will need to know in your role as a coach in the Canadian sport system. While most countries with advanced sport systems have developed models and programs designed to ensure the sound long-term development of their athletes, the details of these models and programs vary from country to country. This NCCP and its supporting materials focus on the LTAD model used in Canada's sport system.

[3.1] What is Long-Term Athlete Development (LTAD)?

Children and youth need to do the right things at the right time to develop in their sport or activity — whether they want to be hockey players, dancers, figure skaters, or gymnasts. Long-Term Athlete Development (LTAD) describes the things kids need to be doing at specific ages and stages in their development.

Science, research, and decades of experience all point to the same thing: kids will get active, stay active, and even reach the greatest heights of sport achievement if they do the right things at the right time. This is the logic behind the generic Canadian Long-Term Athlete Development model (LTAD).

The Canadian LTAD is a developmental pathway that guides an individual's experience in sport and physical activity. Each sport has its own specific LTAD framework. However, it is important to understand the fundamentals of overall Canadian LTAD before we explore the Bowls LTAD framework.

LTAD experts identified seven stages of human development, each with its own set of characteristics. The name of each stage reflects the stage's main objective (Learn to Train, for example) and is broadly linked to a chronological age range:

- Stage 1: Active Start
- Stage 2: FUNdamentals
- Stage 3: Learn to Train
- Stage 4: Train to Train
- Stage 5: Train to Compete
- Stage 6: Train to Win
- Stage 7: Active for Life



Certain types of activities are unique to each stage. For example, Stages 1, 2, and 3 develop what we call physical literacy in a fun, stimulating environment before puberty. Physical literacy consists of the *fundamental movement skills* and *fundamental sport skills* that give children the confidence to participate in a variety of sports and physical activities throughout their lifetimes.

Stage 4 marks the beginning of specialized training. Being physically literate is essential for entry to this stage. Together, Stages 4, 5, and 6 represent the excellence pathway.

Stage 7 is about staying Active for Life through recreational participation in any sport or physical activity. It's also about giving back to the sport community through coaching, officiating, administration, or volunteering.

Some people will enter the Active for Life stage during their teen years, while others may choose to pursue elite sport competition for years or decades before transitioning to the Active for Life stage.

LTAD is part of a bigger movement called Sport for Life (sportforlife.ca). Sport for Life aims to improve the quality of sport and physical activity in Canada. It links sport, education, recreation, and health and aligns community, provincial, and national programming. As a community coach, you are a pivotal part of the Sport for Life movement!





[3.2] Why is LTAD Important?

Canada's progress in Long-Term Athlete Development is starting to change the way some organizations think about developing physical literacy. Groups of sports, led by the "on-ice" sports of Ice Hockey, Ringette, Speed Skating, and Figure Skating, are collaborating to introduce young children to the world of skating — working to develop skating skills, on-ice agility, balance, and coordination so that the child can later enter anyone (or more) of these sports for healthy recreation or to develop sport excellence.

Approaching this in a different way, some local recreation organizations are offering young children the opportunity to sign up for year-round programs that combine exposure to a number of different sports, with fundamental movement skill learning opportunities and lots of skill-developing mini-games.

This new approach is also being tried by some sports facilities. Swimming pools are developing "introduction to aquatics" programs that teach water safety and basic swimming — with the opportunity to take the first steps toward competitive swimming, water polo, artistic swimming, and diving.

With creative thinking, local recreation providers and groups of national sport organizations could put together programs such as:

- **Introduction to ball games** — teaching the throwing, hitting, catching, passing, and kicking skills that could lead to later involvement in basketball, volleyball, soccer, rugby, team handball, and other similar games.
- **Introduction to hitting games** — teaching children to hit stationary and moving objects with a variety of bats and racquets, providing the building-block skills for softball, baseball, hockey, golf, tennis, badminton, racquetball, or squash.

Introduction to being "on-the-water" — making children safe and comfortable around boats and introducing them to the idea of propelling a boat using paddles, oars, and sails to encourage children to take up canoeing, kayaking, rowing, and sailing. In the past, many organizations have thought of children as a resource to be brought into their sport and to be kept in that single sport for as long as possible — the "get them early and keep them" approach. Research has shown that this "get them and keep them" approach restricts the range of physical literacy skills that children develop, diminishes their all-round athletic development, and stops too many children from experimenting with different sports — and finding the one that is just right for them. Long-term, both the sports and the children are hurt by this approach.

As a nation, we have to continue to change the thinking of many groups that work with young children. For us in lawn bowls, for coaches of young children, it means we need to encourage children to try our sport along with many others. It means we teach



the basic physical literacy skills that apply to many sports. Working with local YMCA's that host summer camps for children is a great way to introduce our sport. Children can come for a day and learn a new sport along with many others that they experience during summer sport camps.

[3.3] Where Does a Club Coach Fit in Long-term Athlete Development?

Community sport programs represent most participants' entry point into sport, encompassing the Active Start, FUNdamentals, and Learn to Train stages. It is often in these programs that participants first develop basic sport skills and abilities and where the foundation for athlete development takes place. There are participants of all ages involved in community sport. Over time, they will choose to do one of the following:

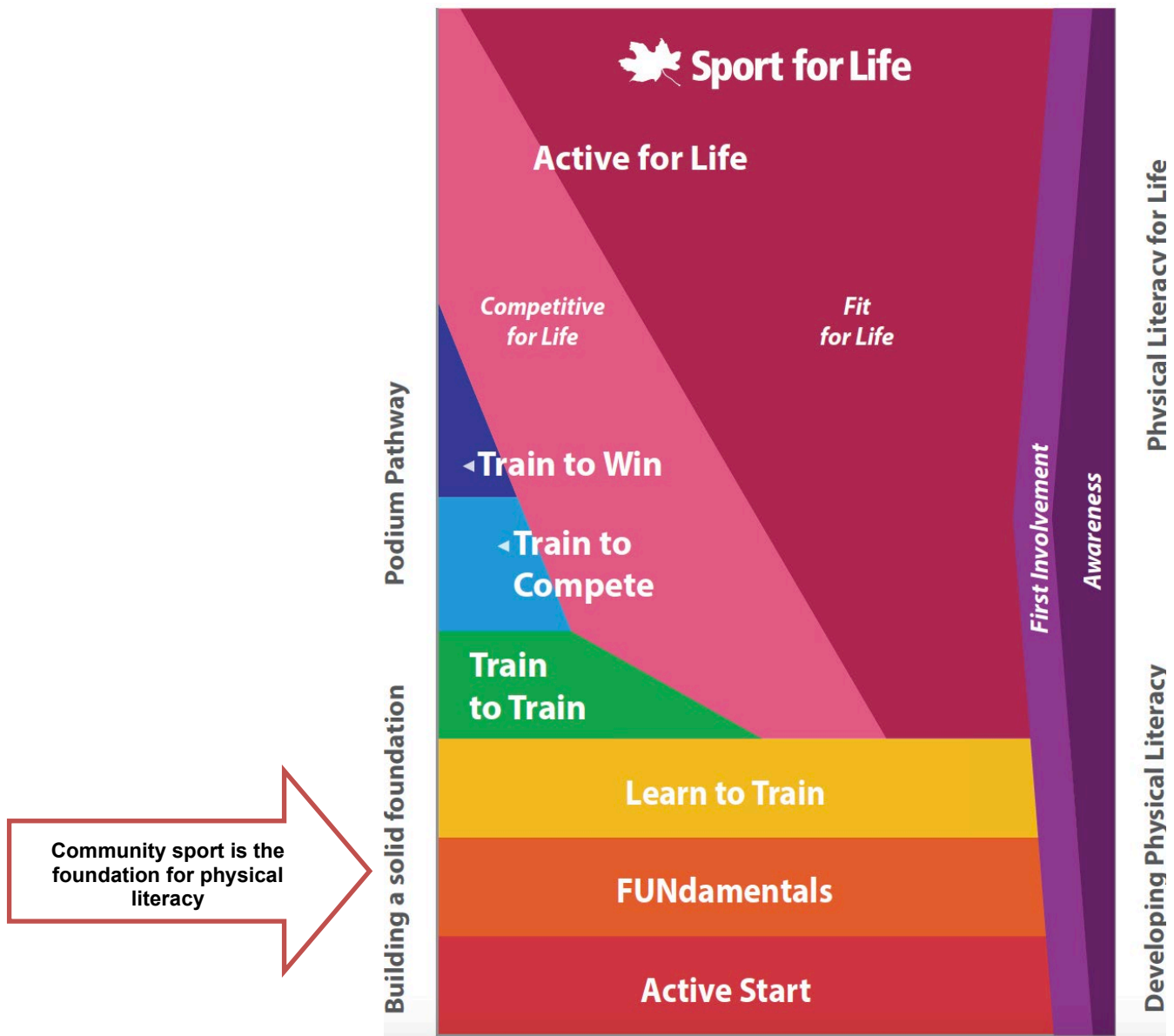
- Increase their training commitment to a sport and progress to the Train-to-Train stage in one or two sports.
- Move back and forth between an increased commitment stage and community sport as their abilities, interests, peer groups, personal priorities, and opportunities change.
- Stay in community sport and participate for fun and fitness as an Active for Life participant.

In the sport of bowls, we rely on our club coaches to introduce our sport within their community in a fun and safe manner. As leaders of community bowls programs, Bowls Club Coaches are critical to the success of our sport and the long-term involvement of participants in bowls.





The chart below identifies where community sport programs occur in the Canadian LTAD model:



Note: In addition to the material in Canadian Sport for Life, which applies to everyone, there is additional information in **No Accidental Champions** that applies to Canadians with a disability. You can find this and other resources at <https://sportforlife.ca/resources/>



[3.4] Physical Literacy

Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit an individual to move confidently and with control, in a wide range of physical activity, rhythmic (dance), and sport situations. Physical literacy also is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. For full physical literacy, individuals should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

- On the ground — as the basis for most games, sports, dance, and physical activities
- In the water — as the basis for all aquatic activities
- On snow and ice — as the basis for all winter sliding activities
- In the air — basis for gymnastics, diving, and other aerial activities

3.4.1 Why Does Physical Literacy Matter?

Physical literacy gives all individuals the tools they need to take part in physical activity and sport, both for healthy lifelong enjoyment and for sporting success, and is a key component of ***Canada's Long-term Athlete Development (LTAD) program***.

Being physically active is more important to health than just about any other part of life over which we have control. Recent research suggests that it is better for your health to be overweight and active than to be of normal weight and be inactive. For this reason alone, it is critical that children develop the knowledge, skills, and attitudes that give them the very best chance of staying active throughout their lives.

When individuals have confidence in their ability to take part in recreational and sporting activities without fear of showing themselves up, the probability that they will join in is high; and if they enjoy the activity, they will likely continue with it. Their movement confidence develops gradually as children grow and learn, and children constantly compare their own level of ability with the ability of the children with whom they play. Physically literate children who move with skillful purpose **KNOW** that they move well, and this confidence encourages them to try new and different activities without fear.

Physical literacy also provides a foundation from which sporting excellence can grow. Developing the highest levels of sporting excellence in late-specialization sports requires about 10 years of deliberate practice and requires that the child first develop his or her athletic abilities and, only when these have been refined, specialize in sport-specific techniques and skills.

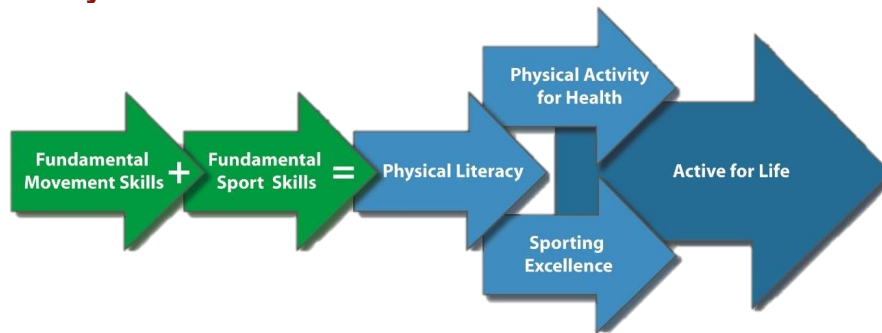


All too often, early overspecialization in a single sport leads to a failure to become physically literate, to poorer ultimate performance than would otherwise be the case, and to injury, burnout, and early retirement from sport.

Physical literacy is, therefore, the key to both developing habits of lifelong physical activity for enjoyment and health and to developing athletes who have the strong foundation that will permit them to reach the highest levels of international sporting excellence — to become world-class athletes.

It is important to note that Bowls coaches will work with adults and youth who have varying degrees of physical literacy. Being aware of the physical literacy development process will help coaches identify those instances where individuals struggling with a sport specific skill may need to actually work on more basic movement skills first.

Physical Literacy Leads to an Active Life



Teaching Physical Literacy

	Where?	Physical Literacy	Who?
LTAD Stage	Schools Sport clubs Community recreation Sport programs Home	Learn to Train Girls 8-11, Boys 9-12	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Schools Sport clubs Community recreation Sport programs Home	FUNDamental Girls 6-8, Boys 6-9	Parents/Guardians Coaches Teachers Recreation leaders Youth leaders
	Home Pre-schools Day care Sport programs Community recreation	Active Start Girls and Boys 0-6	Parents/Guardians Day care providers Pre-school teachers Kindergarten teachers



Ultimately the responsibility for developing a physically literate child rests with parents and guardians. Just as parents and guardians ensure their children are in learning situations that result in them having the ability to read, write, and do mathematics, they must also ensure their children develop physical literacy.

[3.5] Fundamental Movement Skills

To become physically literate, individuals need to master fundamental movement skills, but this mastery does not come all at once. When working with children it is important to remember that they are not just “adults in miniature.”

3.5.1 Why Do Fundamental Movement Skills Matter?

Missing out on fundamental movement skills means that individuals are unlikely to choose to take part in a formal sport activity that requires proficiency in that skill, and this restricts their choice of lifelong health-promoting activities. It also restricts their opportunities for sporting excellence.

3.5.2 The ABCs: Useful in All Sports

Agility, balance, coordination, and speed are valuable in almost all sports. Developing the ABCs — agility, balance, and coordination — is an important part of physical literacy, and there are a number of activities in which they can be learned and refined.

Some sports and activities are better at developing one or more of the ABCs than others, and the key sports are:

- Gymnastics is a great way for young children to learn and develop their ABCs, while athletics (track and field) is a great way to develop speed and coordination.
- Skating and skiing provide great opportunities for the development of balance, coordination, and speed, while soccer helps with speed, agility, and coordination.
- In addition to developing confidence and safety in the water, swimming or synchro (Aqua Squirts) develops balance and coordination.
- Cycling, skateboarding, and horse riding all develop balance and the judgment of speed.



Some Other Skills to Develop

It's easy to understand why physical literacy needs to include the skills of running, jumping, throwing, kicking, catching, and other skills, along with agility, balance, coordination, and speed. But there are two other skills whose importance is less obvious: **prediction** and **interception**.

Think for a moment about what it takes to catch a softball hit high into the air. As the catcher, the child needs to be able to:

- See the ball leave the bat and predict where it will land.
- Move to where he or she thinks the ball will land — and get there for when the ball arrives. This is the ability to intercept the ball, and this is a physical literacy skill that needs to be learned.
- Catch the ball!

This ability to predict and intercept is also critical to bowls. For example, it contributes to determining where a bowl might come to rest in the head. It is also important to help avoid injuries when standing in the head while bowls are being rolled on the green at varying speeds.

Learning to predict and intercept requires two things and is helped by a third:

1. Lots of opportunities to try to catch, intercept, and hit/stop lots of different-sized and different-shaped objects moving in many different directions at many different speeds. Many individuals find it much harder to do this with small balls moving slowly than with balls moving a bit faster.
2. Good instruction, particularly about how to position the body and what to look for.
3. Sufficient maturation of the brain and vision, which usually happens between the ages of four and seven.

[3.6] Fundamental Sport Skills

Balancing, running, jumping, catching, kicking, throwing, and hitting something with a stick, bat, or racquet of some kind are the basic building blocks of the many sports played by the vast majority of people on earth. A person who can perform these fundamental sport skills well can learn to play many sports with ease. Making good decisions in sport situations is another skill fundamental to each sport.



3.6.1 What's the Difference between Fundamental Sport Skills and Fundamental Movement Skills?

Balance and coordination are fundamental movement skills required to roll a ball. An individual will learn the balance and coordination required to roll a ball by rolling lots of different-sized balls with one hand or with both hands and will learn to roll the ball at different speeds — sometimes for accuracy using a lot of different targets and sometimes for distance, from a one footed stance or a two footed stance.

When the participant learns the balance and coordination required to deliver a bowl using a basic delivery motion from a mat and towards a target on the green, he or she has moved from learning a fundamental movement skill to learning a fundamental sport skill.

Getting the Sequence Right

For participants to have success in sport — either as a health-related recreational activity or in competition — it is important that they master fundamental movement skills *before* learning fundamental sport skills. It is equally important that they learn fundamental sport skills before being introduced to specific techniques or tactics.

A couple of examples might help:

Balance skills:

- In the **Fundamental Movement Skill** stage, participants learn basic balancing action, ideally with each foot. They perform a variety of movements from a one-foot or two-foot stance.
- In the **Fundamental Sport Skill** stage, participants learn to coordinate their balance while going through the basic delivery motions of rolling a bowl. They learn how far they can step and the degree to which they need to use their non-delivering arm to counter their balance to allow for a smooth consistent release of the bowl.

Coordination skills:

- In the **Fundamental Movement Skill** stage, participants learn hand eye coordination by practicing rolling balls at specific targets.
- In the **Fundamental Sport Skill** stage, participants learn to adapt their hand eye coordination with the bias of the bowl, line of the green, and weight of the delivery.



[3.7] Bowls Specific LTAD

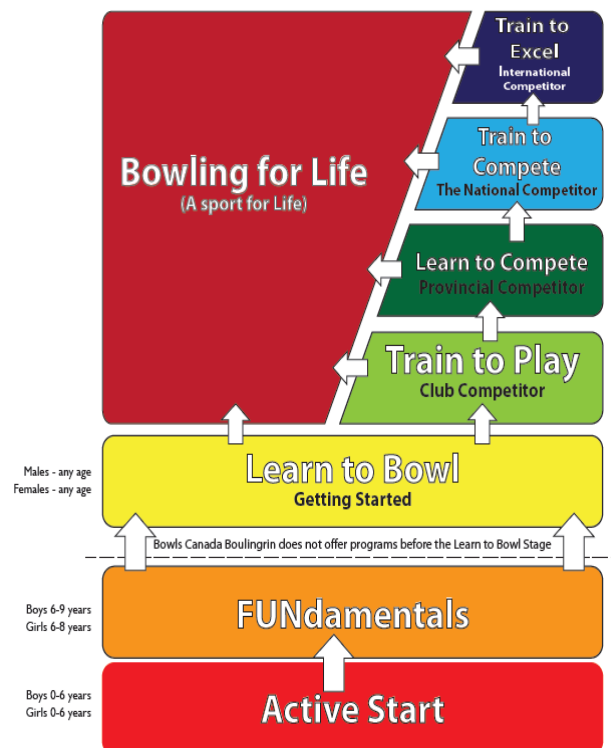
Bowls has developed our own Long-Term Athlete Development framework called “**BOWLS – A Sport for Life**”. This resource is available as a free download at www.bowlsCanada.com.

This resource provides a solid foundation for all bowlers at all ages and levels, allowing for long-term participation, enjoyment and achievement. It addresses the physical, mental, emotional and technical needs of the athlete as they pass through each stage of development. While it recognizes that bowls is a sport that attracts individuals of all ages and life stages, it also acknowledges that attracting participants at younger ages allows for the development of sport skills during key windows of training opportunity.

As a late specialization sport, athletes who went through an LTAD pathway in other sports, such as curling or alley bowling, are able to successfully transfer their skills to bowls.

The LTAD stages of Learn to Bowl, Train to Play and Bowling for Life are the most relevant to Club Coaches as that is where the majority of participants learning to bowl are categorized. While it is rare to have bowls programs geared exclusively to the Active Start and FUNdamentals stages of development, coaches may find themselves coaching Junior Bowls Programs that have participants in these stages. As such, coaches should be aware of the characteristics of these LTAD stages as well.

Bowls Long-Term Athlete Development Framework





3.7.1 A Case Study - Adapting a Coach Approach

Scenario: You coach the following 3 participants:

1. A 60-year-old woman with no coordination/past sport experience
2. A 40-year-old 10-pin bowler who has played numerous sports and is very coordinated
3. A 13-year-old girl with some sport experience.

Discuss and reflect the following:

- How would you coach/motivate/help each of these 3 participants?
- What would change? What would stay the same?
- Referencing the Learn To Bowl stage in the LTAD document (pages 18-19), what would you emphasize differently for each individual?
- What would you emphasize / focus on if each individual had “competitive” aspirations?
- What if they only want to be “recreational”?

Record your thoughts in the space below.



[3.8] Putting Competition in Its Place²

Historically, the competition structures in many Canadian youth sports have created a situation where young athletes compete too much and practice too little. There are a variety of reasons why.

Often, it has been the result of the desire of parents and coaches to see “real games” and watch their children compete for trophies and titles. We tend to see children as miniature adults, and we want to watch them play the “real” game and compete like our sports heroes.

Other times it has been due to a simple lack of facility time, so sport groups sacrifice practice and training hours to “get the games played.” Children learn skills best during the early practice stages. Too often, this window of opportunity is missed because competition shifts the focus from skill development to winning.

Over-competing and undertraining can have significant negative effects on athlete development:

- Athletes develop an increased risk of overuse injuries to muscle and bone structures.
- Athletes face a greater chance of burnout and dropout from activity.
- Athletes reinforce bad habits in skills performance.

To avoid these problems, competition structures and calendars need to be adjusted to meet the needs of athletes, not coaches, clubs, and parents. The challenge is that dysfunctional competition structures can become “tradition” in certain sports and regions. It becomes difficult to introduce changes even if the changes can significantly benefit the playing experience of the children and their long-term development as athletes.

Good Rationale for Competition

Competition structures such as leagues, tournaments, and season calendars need to be backed by a good rationale. We should ask one question: How does the competition format and schedule serve the best development of the athletes?

Research shows that there are optimal training-to-competition ratios that optimize athlete skill development. By scheduling training and competition according to these

² Source: <https://sportforlife.ca/key-factors/>



ratios, competition will foster long-term athlete development and success while reducing the likelihood of burnout and dropout from activity.

At the same time, competitions and competitive events should also be designed and selected according to the quality and level of competition in relation to the developmental needs of the athlete.

Role of Competition

Training and competition schedules need to be adjusted at different LTAD stages to ensure optimal development and performance. At early stages, practicing is much more important than competing. At later stages, competing and performing steadily increase in priority.

The table below outlines general recommendations for training-to-competition ratios. In later stages, competition can also include competition-specific training such as practice games, time trials, or other training tools that mimic competition.

Stage	Recommended Ratio
Active Start	No specific ratios; little or no competition
FUNDamentals	All activity FUN based
Learn to Train	7 practices to 3 competitions/games
Train to Train	3 practices to 2 competitions/games
Train to Compete	2 practices to 3 competitions/games





3.8.1 A Reflection on Role of Competition

The Learn to Bowl stage suggests 7 practices to 3 games ratio. Many new bowlers (and existing club members) may not like this.

- What are some positive reasons why *Learn to Bowl* participants should spend more time practicing than competing?
- What are some negative aspects to putting new participants in a competition right away?

Record your thoughts in the space below.



4 | SAFETY





4 | SAFETY

This section presents the information on safety that you will need to know in your role as a Bowls Club Coach.

[4.1] Sport Safety through Risk Management

By its very nature, physical activity can present some risk of injury. One of the key responsibilities of the coach is to manage the potential risks that present themselves during practice or competition.

4.1.1 Risk Management Scenario: Life in the Fast Lane

You are coaching a novice program made up of senior adults that meets weekly on Tuesdays at 4:00 pm. You rush straight from work to the green in your work clothes. You throw all the pens and papers in your pockets on the dashboard, but as you get out of the car, your coffee goes flying, and then you slip on the gravel in the parking lot.

Running across the parking lot, you notice that your bowlers aren't on the usual green. When you reach them, they tell you that the competitive bowlers are using the "good" green and that you have to practice on the lower green that doesn't always drain properly. Within seconds, most of your bowlers are standing around looking at you. As you look toward the clubhouse, you see your assistant coach, and she yells to you that she has to go inside and get the equipment.

Suddenly you realize that your feet are starting to feel wet from the puddles you walked through as you crossed the field beside the parking lot. You realize that there must have been a flash rain storm earlier that afternoon. Thinking of the weather gets you to look at the sky. You see black clouds moving in from the west, but since it's almost 30 degrees, you don't expect rain until much later tonight. You reach into your pocket to get your practice plan, and you realize it's one of the pieces of paper you left on the dashboard of your car. Not sure what to do without your plan, you tell players to start warming up. As you watch them, you notice that some of them are slipping and sliding on the banks in the longer grass.

While you're still thinking about what to do next, one of the bowlers stretching on the grass beside the green starts to complain of itchy and reddening skin. You notice a bag of lawn chemicals beside the clubhouse.



Four new bowlers have joined the program this afternoon. Eager to get out to the session, two are wearing backless sandals and have forgotten their water bottles.

Looking for a dry spot on the grounds to do the warm-up, you sense that the skies have darkened — the black clouds have moved in quickly and there's a new sense of humidity in the air. There's only a narrow area in the center of the green that's dry, and you wonder how you can get all your bowlers to practice in this small space. Just before you start talking to your bowlers, you look over their heads and see a number of club executive members sitting around the green watching to see if they have chosen wisely in appointing you to coach this program.

4.1.1 Risk Factors in Bowls

The main risk factors within the scenario above fall into the main categories below:



Environmental Risks

Factors related to the weather and/or its effects on the site or location where the sport takes place. **Examples:** Lightning, rain, wet playing surface, heat and humidity, cold.



Equipment and Facilities Risks

Factors related to the quality and operating conditions of the equipment and the facilities. **Examples:** stepping on and off the green; stepping on bowls or jacks (avoid stepping backwards), wet surfaces, pesticides or herbicides applied to grass, improper footwear, equipment not in use scattered around green.



Human Risks

Factors related to the participants and to the people who are associated with them (parents, coaches, officials, and event organizers). Human risks may also be related to a participant's individual characteristics (e.g., health, level of fitness, ability) or behaviour (e.g., carelessness, panic, aggression). Human factors related to coaches include their training and experience, their supervision of the participants, as well as the decisions they make about situations in which they place the participants. **Examples:** bowlers not disclosing existing health conditions, bowlers placing their hands or feet in the way of moving bowls, attempting to stop a drive with foot, or bowlers becoming overly frustrated.



4.1.3 Identifying Risks

Reflecting on the scenario 'Life in the Fast Lane' identify the risks under the appropriate heading in the table below.

Environmental Risk	Equipment and Facilities Risk	Human Risk



4.1.4 A Bowler's Safety Checklist

Below is a checklist you may wish to share with new bowlers:

Action	Result
Mats placed flat on the surface of the bank	Reduces risk of slipping or tripping
Ensure bowls bags are stored away from the area of play	Reduces risk of stumbling over a bag
Stand on the bank when someone is preparing to drive	Reduces risk of being hit by a fast-moving bowl
Be aware of what is happening on the rinks around you	Reduces risk of being hit by an out of bounds bowl from another rink
Place equipment not being used out of the way and in their proper storage area	Reduces risk of tripping or falling or things being blown around by a sudden wind storm.
Monitor the weather	Reduces the risk of heatstroke or being caught unawares by lightning
Be aware of existing health conditions and previous injuries	Reduces risk of further injury or harm
Keep bowls between feet/hands when waiting for your turn	Reduces risk of tripping or falling



[4.2] Preventing Sport-related Injuries: What to Do and When to Do It

Here is a list of the actions coaches should take to manage risk in their sport.

Before the season

- Have each participant complete a medical profile
- Inform participants (and parents if applicable) of possible risks
- Ensure that facilities and equipment meet established safety requirements
- Create and complete a facility safety checklist for each facility used
- Review last season's injuries or common injuries in bowls

Before a practice or competition

- Inspect equipment and facilities
- Meet with officials
- Prepare an Emergency Action Plan
- Plan specific safety measures for practices/competitions (e.g., first aid kit)
- Monitor weather and be aware of the Humidex Chart and the Bowls Canada Lightening guidelines
- Check if there was any chemical maintenance done on the greens
- Ensure participants have appropriate sun protection

During a practice or competition

- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Ensure there is access to water on hot days
- Evaluate participants
- Ensure principles of Fair Play are followed

After a practice or competition

- Store equipment safely
- Fill in an accident report if one occurred
- Start/update an accident/injury log

After the season

- Analyze your accident/injury log



Required NCCP Course

All Club Coaches are required to complete the Emergency Action Plan course. It gives valuable resources for coaches and clubs to produce to ensure their club is enabled to deal with emergencies. This course is a free of charge on-line course found at www.theocker.coach.ca

The banner features a large circular graphic on the left with the text "NCCP Emergency Action Plan". To the right, it says "Create a Customized Emergency Action Plan" with a large yellow bracket. Below this, it says "Free eLearning Activity" and "> Learn More". Logos for the National Coaching Certification Program and coach.ca are also present.

NCCP
Emergency Action Plan

National Coaching Certification Program

Create a Customized Emergency Action Plan

Free eLearning Activity
> Learn More

coach.ca
Coaching Association of Canada
Association canadienne des entraîneurs

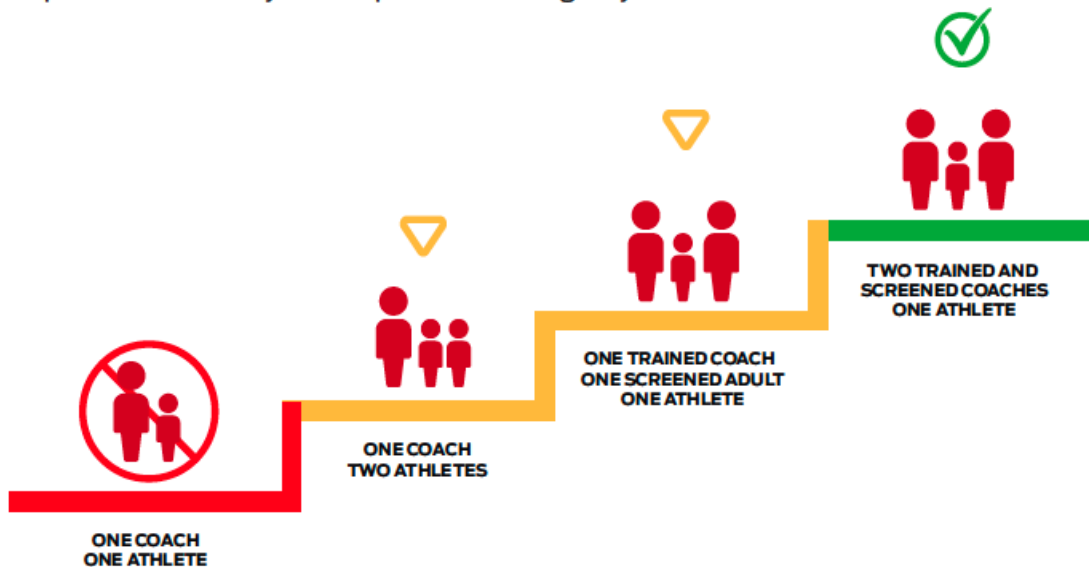


[4.3] The Rule of Two

Coaches have the responsibility to keep everyone safe and must adhere to the Rule of Two:

RULE OF TWO

The goal of the **Rule of Two** is to ensure all interactions and communications are open, observable and justifiable. Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



GOOD RULE OF TWO IMPLEMENTATION PRACTICES

- The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.
- Allow training environment to be open to observation.
- Ensure a participant rides in a coach's vehicle with another adult present.
- Consider the gender of the participant(s) when selecting the screened coaches and volunteers who are present.
- Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents.

Learn more: coach.ca/responsiblecoaching





Required NCCP Course

All club coaches must now also take the NCCP Safe Sport Training:



SAFE SPORT
TRAINING

**EVERYONE
HAS A ROLE
TO PLAY.**

Creating a culture where everyone can thrive is a shared responsibility. Safe Sport Training provides the knowledge and skills to create healthy and safe sport environments.

RECOGNIZE | ADDRESS | PREVENT
MALTREATMENT IN SPORT

Free eLearning

Learn more at SafeSport.coach.ca

coach.ca
Coaching Association of Canada
Association canadienne des entraîneurs



[4.4] Concussion Questions and Answers³

There is a lot to know about concussions and their proper management. This section deals in depth with the most common issues associated with concussions.

4.4.1 What is a Concussion? — Definition

A concussion is a common form of brain injury and can be caused by a direct or indirect hit to the head or body (for example, a hit to the head, or a car crash). Rapid movement of the head, such as whiplash, can also cause a concussion.

In a concussion, there is a change in the brain function, which results in a variety of symptoms. With a concussion, there is no visible injury to the structure of the brain, meaning that tests like MRI or CT scans usually appear normal. Your brain still LOOKS fine, but it does not run normally.

4.4.2 Brainstorming Activity - Concussions: Signs and Symptoms

- What are common signs and symptoms of concussions?

Record your answers below.

³ The material in this section is used with the permission of Parachute (<https://www.parachutecanada.org>) and has been modified/adapted from *Concussion Questions and Answers*



4.4.3 What Actually Happens? — Definition

When a person suffers a concussion, the brain suddenly shifts or shakes inside the skull and can knock against the skull's bony surface. A hard hit to the body can result in an acceleration and/or deceleration injury when the brain brushes against bony protuberances inside the skull. Such force can also result in a rotational injury in which the brain twists, potentially causing a shearing of the brain nerve fibers. It is not yet known exactly what happens to brain cells in a concussion, but the mechanism appears to involve a change in chemical function. In the minutes to days following a concussion, brain cells remain in a vulnerable state. New research emphasizes that the problem may not be the structure of the brain tissue itself, but how the brain is working. The exact length of this change is unclear. During this time period, the brain does not function normally on a temporary basis and is more vulnerable to a second head injury.

4.4.4 How Do Concussions Occur? — Definition

Most concussions occur as a result of a collision with another object while the object or person is moving at a high rate of speed. Forces such as these (and others) can result in deceleration and rotational concussive injuries.

4.4.5 Who Should the Participant Tell?

It is extremely important to seek medical advice immediately upon receiving a blow to the head or body that results in signs or symptoms of a concussion. Often, concussions can go untreated (and even unnoticed by others) because few symptoms are visible to casual observers. Many times, the symptoms of a concussion may not be identified until the individual recovers to the point where increased exertion causes symptoms to worsen. In many cases, individuals do not even know that they have been concussed.

Although symptoms may not be immediately apparent, it is important to be aware of possible physical, cognitive, and emotional changes. You can never be too careful! Symptoms may actually worsen throughout the day of the injury or even over the next day or two. Without proper management, a concussion can result in permanent problems and seriously affect one's quality of life.

It is especially important for individuals to tell a family member, friend, trainer, or coach if they think they have hurt their head. Because a concussion affects the function of the brain and can result in symptoms such as memory loss or amnesia, it is important that others be aware of the signs and symptoms of concussions to help identify the injury in others. When dealing with children, if they think they have hurt their head, they should tell their coach or parents immediately. It's very important to congratulate children at this point for being smart and saying they've been hurt. Children should be removed from the



current activity, whether it is sports or school, immediately and medical attention should be sought immediately.

4.4.6 What are the Signs and Symptoms of a Concussion? — Definition

Following a concussion, participants may experience many different signs and symptoms. A symptom is something the participant will feel, whereas a sign is something that friends, family, or a coach may notice. It is important to remember that some symptoms may appear right away and some may appear later. Just as no two people are the same, no two concussions are the same and so the signs and symptoms may be a little different for everyone. Some may be subtle and may go unnoticed by injured participants, as well as their friends and family.

Contrary to popular belief, most concussions occur without a loss of consciousness.

For a detailed list of signs and symptoms of a concussion, see the Pocket Concussion Recognition Tool on the next page.

Symptoms may get worse not just during activity, but later that day and the next.

4.4.7 When Should an Ambulance be Called?

Refer to the Red Flag Symptoms listed in the Concussion Recognition Tool 5 on the following page. Call 9-1-1 if red flags are present.



CONCUSSION RECOGNITION TOOL 5

To help identify concussion in children, adolescents and adults



RECOGNISE & REMOVE

Head impact can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

STEP 1: RED FLAGS – CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Severe or increasing headache
- Deteriorating conscious state
- Double vision
- Weakness or tingling/numbness in arms or legs
- Seizure or convulsion
- Vomiting
- Loss of consciousness
- Increasingly restless, agitated or combative

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to remove the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.
- Assessment for a spinal cord injury is critical.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

- Lying motionless on the playing surface
- Disorientation or confusion, or an inability to respond appropriately to questions
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Slow to get up after a direct or indirect hit to the head
- Blank or vacant look
- Facial injury after head trauma

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STEP 3: SYMPTOMS

- Headache
- Blurred vision
- More emotional
- "Pressure in head"
- Sensitivity to light
- More irritable
- Balance problems
- Sensitivity to noise
- Sadness
- Nausea or vomiting
- Fatigue or low energy
- Nervous or anxious
- Drowsiness
- "Don't feel right"
- Neck Pain
- Dizziness
- Feeling like "in a fog"
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down

STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:

- "What venue are we at today?"
- "What team did you play last week/game?"
- "Which half is it now?"
- "Did your team win the last game?"
- "Who scored last in this game?"

Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/prescription drugs.
- Not be sent home by themselves. They need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

The CRT5 may be freely copied in its current form for distribution to individuals, teams, groups and organisations. Any revision and any reproduction in a digital form requires approval by the Concussion in Sport Group. It should not be altered in any way, rebranded or sold for commercial gain.

ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE

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4.4.8 How are Concussions Diagnosed?

With a concussion, there is no visible injury to the structure of the brain, meaning that tests like MRI or CT scans usually appear normal.

Concussions typically resolve fully with proper rest and management in about a week or two, but concussions that are not diagnosed can lead to long-term and more serious health implications. The first and most important step is to consult a doctor, preferably one familiar with concussion management.

There are many potential factors that may help to inform individual diagnosis, concussion management, and recovery, although many of these are still being researched to find the exact link. For example, severity is probably impacted by a number of factors such as the individual's history of previous head injuries, including number of past concussions, length of recovery time, timing between past concussions, age, and style of play. Factors such as this may lead to a different, slower recovery, which is why concussion history should always be monitored.

Return to activity while still concussed and symptomatic can lead to an increased risk for another concussion, more intense symptoms, and a prolonged recovery.

Diagnosing a concussion may take several steps. The individual's doctor may ask questions about the concussion and sport history and the most recent injury, and will conduct a neurological exam. This can include checking the individual's memory and concentration, vision, coordination, and balance.

The individual's doctor may request further tests including a CT scan or MRI; these tests can be important to assess for other skull or brain injury but they do not inform concussion diagnosis. In the majority of concussions, there will not be any obvious damage found on these tests.

Neuropsychological testing: Sometimes the role of neuropsychological testing is important in identifying subtle cognitive (i.e., memory, concentration) problems caused by the concussion and may at times help to plan return to pre-injury activity. In addition, balance testing may be required. Usually these are arranged by the concussion expert.



4.4.9 When Can a Child Return to School?

Sometimes children who have a concussion may find it hard to concentrate in school and may get a worse headache or feel sick to their stomach if they are in school. Children should stay home from school if their symptoms get worse while they are in class. Once they feel better, they can try going back to school at first for half days and if they are okay with that, then they can go back full-time.

4.4.10 When Can the Individual Return to Normal Activity? — Return to Play

Individuals should not return to activity or play until they have completed the 6 Steps to Return to Play and have been cleared by their doctor. A concussed individual should be removed from activity immediately and should be assessed by a medical doctor. Given that symptoms may worsen later that night and the next day, they should not return to their current activity. When individuals are concussed, their ability to assess their situation may be impaired. Post-concussive symptoms may intensify with an increase in activity, so it is important that return to activity is gradual and monitored/supervised by a medical professional.

After an initial 24-48 hours of rest, the 6 Steps to Return to Play include:

1. Symptom-limiting activity: Daily activities that do not make symptoms worse
2. Light aerobic activity like walking or stationary cycling
3. Sport-specific exercise like skating or running drills
4. Training drills without body contact
5. Training drills with body contact — only once cleared by a physician
6. Game play

These steps do not correspond to days, though each step should take a minimum of one day. If symptoms return during this process, the individual should stop the activity and return to rest until symptoms resolve before they try any activity again. A physician should be consulted if symptoms persist.



4.4.11 Are There Different Return to Play Guidelines for Different Sports?

Overall, the Return to Play Guidelines outlined in this document can be applied to all activity. However, it is recommended that coaches check with their National Sport.

Organization to see if sport-specific Return to Play Guidelines have been developed. Bowls follows the Return to Play Protocol outlined above.

4.4.12 What is the Role of the Coach in Return to Play?

Coaches have the FINAL SAY about whether an athlete plays. Awareness about and treatment of concussions is changing rapidly right now. The resource you are using reflects the most up-to-date and most reputable information on the topic. Unfortunately, the latest research in this area has not reached all parents and doctors.

Sharing concussion resources with parents/caregivers and doctors will go a long way toward educating others about the current consensus of experts in the field. It should also help coaches resist pressure to play from participants or, in the case of Junior Programs, parents.

Setting out policies and guidelines about return to play and getting agreement on them at the start of the season also lowers the risk of conflict about return to play during the season.

IF IN DOUBT, SIT THEM OUT... it's essential to err on the side of caution. Exertion makes concussion symptoms worse. In addition, because the participant isn't as well coordinated as usual and his or her decision-making is poorer, the risk of another injury is greater.

One of the greatest risks associated with returning to play too soon for participants is that they will get hit again and suffer Second Impact Syndrome. While rare, Second Impact Syndrome is a condition in which a second concussion occurs before the brain has completely healed from the first concussion; the syndrome causes rapid and severe brain swelling. Second Impact Syndrome can result from even a mild concussion that occurs days or weeks after the initial concussion. Most cases of Second Impact Syndrome occur in young athletes.

The coach's role in return to play has a strong educational component. In impact sports, concussion education at the start of the season is really important. Key messages involve what a concussion is, why it's important to tell coaches or other adults about a suspected concussion, and what can happen if you aren't honest about a suspected



concussion. Participants need to know that rushing back before their brain has had a chance to rest will actually result in them missing MORE playing time.

Coaches also have a responsibility to stay up-to-date on the treatment of head injuries. This workshop is a great start. Coaches should also check regularly with leading authorities such as Parachute (www.parachutecanada.org), the Coaching Association of Canada (coach.ca), and the Canadian Centre for Ethics in Sport (www.cces.ca).

Did you know...?

- Any athlete who has suffered a concussion should not return to play that day. ^[1]
- Children and adolescents who have suffered a concussion should stay out for at least 7 days. ^[2]
- Between 80% and 90% of kids who suffer concussions get better in 10-14 days. ^[3]
- It takes a lot of energy for the brain to fix itself. The more you rest, the more energy your brain can use directly for healing. ^[4]
- Some literature suggests adults' concussions heal more quickly than children's. ^[5]

[1] Source: Goulet.

[2] Source: Goulet.

[3] Source: Goulet.

[4] Barkhoudarian, Hovda, and Giza, 2011.

[5] Johnson, Kegel, and Collins, 2011.



4.4.13 Guidelines for Return to Play after a Concussion

After a Concussion:

RETURN-TO-SPORT STRATEGY



Parachute
Concussion Series

A concussion is a serious injury, but you can recover fully if your brain is given enough time to rest and recuperate.

Returning to normal activities, including sport participation, is a step-wise process that requires patience, attention, and caution.

In the Return-to-Sport Strategy:

- ▶ Each stage is at least 24 hours.
- ▶ Move on to the next stage when activities are tolerated without new or worsening symptoms.
- ▶ If any symptoms worsen, stop and go back to the previous stage for at least 24 hours.
- ▶ If symptoms return after medical clearance, follow up with a doctor for re-assessment.

Stage 1: Symptom-limiting activities

After an initial short period of rest of 24 to 48 hours, light cognitive and physical activity can begin, as long as these don't worsen symptoms. You can start with daily activities like moving around the house, simple chores, and gradually introducing school and work activities at home.

Stage 2: Light aerobic activity

Light exercise such as walking or stationary cycling, for 10 to 15 minutes. The duration and intensity of the aerobic exercise can be gradually increased over time if symptoms don't worsen and no new symptoms appear during the exercise or in the hours that follow. No resistance training or other heavy lifting.

Stage 3: Individual sport-specific exercise with no contact

Activities such as skating, running, or throwing can begin for 20 to 30 minutes. There should be no body contact or other jarring motions, such as high-speed stops or hitting a ball with a bat. No resistance training.

Stage 4: Begin training drills with no contact

Add in more challenging drills like passing drills. There should be no impact activities (no checking, no heading the ball, etc.). Start to add in progressive resistance training.

Stage 5: Full contact practice following clearance by a doctor.

Stage 6: Return to Sport

Full game play or competition.



Parachute is Canada's leading national charity dedicated to injury prevention.



For concussion info on the go, download the app



parachutecanada.org rev 2018-02-14



After a Concussion: Return-to-Sport Strategy

How long does this process take?

Each stage is a minimum of 24 hours, but could take longer, depending on how activities affect the way you feel. Since each concussion is unique, people will progress at different rates. For most people, symptoms improve within 1 to 4 weeks. If you have had a concussion before, you may take longer to heal the next time.

If symptoms are persistent (i.e., last longer than two weeks in adults or longer than four weeks in youth), your doctor should consider referring you to a healthcare professional who is an expert in the management of concussion.

How do I find the right doctor?

When dealing with concussions, it is important to see a doctor who is knowledgeable in concussion management. This might include your family doctor or a specialist like a sports medicine physician. Your family doctor may be required to submit a referral for you to see a specialist.

Contact the Canadian Academy of Sport and Exercise Medicine (CASEM) to find a sports medicine physician in your area. Visit www.casem-acmse.org for more information. You can also refer your doctor to parachutecanada.org/concussion for more information.

What if my symptoms return or get worse during this process?

If symptoms return or get worse, or new symptoms appear, return to the previous stage for at least 24 hours. Continue with activities that you can tolerate.

If symptoms return after medical clearance (Stages 5 and 6) you should be re-assessed by your doctor before resuming activities.

Remember, symptoms may return later that day or the next, not necessarily during the activity!

Never return to sport until cleared by a doctor!

Returning to active play before full recovery from concussion puts you at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

Additional Resources

Return-to-School Strategy

<http://horizon.parachutecanada.org/en/article/parachutes-return-to-learn-protocol>

Canadian Guideline on Concussion in Sport

<http://www.parachutecanada.org/guideline>

Concussion: Baseline Testing

<http://www.parachutecanada.org/downloads/injurytopics/BaselineTesting-FactSheet-Parachute.pdf>



Another NCCP course one may wish to take is the Making Head Way in sport module. This course is also free of charge and has modules for some specific sports and one general one.

The poster features a large red circle with a white border. Inside the circle, the text "NCCP MAKING HEAD WAY in sport" is written in white. Below the text is a stylized brain icon with two yellow lightning bolts on either side. The background of the poster is dark blue with a white brain graphic and yellow and orange flame-like shapes on the left side.

**NCCP
MAKING
HEAD WAY
in sport**

The logo consists of a stylized red and white figure with arms raised, resembling a person or a flame, next to the text "National Coaching Certification Program".

*National
Coaching
Certification
Program*

**Get concussion
smart today**

Free eLearning > **Learn More**

The logo features the text "coach.ca" in a bold, lowercase font, with a stylized white flame or leaf graphic above the "a". Below it, the text "Coaching Association of Canada" and "Association canadienne des entraîneurs" is written in a smaller font.

coach.ca
Coaching Association of Canada
Association canadienne des entraîneurs

5 | MAKING ETHICAL DECISIONS

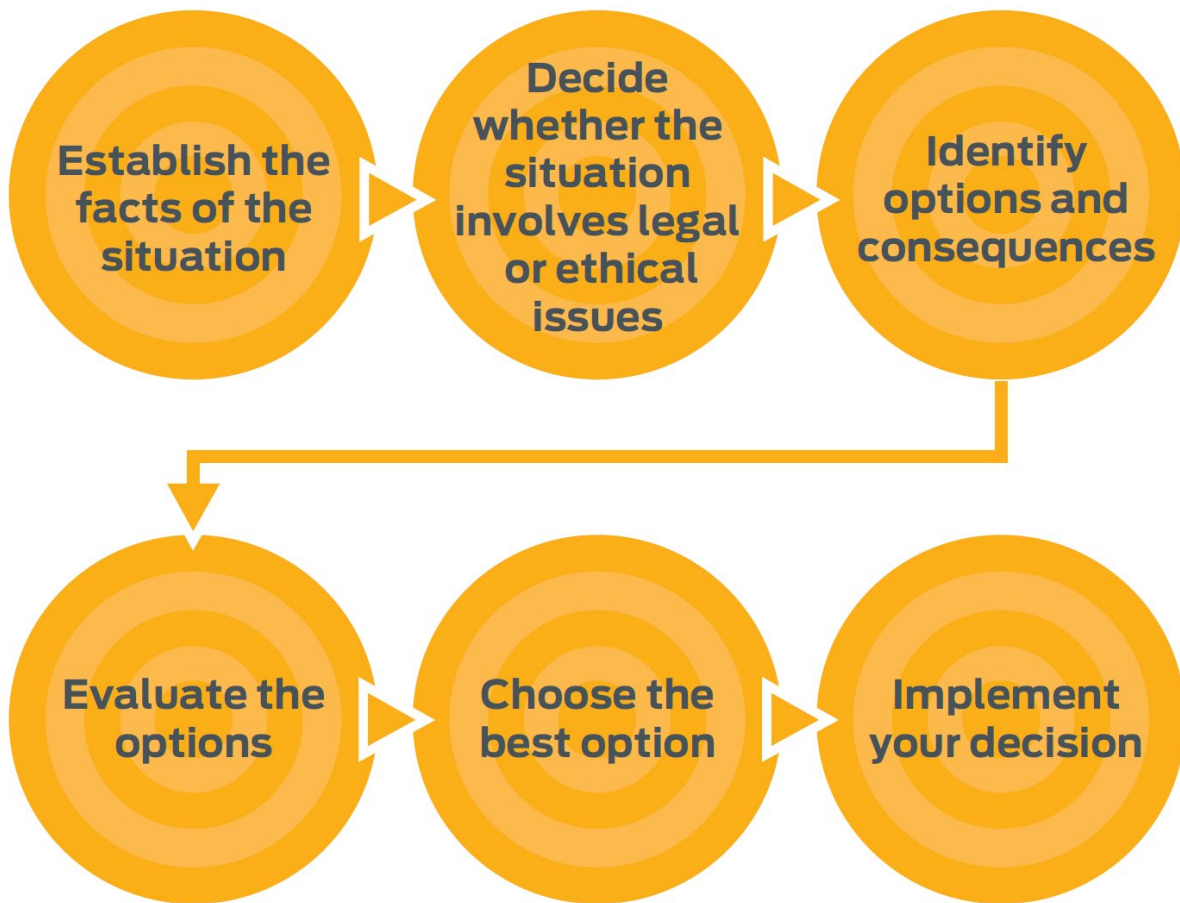




5 | MAKING ETHICAL DECISIONS

This section presents a simplified ethical decision-making framework. The framework is a six-step tool you can use when you have a tough coaching decision to make. This framework is similar to the ethical decision-making models used in other NCCP modules.

The Six-Step Framework for Making Ethical Decision - Overview



Step 1 - Establish the facts of the situation	Step 4 - Evaluate the options
Step 2 - Decide whether the situation involves legal or ethical issues	Step 5 - Choose the best option
Step 3 - Identify options and consequences	Step 6 - Implement your decision



[5.1] Defining Ethics

5.1.1 Key Ideas and Principles

Morals

Ethics

Laws

Morals: A set of deeply held *personal values that are based on beliefs that guide our thoughts and actions*. We refer to our values in evaluating our choices and those of other individuals.

Ethics: A series of principles (written or unwritten) describing right and wrong. *The principles are agreed upon either explicitly or implicitly, by members participating in a group* (example: codes of conduct, a religion, etc.).

Laws: *A series of written principles voted by duly elected governments that must be legally followed*. Breaking these laws have real consequences that may affect an individual's entire life.

Where do the rules of sports fall in this continuum?

Laws are voted by elected municipal, provincial, and federal governments. Although sport is highly regulated by rules and policies, these fall into the category of ethics. By joining a club affiliated with a sport's governing body, a participant is agreeing either explicitly or implicitly to following the rules and the policies that govern the sport. Most of the time, breaking rules or policies is not a legal issue but an ethical issue that will be dealt with within the governing structures of the sports (although consequences may be serious).

[5.2] Ethical dilemmas

Ethical decision-making

Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing 1 value for another. When there are 2 potential "right" solutions, such situations are called ethical dilemmas — a conflict between values we wish to maintain.



Here are some examples of ethical dilemmas:

- Team rules versus parental rights and authority. A team has a standing policy of curfew being set at 10 pm at away competitions. All parents sign off on this and other policies at the beginning of the year. One parent, who often travels with the team, routinely lets his son stay up past this hour.
- Team rules versus winning the competition. A club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one- competition, automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.
- Do-no-harm principle versus athlete's will or rights to play. An athlete has been experiencing chronic knee pain because of a growth spurt. The athlete is begging you to be allowed to play in a key competition, and the parents support this athlete's eagerness to play.

5.2.1 NCCP Code of Ethics



See Appendix E for the complete NCCP Code of Ethics.



[5.3] Factors affecting the decision-making process

The decisions we make may be affected by various influences. We aren't always fully aware of those influences. They fall under 2 categories: internal and external.

Internal influences: Those that are intrinsically linked to the person making the decision.

External influences: The organizational, societal or environmental influences that impact the person making the decision.





[5.4] Legal implications

Does the situation have legal implications?

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications. Two useful questions to ask yourself at this stage are:

- Has anyone been harmed by the action or decision of another individual, and if so, in what way?
- Does the action or the situation contravene an existing law?

Situations that have legal implications

- **Actions that are criminal or quasi-criminal** (example: theft, sexual assault, possession of narcotics).
- **Actions that breach a contract** (example: acting outside the scope of delegated authority or violating agreed-upon rules regarding the use of faculty equipment).
- Actions or information indicating there are **reasonable grounds to believe that a child may need protection**.
- **Actions that are discriminatory** (any action that is contrary to the Canadian Charter Of Rights and Freedoms, the Canadian Human Rights Act, or any provincial or territorial human rights legislation).
- **Actions that constitute harassment** — Harassment is a form of discrimination and is contrary to human rights laws. In its extreme form, harassment may be a criminal offence.
- **Actions**, even those that aren't intentional, **that could constitute negligence**, as it's legally defined.

Actions to take in situations that have legal implications

When a coach is confronted by a legal situation such as those described previously, the coach has a duty to act.

This would involve:

- **Taking immediate action**, if safe and possible, to eliminate the risk by taking steps to remove the individual from the situation.



- **Reporting the situation to the police**, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity, including sexual abuse.
- **Reporting the situation to child protection authorities**, where a coach suspects that a child has suffered physical, sexual, or emotional harm, or is in circumstances where a risk of such harm exists.
- **Reporting the matter to the employer or to the organization**, that has authority over the persons involved in the conduct, for all other legal matters. However, even after reporting the matter to the employer or organization, the coach is still responsible and must report the matter to authorities.”

What is the issue? Is it legal or ethical?

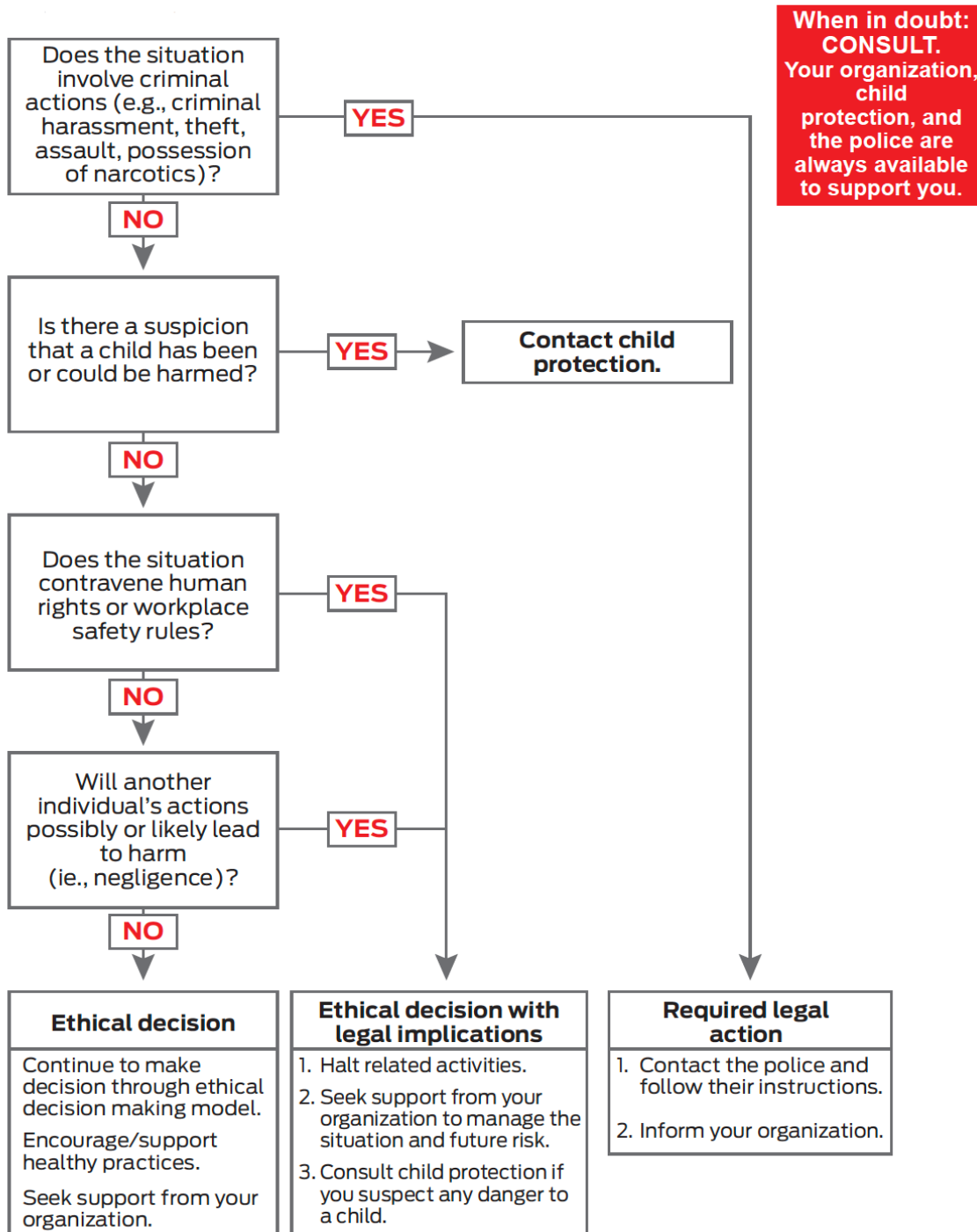
There is no right or wrong answer, because legal and ethical issues aren't necessarily mutually exclusive. A significant number of a coach's legal responsibilities are based on societal ethics, namely doing what is right from a moral point of view. As an example, while preventing the sexual abuse of an athlete is a coach's legal duty, a coach is also expected, from an ethical perspective, to provide a safe environment to the athletes he or she coaches.

Genuine legal-ethical conflicts (where a law imposes requirements that a code of ethics doesn't) are uncommon in most contexts.





5.4.1 Steps in a legal situation⁴



⁴ Coaching Association of Canada. (2020) *NCCP Making Ethical Decisions: Coach Workbook*.



[5.5] Further exploration of ethics and values

5.5.1 Ethical decision-making

As discussed previously, certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potential “right” solutions, such situations are referred to as ethical dilemmas — a conflict between values we wish to maintain.

5.5.2 Prioritizing principles and values

When someone is faced with an ethical dilemma and is forced to choose between two values, that person’s most deeply held beliefs normally dictate the course of action.

If you’re faced with an ethical or moral dilemma as a coach, you can resolve the dilemma by asking yourself these questions:

- What does the NCCP Code of Ethics suggest in this type of situation? Which criterion do you consider the most important?
- Is there another value in which you strongly believe and that you’d seek to maintain at all costs? If so, which is it?

5.5.3 Do-no-harm principle

Even though it’s a sensitive issue to suggest ranking your values, the NCCP considers that it’s a coach’s duty above all to ensure that their decisions and their actions don’t harm athletes, physically or otherwise. **The challenge in ethical decision-making is to determine which value you’ll maintain in your course of action.**

5.5.4 Validating your decision

Setting aside the priority given to athletes’ physical safety and health, this last set of questions may help you validate your chosen option as just and reasonable:

- Would you make this decision in all similar cases?
- If you feel you can’t apply your decision to all similar cases, what might be a reasonable and justifiable exception? And, in which circumstances? What makes



you think that an exception might be justified in this case, but not in other situations?

- Is the decision consistent with decisions you've made in similar situations in the past that have had positive outcomes?
- Going through this last series of questions should give you confidence that you've made the best possible decision under the circumstances. Answering these questions also gives you sound explanations of your decision.

[5.6] Liability of the coach

Negligence: actions or behaviour that fall below a reasonable standard of care

Liability: responsibility for the consequences of negligent actions or behaviour

More than ever before, coaches must be aware of the risks and responsibilities, particularly legal ones, which they assume when they coach. No matter their certification, experience, employment or volunteer status, sport discipline, or location of residence, all coaches are legally obligated to provide a safe environment for athletes, at all times.

To understand this obligation more fully, coaches must understand some key legal principles, including negligence and liability, as well as concepts and techniques related to risk management. With this knowledge, coaches can determine the applicable standard of care, assess their own coaching situation for risks, and establish appropriate measures to manage these risks.

Negligence

Negligence is a term with precise legal meaning. The term relates to standards of behaviour that the law expects. Understanding the law of negligence is an essential first step in learning how to provide a safe environment for athletes.

In general terms, negligence refers to a behaviour or action that falls below a "reasonable standard of care." The law in Canada demands that we behave in a particular way so that others who might be affected by our actions aren't exposed to an unreasonable risk of harm. Coaches are expected to meet an "objective" standard of behaviour. As adults and as coaches, we are all credited with the same general intelligence and sensibility, and as such the law expects each of us to behave in a reasonable fashion in similar situations.



The law doesn't expect coaches to be perfect in their behaviour. Rather, the law expects coaches to be reasonable and to act as other reasonable coaches would in the same circumstances. Therefore, negligence is the failure to exercise the care that an ordinary, reasonably prudent coach would exercise in the circumstances.

It's widely accepted that many sport activities involve a certain amount of risk. And, that such risk is knowable, foreseeable, acceptable and may even be desirable, depending on the sport. What is unacceptable in sport is behaviour that puts athletes at unreasonable risk or in danger.

A coach's conduct is negligent when all four of the following occur:

- A duty of care exists (such as what exists between a coach and an athlete, where the coach is placed in a position of power and trust).
- That duty imposes a standard of care, which may be found under the common law or may be imposed under legislation, that the coach doesn't meet.
- An athlete or some other person experiences harm.
- The failure to meet the standard of care can be shown to have caused or substantially contributed to the harm.

A coach must go beyond the duty of care when there are reasonable grounds to suspect that an athlete is, or may be, an abuse victim and in need of protection. In such cases, a coach has the additional duty to report and the duty to act. This requires that the coach take immediate steps, which include reporting the situation to the proper authorities.

For the coach, the standard of care is the most important of the above elements. The standard of care is what the coach should do in each situation. It's difficult to precisely define standard of care, because the inherent risk of the surrounding circumstances influences the standard of care. Thus, the duty to act responsibly remains constant, but the specific behaviour required to fulfil that duty changes with the circumstances.

Determining what the standard of care is in any given circumstance involves looking to four sources:

- **Written standards** – These are government regulations, equipment standards, rules for a sport or facility, rules from a sport governing body, coaching standards and codes of conduct, and other internal risk-management policies and procedures.



- **Unwritten standards** – These are norms or conventions that might not be written down. They're nonetheless known, accepted, and followed in a sport, an organization or a facility.
- **Case law** – These are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- **Common sense** – This means simply doing what feels right or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

The responsible and prudent coach is familiar with written policies that govern coaches, is aware of unwritten norms and practices, knows something of the case law as it applies to coaches, and has learned to trust intuitive judgment and common sense.

Liability

A coach's negligence may be established when all four conditions are met of negligence's legal definition. What follows next is the question of liability. While negligence refers to conduct, liability refers to responsibility for the consequences of negligent conduct. Responsibility may lie with the coach who was negligent or with another person or entity.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured athlete may be partially responsible for personal injuries and may share liability with the negligent coach. And a sport organization may be liable for the negligent actions of its coach who is either an employee or a volunteer. Vicarious liability is a doctrine that imposes liability on an employer for employee wrongdoings.

However, vicarious liability doesn't serve to entirely eliminate the coach's own personal liability, particularly when the wrongdoing isn't connected to the coach's duties or scope of employment. Accordingly, the organization and the coach may share liability for the coach's negligent actions. It's expected that the coach will at all times be proactive in helping manage liability.

Negligence isn't the only action or behaviour that might trigger liability. Liability can also refer to responsibility for the consequences of conduct, which fail to meet a predetermined legal standard, other than the standard of care in a situation where negligence occurs. Liability can arise when a law is broken or a contract is breached. The

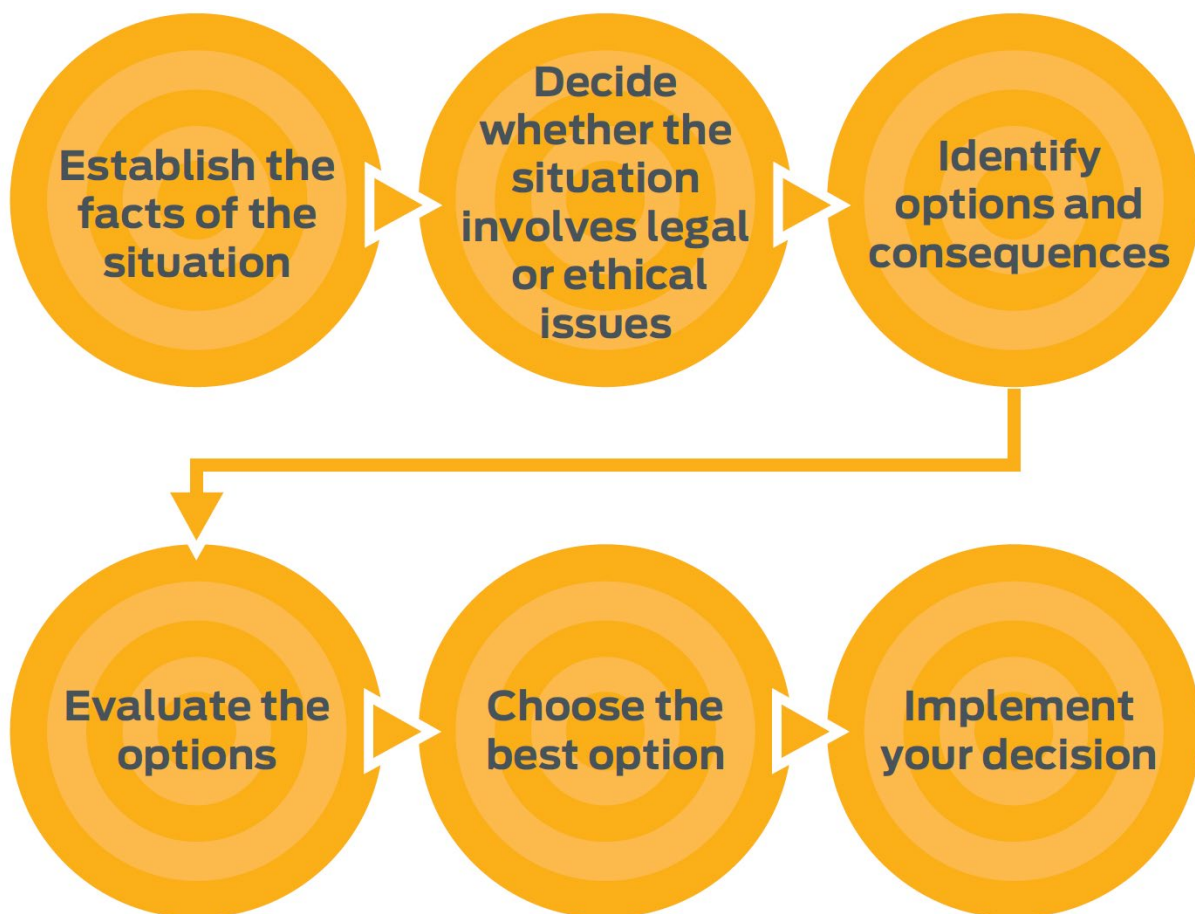


prudent coach avoids these types of liability by obeying laws and complying with contractual agreements.

An understanding of the legal meaning of negligence answers the coach's question: How does the law expect me to behave? The follow-up question is: How can I be sure that my behaviour will meet this expectation? The answer to this question lies in risk management.

[5.7] The Ethical Decision-Making Process

5.7.1 The process





The 6 steps in the process are:

Step 1: Establish the facts in a situation.

Determine what has happened (or is happening) and who is involved. Be sure to investigate all sides of the story.

Step 2: Decide whether the situation involves legal or ethical issues.

Illegal conduct is always unethical; yet some actions or behaviours may be unethical even though they are legal. Your course of action will depend on the situation and any legal implications.

Step 3: Identify your options.

Think of several decisions to make and actions to take. Create a continuum of conservative options to liberal ones. In addition, come up with possible positive and negative consequences for each option.

Step 4: Evaluate your options.

Use the NCCP Code of Ethics to assess each option. Which one best meets the Code's core principles? Keep in mind that the means must be just to be used to achieve the desired outcome.

Step 5: Choose the best option.

When making a decision, sometimes you may have to prioritize one value over another. Whatever your course of action, be sure to follow the do-no-harm principle, which states—it's a coach's duty above all to ensure that the decision made, or action taken doesn't harm athletes, physically or otherwise.

Step 6: Implement your decision.

This step involves a great deal of critical thinking. Consider the following questions:

- What are the concrete steps you're going to take and who needs to be informed?
- Can you handle the situation on your own or should you engage support?
- How will you address the individuals involved in the unethical conduct?
- What happens if your chosen plan doesn't work?

Note: The process applies to situations that don't require an emergency response by the coach. In crucial and urgent situations (example: an injury) your duty is to manage the situation and protect the individuals concerned.



General tips about ethical decision-making

- 1** When in doubt or faced with an ethical dilemma, think about the do-no-harm principle.
- 2** Never second-guess yourself on decisions made with integrity, intelligence, thoroughness, reflection, and based on accepted values, core principles and expected standards of behaviour.
- 3** Make sure you're clear about your coaching values and that you can talk about them in a way that is clear, simple and easily understood by everyone.
- 4** Cross-reference your coaching values and principles with the NCCP Code of Ethics.
- 5** Pay attention to what is important to kids as you establish your ethical standards.

[5.8] Case Study - Putting It into Practice

Scenarios

Two scenarios are available. You will use one of the two scenarios either of your choosing or assigned to you by the Learning Facilitator.

As you read the scenario, pay special attention to the key facts in the scenario.

Scenario 1: To Play or Not to Play

You're coaching a novice program with participants who just started bowling in the spring. At the end of the summer, the neighboring district hosts a weekend tournament where clubs from all over the region attend – Summer's End Bowls Tournament. The teams are organized into groups by ability, and they play a fours tournament within their ability group. Scores are kept during the tournament, and a winner is declared for each group at the end of the weekend. It is club policy that players who want to participate in the out-of-town Summer's End Bowls Tournament must attend all practices in the two weeks before the event. You have nine bowlers in your program.



Luke, the only junior bowler in your program, has been working hard all season and is extremely excited to attend the tournament. You have identified Luke as a keen participant with considerable potential for a long and successful career in bowls. Luke also plays competitive soccer. Luke's soccer team is participating in an out of town five-day soccer tournament the week before the Bowls Tournament. Attendance at this tournament means that Luke will miss the final two practices before the Tournament.

Luke's parents have paid substantial non-refundable fees for Luke to attend the soccer tournament and have also booked a non-refundable hotel for the Bowls Tournament. Further, they have both secured difficult to book vacation time for both events which cannot be exchanged. They insist that Luke play in the tournament. Another club member has heard about the situation and is insisting that the club policy be upheld so that the remaining eight players, all adults, can play for the entire festival without the junior bowler. You have also overheard two of the adult bowlers in your program discussing their desire to not play in a tournament with a junior bowler. The parents threaten to take this situation to the president of your club and the president of your district.

What should you do?

Scenario 2: Travel time

A young athlete needs a ride to the club's Junior Program Fun Night and only you (the coach) is available.

You've coached the Junior Program for the last 5 years. This year, there's an athlete whose family recently immigrated to Canada. Both parents have jobs involving shift work; they're often unable to drive the athlete to the club. At the start of the season, this athlete was very shy. Over the last few weeks, you've seen her come out of her shell and it's exciting that she has started to make friends at the club.

Knowing the family's work situation, you've asked other parents if they would help with transportation. The club is a 20-minute drive from the athlete's house, which is too far for a child of that age to walk alone. The other parents gladly agreed to help and devised a schedule.

Tonight is the Junior Program's monthly Fun Night, when parents are welcome to join in the activities with the athletes and share food during the evening. Fun Night has become a special time for the athletes and their families. It is helping to build friendships among the families and some parents are joining the club. The other parent, who is scheduled to pick up the athlete, calls to tell you there has been a family emergency.



With that ride no longer available to bring the athlete to the club, you call the athlete's mother and ask if there's any way she or her husband can get their child to the club. She tells you they're both working tonight and asks if you'd be able to pick up the athlete as their house is on your way to the club. You're travelling by yourself to the club, which means it would be just you and the athlete in the car. You know how important the program is to the athlete and don't want her to miss out, but the club has a rule-of-two policy that coaches must follow. The mother feels guilty that she can't be there herself and says she is comfortable with you taking her child to the game.

What should you do?

5.8.1 - Step 1 - Establish The facts

At this stage, ask yourself the following questions:

- What has happened or what is happening?
- When and where did certain events occur?
- Who is (or might be) involved in or concerned by the situation?
- What do the involved parties have to say about the situation? (example: What are all sides of the story?)

Record your answers below.



5.8.2 Step 2 The Issue: Determine if it is an Ethical or Legal Issue

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications.

5.8.2 A Does the situation have legal implications?

At this stage, ask yourself the following 2 questions:

Questions	YES	NO
Has anyone been harmed by another individual's action or decision, and if so, in what way?		
Does the action or the situation contravene an existing law?		

For more information, refer to the 5.4.1 Steps in a legal situation.

List the reasons for your answers in the space below.

At this, you have to determine whether or not the current situation has legal implications.

- Does the situation have legal implications? YES NO

If you answered “Yes, *this situation has legal implications*”, then, your next step is to refer to the proper authorities (see 5.4.1 Steps in a legal situation).

If you answered “No, *this situation doesn't have legal implications*”, then, your next step is to assess the ethical implications of the situation.



5.8.2B Does the situation have ethical implications?

The NCCP Code of Ethics in Appendix E is a guide you can use at various stages of the ethical decision-making process. The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (example: coaching responsibility or interacting with integrity).

Answer the questions, in the following table, as they relate to the case study. These questions are based on the NCCP Code of Ethics, and they'll help you identify possible ethical issues.

KEY QUESTIONS TO ASK WHEN IDENTIFYING ETHICAL ISSUES IN SPORT

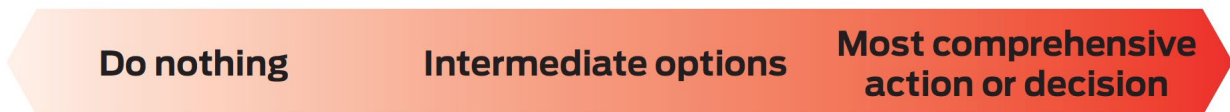
Principles of the NCCP Code of Ethics	Is there a potential issue with...	Is this question relevant in this situation (Yes or No?)	Why is this question relevant?
Leadership and Professionalism	Abuse of authority?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Ensuring every participant's well-being is a priority?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Confidentially or privacy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety	Vulnerability of participants?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Health and safety of participants?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Supervision of participants (including the Rules of Two)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Respect and Integrity	Equitable opportunities for all participants, including fair play?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Inclusivity?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	Demonstrating honesty or respect for participants coaches, and officials?	<input type="checkbox"/> Yes <input type="checkbox"/> No	



5.8.3 Step 3 Identify your options and their consequences

When considering what course of action to take, start by asking yourself: What could I do in this situation? Think of a variety of options. Keep in mind that even if you opt to not take action, then that in itself is a decision you've made. Think of your options as a continuum with doing nothing as the least demanding option. Next, consider the other extreme of the continuum: What is the most comprehensive or liberal action you might take? Then, identify several intermediate options. Don't rule out anything at this stage, even if it seems an unlikely choice.

Continuum of options for decision or action



As you consider the consequences (positive or negative) for each option, ask yourself:

What might happen if?

- What might happen if I choose not to make any decision or not take action?
- What might happen if my position was favourable to the situation, question or issue at hand?
- What might happen if my position was unfavourable to the situation, question or issue at hand?

Determine a minimum of 3 possible decisions or actions to take, and identify positive and negative consequences for each option.

Options	Possible consequences
Option 1: Do nothing	POSITIVE
	NEGATIVE



Option 2:	POSITIVE
	NEGATIVE
Option 3:	POSITIVE
	NEGATIVE
Option 4:	POSITIVE
	NEGATIVE
Option 5:	POSITIVE
	NEGATIVE



While sharing options with your breakout group, if someone mentions an option you didn't think of, record it here:

Options	Possible consequences
Additional option	POSITIVE
	NEGATIVE
Additional option	POSITIVE
	NEGATIVE

5.8.4 Step 4 - Evaluate the Options

Making an ethical decision requires a final reflection on which decision is best, given the circumstances. **Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them.** Such a decision is:

- The “right thing to do” regarding the duties and responsibilities of the person making the decision
- Made “the right way”
- Consistent with the core principles and behaviours outlined in the NCCP Code of Ethics

In the table, record your 3 strongest options and evaluate each option against the standards of behaviours from the NCCP Code of Ethics:

Yes = my option meets this standard of behaviour

No = my option doesn't uphold this standard of behaviour

n/a = this standard doesn't apply to the situation



Table to evaluate options

Principles of the NCCP Code of Ethics	My option 1	My option 2	My option 3
Leadership and Professionalism	Choose an item.	Choose an item.	Choose an item.
Health and Safety	Choose an item.	Choose an item.	Choose an item.
Respect and Integrity	Choose an item.	Choose an item.	Choose an item.
Total Number of Yes Responses			

Select the 3 strongest options and evaluate them against the NCCP Code of Ethics. See Appendix E.





5.8.5 Step 5 - Choose the Best Option

Based on your evaluation, select the option you consider to be the best one. Record the decision below.

Was it difficult to make this decision?

What did you feel when faced with the decision?

What resources do you have available to support you through this process?

The rationale

What convinced you to select this option? Write the answer in one sentence.



5.8.6 Step 6 - Implement the Decision

Consider the following 6 steps as you put together your action plan.



6 | EXPLAINING AND DEMONSTRATING BOWLS SKILLS





6 | EXPLAINING AND DEMONSTRATING BOWLS SKILLS

This section presents the information that a Club Coach needs to know to explain and demonstrate bowls skills to new bowlers.

The first two topics focus on the key coaching steps involved in teaching a new skill or refining an existing skill. The steps emphasize an experiential approach to coaching that is well suited to coaching adults, youth and children as it allows participants to get active as soon as possible. It also provides for more meaningful coach interventions as feedback is timed for delivery immediately after a participant has tried their new skill rather than having the participant try to remember a multitude of instructions before they begin.

The remaining topics address the fundamental technical aspects of bowls. It is the role of the Club Coach to introduce the game of bowls to beginners in a fun and safe manner to the point where they can participate in social club activities. Bowlers wishing for a more competitive experience should be directed to a certified Competition Coach.

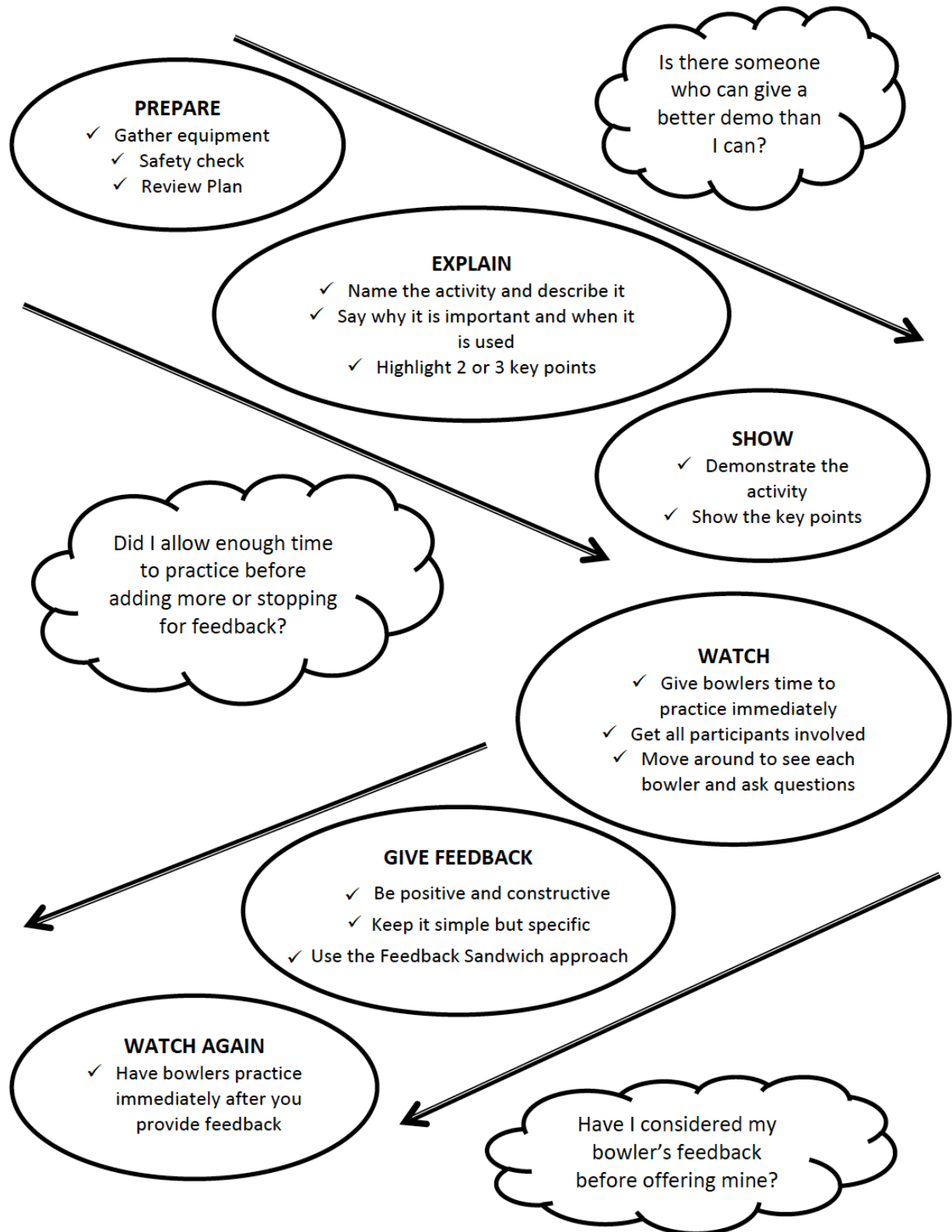
The following topics are covered in this section:

1. The Steps in Coaching an Activity
2. Key Points for Each Step of Coaching an Activity
3. Bowls Facilities and Equipment
4. Bowls – The Game
5. Basic Rules and Etiquette of Bowls
6. The Grip
7. The Delivery
8. Common Delivery Errors and Corrections
9. The Scorecard
10. Basic Tactics for New Bowlers





[6.1] The Steps in Coaching an Activity





[6.2] Key Points for Each Step of Coaching an Activity

All six steps in coaching an activity — prepare, explain, show, watch, give feedback, and watch again — should take place in an environment that supports learning (e.g., is respectful and enthusiastic).

6.2.1 Prepare

- Ensure you have all of the equipment required for your activity
- Conduct a safety check of the area and equipment
- Review your plan

6.2.2 Explain

- Position yourself so that everyone can see you. Proper group positioning depends entirely on what you want participants to see and on the environment. Here are a few ideas for positioning a group while you are explaining an activity:
 - If you are outdoors, make sure the sun isn't in participants' eyes.
 - Position participants so that distractions are behind them.
 - Check that you can see both eyes of each participant before beginning.
 - If noise is preventing the group from hearing you, either reposition the group or wait until the group can hear you.
 - Train participants to automatically check when they get into groups that everyone can see.
 - If possible and when appropriate, position yourself beside the participant who most often tries to distract others.
- Start your explanation by:
 - Naming the activity
 - Stating the purpose of the activity
 - Listing three key points about performing the activity
- Give brief, clear, and complete explanations; avoid long explanations for things you can demonstrate.
- Use words participants can understand.
- Speak enthusiastically, loud enough, and at a pace that everyone can follow.
- Give “action” instructions (e.g., “Go behind the mat. Check the bias before stepping onto the mat.”) Ask questions to verify that participants understand what to do.



- If you lose a participant's attention, you may be talking too much. Get participants moving as quickly and as often as possible!

Complete the table below — it leads you through the process of how to EXPLAIN an activity.

Name of the Activity	
Purpose of the Activity	
Equipment Required for Activity	
Three Key Points about Performing the Activity	



6.2.3 Show

- The main purpose of a demonstration is to create a mental picture of a movement. To promote proper learning, this picture must be accurate, because what you show is what you usually get!
- In a good demonstration, movements are executed correctly, and the demonstration occurs at the right moment (before participants try the movement and once they have the necessary skills).
- Check that the participants understand what they are to do.
- Decide who should demonstrate and what view (front, side, back) the participants will see.
- Consider using participants who can do the activity as demonstrators.
- Use the Whole – Part – Whole method of demonstration:
 - A **whole** demonstration of the activity. During this demonstration, direct participants' focus to the key points.
 - A **part** demonstration. The demonstrator breaks the activity into its key points, and you provide verbal cues. As the demonstrator performs the key points, call out “head up” “step,” “smooth release” etc., to reinforce each key point.
- Another **whole** demonstration. The demonstrator presents the whole activity again, and you provide verbal cues.
- After the Whole – Part – Whole demonstration, call for questions of clarification.





Complete the table below — it leads you through the process of how to **SHOW** an activity.

<p>Who should demonstrate the activity?</p>	<ul style="list-style-type: none"> ▪ Coach ▪ Assistant coach ▪ Participant ▪ Participant and coach
<p>What view do you want the participants to see? (If you want participants to see more than one view, you will have to demonstrate the activity from different views.)</p>	<ul style="list-style-type: none"> ▪ Front view ▪ Side view ▪ Back view
<p>The first demonstration should show the entire activity. What should the participant focus on during the demonstration?</p>	<ul style="list-style-type: none"> ▪ ▪
<p>The second demonstration should break the activity down into the key points for performing the activity. What verbal cues best describe each key point?</p>	<ul style="list-style-type: none"> ▪ ▪
<p>The third demonstration shows the entire activity and is accompanied by verbal cues. What key points will be emphasized?</p>	<ul style="list-style-type: none"> ▪ ▪
<p>Call for questions. List three questions participants may ask.</p>	<ul style="list-style-type: none"> ▪ ▪



6.2.4 Watch

Key points in the watching process:

- Move around to view performance from different points of view.
- Choose observation spots that are safe for both coaches and participants.
- Know what to look for:
 - If there are safety issues, intervene immediately.
 - If participants are not on task, intervene immediately and ensure that participants understand the task.
 - If participants are on task but are not immediately successful, let them keep practicing and trying to succeed.

6.2.5 Give Feedback

The way feedback is delivered can have a profound impact on self-esteem. Here are some tips on how to give feedback that will help participants improve their skills:

- **Use the most appropriate form of feedback.** Feedback can take many forms, so be sure to vary your feedback. While much feedback is verbal, demonstrating and reinforcing skills can be more effective at certain points in the learning process.
- **Keep it short and simple.** Use simple words and easy-to-understand language.
- **More is not always better.** Giving feedback too often can make learners so dependent on it that performance suffers when the feedback is removed.
- **Don't rush your feedback:**
 - **Give learners time to figure out how things are going.** Giving feedback too quickly can interfere with learners processing their own feedback and with their ability to evaluate their own performance.
 - **Before giving feedback, ask learners to describe their own errors.** This will help learners get better at evaluating their own performance.
- **Be positive and constructive, not destructive or negative.** Strike a balance between encouraging things done well and pointing out areas for improvement. For example, "Your delivery has improved since last practice. The next step is to try to direct the bowl to a variety of distances on the green."

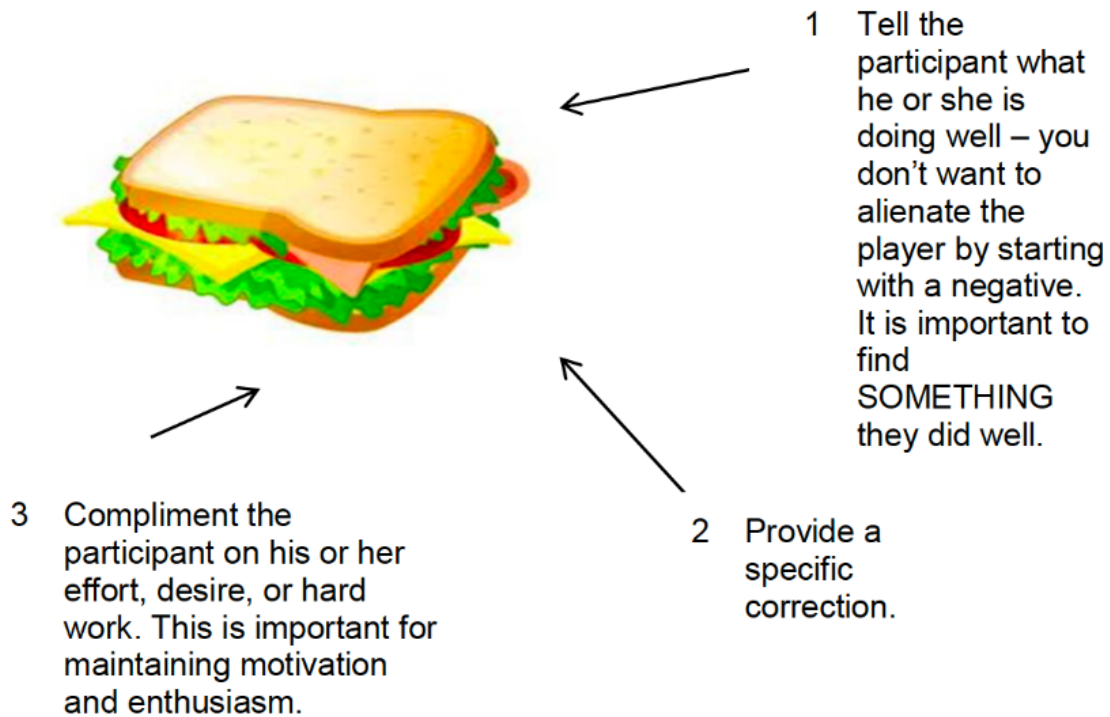


- **Be specific.** Vague feedback doesn't help learners as much as concise, precise feedback. Instead of telling a bowler who lofted the bowl to try harder, say something more like "You released too early on that last delivery. Try staying down lower a little longer." And instead of "Nice one!" say "I like the way you controlled the distance of your last bowl."
- **Focus on what you want to improve.** State what you want to happen: "Next time you deliver the bowl I want your eyes to really focus on your target before you adjust your grip." Avoid talking about what you don't want to happen: "Stop dropping the bowl during your release" will only plant the suggestion to do just that!
- **Target only what learners can control.** Give feedback only on the aspects of performance that learners can actually change.





Feedback Sandwich



Here are a few examples of feedback sandwiches. Choice of words and tone will vary pending on your audience. Coaches will use different phrases for children than for adults. It is important to remember, regardless of age and stage of development, all participants need to be recognized for their effort.

SITUATION	FEEDBACK SANDWICH
Participant rolls the bowl technically correctly, but to the wrong player in a modified game	<p>Great step with your opposite foot!</p> <p>Now make sure your foot points in the direction you want the bowl to go.</p> <p>With that small adjustment, your bowl will go to the right player!</p>



<p>Participant finishes a game of “Golf” first but has missed some of the “holes” in the course</p>	<p>You were so fast. I've never seen anyone go that fast!</p> <p>Since you're done early, why don't you try the course again? This time, make sure you roll your bowl through each set of cones twice. Since it won't be a race this time, you can go slowly and really work on your technique.</p> <p>I appreciate your enthusiasm!</p>
<p>A participant is visibly and vocally frustrated after failing to perform the skill</p>	<p>That's a hard skill, isn't it? Even though the bowl didn't go where you wanted it to, your delivery was the best I've seen yet.</p> <p>Let's break it down slowly now. If you release the bowl when your arm is slightly ahead of your front foot, that will minimize the wobble down the green.</p> <p>Are you ready to try again? I'll help you.</p>
<p>A participant is afraid to try the activity and so casually leaves the green to avoid his or her turn</p>	<p>Pull the participant aside: Susan, you're always very quick at picking up new techniques.</p> <p>Do you want to practice over here slowly and when you feel comfortable you can join in the activity?</p> <p>I know you can do it.</p>



For each situation described in the left-hand column of the table below, provide a feedback sandwich that could help a participant improve his or her performance.

SITUATION	FEEDBACK SANDWICH
<ul style="list-style-type: none"> Participant rolls the bowl technically correctly, but to the wrong player in a modified game 	
<ul style="list-style-type: none"> Participant finishes a game of “Golf” first but has missed some of the “holes” in the course 	
<ul style="list-style-type: none"> Participant is visibly and vocally frustrated after failing to perform the skill 	
<ul style="list-style-type: none"> The participant is afraid to try the activity and so casually leaves the green to avoid his or her turn 	

6.2.6 Watch Again

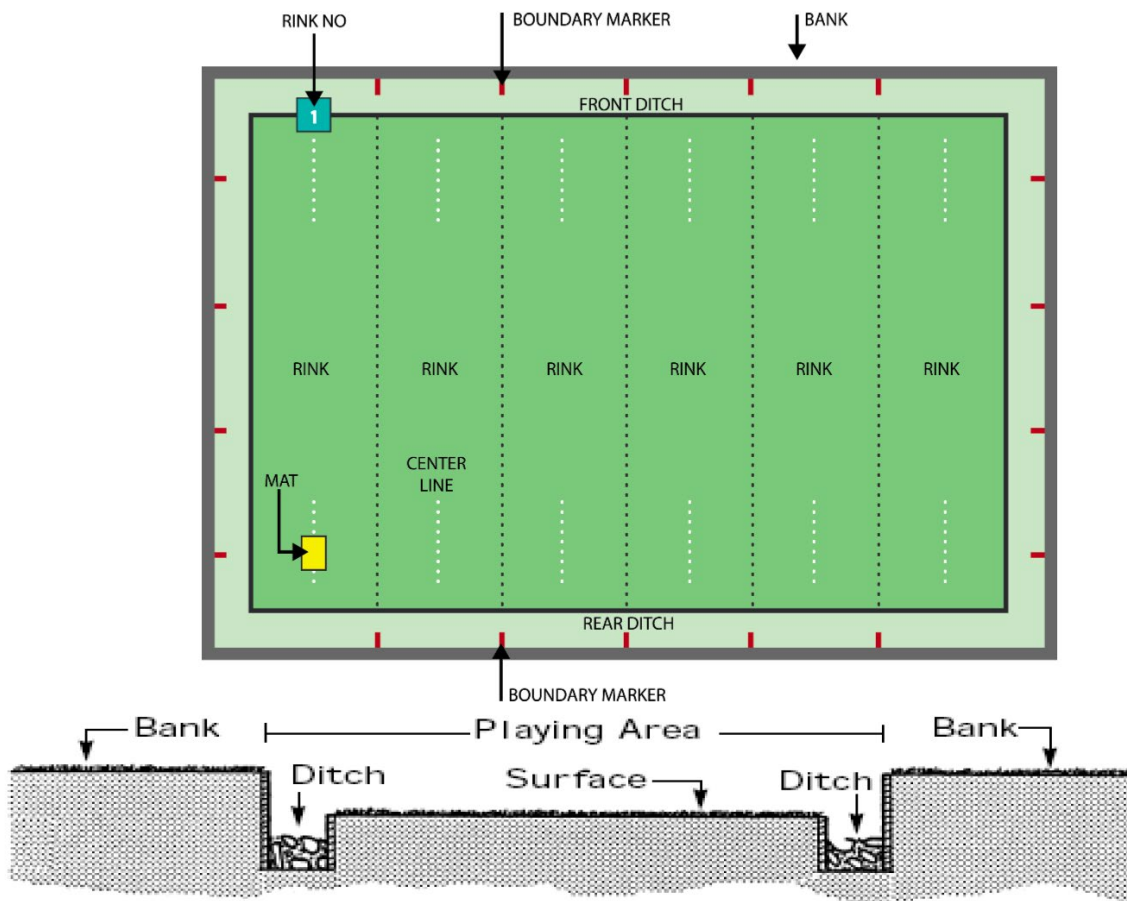
- Ensure that you move around to see everyone.
- Provide positive reinforcement to participants who successfully made corrections.
- Encourage those who were still working on the corrections.



[6.3] Bowls Facilities and Equipment

6.3.1 The Green

The green is a four-sided area of grass or synthetic playing surface surrounded by a ditch. It is divided into equal, parallel rinks. The green, being square, makes it possible to change the direction of play at intervals, from East/West to North/South, thus distributing the wear and tear on the fine turf more evenly.



Cross Section of Green

Players should be advised on the importance of caring for the greens. Clubs invest significantly in the maintenance of their greens and all players, regardless of skill, share in the responsibility of the proper use and care of the facility. New players should be advised on the proper footwear to be used and to avoid the twisting or dragging of feet that may damage the surface. Jacks or bowls should not be dropped, dumped, or thrown on the greens. New players should also be advised to avoid standing or sitting with their feet near the ditch.



6.3.2 Equipment

The **MAT** is the area from where a bowl is delivered. It is either rubber or plastic and is available from the bowling club.

The **JACK** is a small white or yellow ball that is used as a target. It weighs between 225 – 285 grams and does not have a bias. In a beginners' game, the jack may be placed rather than rolled.

BOWLS are not symmetrical. This 'bias' means they roll in a curve shape rather than a straight line. One side of the bowl is more rounded than the other, causing the bowl to curve to one side as it slows down. This is referred to as the "bias" of the bowl. Bowls have a small emblem and ring on one side and a large emblem and ring on the other. Always instruct new bowlers to keep the small ring on the *inside* of their delivery to ensure a correct bias. In other words, the small circle should always be facing the center of the rink.

It is possible to create a bias effect with a tennis ball or softball by adding a lump of blu-tack to one side. These "bowls" would be delivered with the lump facing the center of the "rink". This could be useful to introduce the concept of bias in situations where greens and bowls are not available, for example, a community center gym or indoor turf facility.

The appropriate bowl size is determined based on a player's hand and finger size as well as their wrist and arm strength. The best method of determining the size of bowl to use is to play with different sizes and weights for a period of time during the first season and to make a selection that is comfortable for the bowler.

For the first time out, coaches may wish to have the new participant pick up different sized bowls from the floor. When they find a bowl, they can pick up comfortably and hold upside down without squeezing, they have likely found a good size to try for their first session. As they get more experienced, they should be encouraged to try different sizes and weights.

The new bowler should never be in a hurry to purchase a set of bowls until they have had a chance to experiment with a variety of sizes and weights. Before purchasing bowls, new bowlers should discuss their choice with their coach to ensure their new bowls are appropriate for their style of play and the type of green on which they will be playing.

RAKES are used at most clubs to gather the bowls after an end is completed. There are a few safety issues around rakes that should be mentioned to protect the greens and to have them placed where players are most likely not to trip over them.



6.3.3 Clothing and Footwear

All athletes need clothing that allows for a full degree of body movement. This certainly applies to a bowler who must allow for full extension of arm and leg movement. Clothing, therefore, should be comfortable and loose fitting.

It is advisable to dress in layers as weather conditions can vary drastically during the period of time a player is on the green. It is easier to take off or add a garment than to suffer from excessive heat or cold when dressed inappropriately. Rainwear is a must for the competitive bowler.

Players and officials must be advised to protect themselves from harmful ultraviolet rays. Sunscreen with a high SPF (Sun Protection Factor), hats, UV protective clothing and sunglasses should be encouraged.

Appropriate footwear must be flat-soled and without heels. A flat-soled shoe has no separation between the front sole and heel (i.e., smooth from toe to heel). Walking shoes and sports shoes are acceptable; sandals with a heel strap are also acceptable, as long as the back strap is firmly fitted when worn. Flat-soled wedge shoes (i.e., shoes that increase in height from toe to heel) are not acceptable. The width of any heel must be at least 50% of the widest part of the sole.

[6.4] Bowls -- The Game

6.4.1 Types of Games

The object of the game is to roll the bowl from a mat so that it comes to rest closer to the jack than their opponent.

The game is played by opponents taking turns rolling their bowls towards the jack. The decision of who plays first is determined by a toss of a coin. The winner of the toss can play first or allow their opponent to play first. To start, the first player lays the mat and, standing on it, rolls the jack to the required distance up the green where it is centered on the rink by the skip or marker. The player then rolls the first bowls which is followed by one played by the opposition until all the bowls are played. Then the last bowls of the end have been played, the players decide who has the bowls closest to the jack and how many of that team's bowls are closest to the jack. That number is recorded on a scorecard. They then begin the next end, the player whose side won the previous end going first. The game continues in this manner until the required number of ends, shots or time has been reached.



There are a variety of games which are played in lawn bowls. These include:

Singles – one player plays a single opponent. Each player alternates delivery of four bowls. The winner is often the first player to reach a pre-determined score.

Pairs – teams of two compete against each other. Players use three or four bowls with each bowler alternating their delivery against the opposing team member.

Triples – teams of three compete against each other. Players roll two or three bowls alternately against the opposing team member.

Fours – teams of four compete against each other and players roll two bowls alternately against the opposing team member.

Bowl games can be altered in different ways depending on the type of competition and time available:

Number of ends – for example a game can be up to 25 ends. The team with the most ‘points’ after the set number of ends is the winner. It is common to see games played anywhere between 12-18 ends in Canada. It can take around two - three hours to play this format.

Points – sometimes you might play a game where the winner is the first to 11 or perhaps 18 points for a longer game. A traditional singles game is played to 21 points in national and international competition.

Time – for beginners or juniors, you may want to set a time limit. For example, the team leading after 30 minutes of play is the winner.

Sets play –the game is broken into two ‘sets’, each with a pre-determined number of ends. At the beginning of each new set, the score is reset to 0-0. A third “tie-breaker” may be played if the game is tied after the two sets. The player or team winning the greatest number of sets is the winner.

[6.5] Basic Rules and Etiquette of Bowls

6.5.1 Roles of the Players

As a team, each player has a different role to play and in a competitive game each player must play within the Laws of the Game. A player's role in a team's strategy is determined by the position played. An important point for all players to remember is that even while not actually delivering bowls, they should remain attentive. By watching the



course of bowls delivered by members of both teams, bowlers can learn the peculiarities of pace and line for the green and note changes as the game progresses.

The Lead

- In team games is the first to play
- Places the mat at the discretion of the skip
- Delivers the jack as close as possible to a distance determined by the skip
- Plays draw shots close to the jack to lay a good foundation for the development of the head
- Is proficient at delivering the jack and performing consistent draw shots

The Second

- In fours' games, is the second player
- Is responsible to draw to the jack or a position as directed by the skip

Vice-Skip or Third

- In team games is the second last player to play
- Advises the skip of any changes in the head when it is the skip's turn to bowl
- Is delegated the duty of measuring any or all disputed shots and determining the count for each end along with the opposition player in the same role
- Gives supportive action to all team players.
- Is a competent “all-round” player

The Skip

- Is in charge of the team
- Directs the strategy of the game through the development of the head
- Rolls the final bowls for the team
- Has comprehensive knowledge of the rules of the game
- Provides leadership to the team in an encouraging, constructive manner
- Keeps the score card or can delegate this role to another position on the team providing both skips agree
- Ensures that the score is recorded on the scoreboard after each alternate end
- Confirms the final score with the opposing skip at the end of the game

There are a variety of game options in which the roles of players can be switched off or shared. i.e. Australian Pairs also called 2-4-2.



6.5.2 Principles of Good Etiquette

Etiquette in bowls is simply defined as good sportsmanship.

- Shake hands before and after a game
- Do not distract your opponent when he/she is standing on the mat preparing to deliver a bowl
- Do not obstruct your opponent's view of the path of a bowl in course
- Commend a good bowl whether delivered by your opponent's team or by your own team
- Do not openly criticize the green when visiting a club
- Protect the green, your own and your host's; do not bounce bowls; get down to deliver bowls. Always wear the correct footwear when on the green
- Avoid leaving the green for long periods of time
- Avoid straying on to neighbouring rinks
- Hand bowls to one another when convenient
- Share the task of gathering the bowls upon completion of an end
- Return the mats and jacks to storage upon completion of the game
- If health safety protocols are in place respectfully follow them

Handling Defeat and Victory

- Always play as a team; be supportive of all team members
- If a skip, do not comment on your player's bad bowl (it can happen to anyone) so as to focus attention and cause embarrassment
- Be gracious in victory and defeat; you will face both results as you continue to play
- Enjoy the game and play your best shot every time

Know and Respect the Laws of the Game

- Learn the Laws of the Sport of Bowls
- Coaches should emphasize the laws that pertain to possession of the head
- Know when to call on an Umpire to resolve a point in contention
- Always accept and respect an Official's decision(s)



[6.6] The Grip



6.6.1 The Jack Grip

The jack should be held as follows:

- Palm up
- Hand held straight and in line with the forearm
- Jack should rest comfortably on the first three fingers
- Middle finger should be pointing straight ahead
- Little finger offers support for the jack but should be placed no more than half-way up the jack
- Thumb should be placed on top of the jack



6.6.2 The Bowls Grip

This grip should allow the bowl to release smoothly from the hand for all shots. The fingers should be spread in a relaxed position though remaining close together with the two middle fingers on the center of the running surface and the thumb near the outer rings.



Develop a comfortable, relaxed grip with this simple exercise:

- Bowler relaxes their bowling hand by shaking their arm at their side
- Bowler flings (normal motion) their hand, palm up, in front of them, allowing their fingers to spread out naturally - this is the natural spread of their fingers and is the desired spread when placing a bowl in their hands
- Bowler places a bowl with their two middle fingers (middle and ring) on the running surface of the bowl, offering them a better balance point than the middle finger down the middle of the running surface method as previously taught (see photo)
- The baby finger and the pointer finger maintain their natural spread and are simply placed on the bowl as such
- The thumb is then moved onto the surface of the bowl and is moved up the side so that it approaches a spot somewhere near the rings or grip area if the bowl has one (see photo)



- With this grip there is no contact between the web of the hand between the thumb and pointer finger and the bowl, and therefore allows the bowler to develop a sense of touch
- If bowl doesn't come out smoothly, the grip may need to be modified or the size of the bowl may need adjusting

Coaches need to be aware of three common issues regarding the grip:

1. Over-gripping leads to arm strain
2. Thumb placed too high leads to late release from fingers
3. Baby finger and thumb placed in circles leads to improper release

[6.7] The Delivery

6.7.1 Foundations of Delivery Technique

According to World Bowls, the international federation that governs the sport of bowls globally, a successful delivery is depending on several constants:

- **Intended line** – being able to deliver the bowl on the intended line using a specific Point of Aim (PoA) desired by the bowler
- **Balance and stability** – remaining balanced and stable during the delivery to assist with delivering the bowl consistently and on target
- **Controlled momentum** – ensuring the backswing, force-producing movements and follow-through produce the desired length of delivery
- **Smooth release** – deliver the bowl cleanly and without any wobble or bounce

While this amount of detail is beyond most beginner bowlers, it is important for a Club Coach to understand that the selection of activities and practice drills provide opportunities to develop these fundamental foundations.

6.7.2 Teaching the Basics of Delivery

It is critical to provide new bowlers with enough information to allow them to develop the foundations required to deliver a smooth and consistent delivery. It is equally important to not overwhelm new bowlers with so much information that they are unable to allow themselves to find their own delivery rhythm.

The delivery motion is a natural swinging of the arm and a forward step which provides additional momentum to the delivery. Depending on the player, delivery may include varying lengths of backswing. Release of the bowl when the arm is slightly ahead



of the front foot assists the player to deliver the bowl smoothly from hand to green, minimizing wobble and avoiding lofting the bowl onto the playing surface. Staying low contributes to the smooth delivery onto the green. The table below details the key teaching points when introducing delivery to new bowlers.

Pre-Delivery	<ul style="list-style-type: none"> ● Find the correct bias of the bowl – small circle faces the center of the rink ● Locate a reference point down the rink as a Point of Aim
Feet	<ul style="list-style-type: none"> ● Position feet on the mat along the desired aiming line ● Towards Point of Aim
Grip	<ul style="list-style-type: none"> ● Establish a comfortable grip
Stance	<ul style="list-style-type: none"> ● Begin with a comfortable stance – could be upright, bent, or somewhere in between
Bend	<ul style="list-style-type: none"> ● Initiate a forward bend through the hips ● This prepares the body to stay low at the moment of release and throughout the follow-through
Step	<ul style="list-style-type: none"> ● Initiate the backswing slightly before stepping to assist with timing of delivery. ● Step to a comfortable distance ● Recognize the link between the length of step and the weight and speed of the delivery.
Deliver	<ul style="list-style-type: none"> ● Stay low to contribute to a smooth delivery onto the green. ● Allow the natural swinging action of the arm ● Release the bowls when arm is slightly ahead of front foot to minimize wobble and dropping of the bowl.
Follow-Through	<ul style="list-style-type: none"> ● The palm of the hand follows the bowl/jack as it rolls down the green ● Stay low during the follow-through

View the delivery in sequence and pointers on the BCB Learn to Bowl page in the video Bowls Technical Excellence Series - The Delivery: <https://bowlscanada.com/en/start-playing/learn-to-bowl/>



Delivery Basics – The Steps



Feet



Grip / Stance

Bend

Step

Deliver



Follow-through

Deliver

The Delivery Doctor photo sequence reproduced with permission of Dan Milligan (2015)



Delivery Basics – The Key Teaching Points



Feet -- Positioned toward PoA



Grip / Stance – Comfortable to player

Bend -- Initiates forward bend through hips

Step -- Comfortable distance, backswing initiated slightly before step

Deliver



Deliver -- Stays low
Bowl released when arm slightly ahead of front foot

Follow-through -- Stays low
Palm of hand follows bowl

The Delivery Doctor photo sequence reproduced with permission of Dan Milligan (2015)



[6.8] Common Delivery Errors and Corrections

Common Basic Skill Errors	Potential Causes of Error	Common Corrections
Bowl wobbles as delivered	Bowl shifted in the hand during delivery	Recheck your grip with a natural pick up of the bowl
	The middle fingers are not running equally down the middle surface of the bowl	Recheck the position of your middle fingers to align equally down the center 'line' of the bowl's surface
	Bowl not aligned with Point of Aim at time of release	Adjust grip so that bowl is held correctly and/or ensure follow through is in line with Point of Aim
Bowler 'drops' / lofts the bowl	Player is not bending sufficiently as they deliver	Forward bend at the hips to stay low at the moment of release
	Player is releasing the bowl too early	Focus on rolling the bowl Wait until the arm has moved slightly past the front foot before releasing the bowl.
Bowler misses their line of aim	Feet not positioned along the desired Point of Aim line	Shift both feet to align them with the Point of Aim line
	Shoulders are not kept square to the aim line	Keep both shoulders square and level. Avoid dropping one shoulder
	Eyes looking down towards feet instead of along the aiming line	Keep your head up and your eyes focused on the point of aim.
Full delivery errors	Bowler steps out of sync with delivery arm; too soon or too late	Start the back swing just before your step;
	Arm not extended along the line of aim: delivery hand palm not upward in the follow through	Point with your palm up to your point of aim after the bowl is released
	Bowler swings their arm across body	



	Bowler is taking too large a step forward and throwing off their balance	Shorten your step and step with your heel first
	Player pops up after releasing the bowl	Stay low after your delivery as you watch your bowl roll down the aiming line

[6.9] The Scorecard

A scorecard is used to keep track of points accumulated by each team throughout the game. Completed official scorecards will include:

- Names of Players
- Date
- Rink
- Time started and finished
- Points won for each end completed
- Cumulative scores in each game
- Final score
- Signatures of both Skips
- Signature of Official

Part of the instructional time for new bowlers should be showing them where the club scorecards are and what they look like.

TEAMS					
Score	Total	End	Score	Total	
1	1	1	-	-	
-	1	2	1	1	
-	1	3	1	2	
2	3	4	-	2	
-	3	5	1	3	
-	3	6	1	4	
-	3	7	2	6	
3	6	8	-	6	
5	11	9	-	6	
3	14	10	-	6	
-	14	11	1	7	
-	14	12	1	8	
1	15	13	-	8	
2	17	14	-	8	
-	18	15	4	12	
-	18	16	1	13	
1	19	17	-	13	
2	20	18	-	13	
3	23	19	-	13	
		20			

BOWLS CANADA BOULINGRIN	
SCORE CARD	
Event:	Wednesday Night Jitney
Date:	June 3rd
Rink:	3
Start Time:	7:00 pm
Time Finished:	8:35 am
Bob and Sarah	Colleen and Jim
TEAMS	
23	13
SCORES	
CERTIFICATION	
Skips:	Bob Martin Colleen Smith
Officials:	Keith MacGuire

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[6.10] Basic Tactics for New Bowlers

New bowlers should be more focused on developing their skills than on acquiring strategies and tactics at this stage of development. They should be encouraged to get as close to the target as possible. It is better to be slightly behind the target than in front. Players should avoid focusing on elements that they cannot control. Things like weather, playing surface, or the timing of the lunch are distractions and should not be emphasized.



A positive mindset and a concentration on the things within their control, such as their delivery mechanics and behaviour, will go a long way towards developing confidence in competition.

One of the best ways for new bowlers to learn the tactics of the game is to have them assigned a Bowls Buddy, an experienced player, that they can play games with, ask questions of various situations, and learn the strategies. This works well for learning the rules of the game as well to avoid overwhelming players with too much to begin with.



7 | SELECTING AND IMPLEMENTING PURPOSEFUL GAMES





7 | Selecting and Implementing Purposeful Games

This section presents the information that you as a Bowls Club Coach need to know to select and implement purposeful games and drills with the participants you coach. There are four topics in this section:

1. Activities for a Practice
2. Principles of Effective Games and Drills
3. The Challenge Zone
4. Games to Develop Bowls Skills

[7.1] Activities for a Practice

Taking activities, adding some imagination, and turning the activities into a purposeful game really works with bowlers of all ages and abilities. It is important for Club Coaches to encourage the philosophy that regardless of ability and experience, it is essential that bowlers continue to practice and develop their skills. Coaches should emphasize teaching drills and activities that bowlers can easily incorporate into their individual practice sessions. The continuation of purposeful practice that incorporates drills and games which develop tactical and technical skills will result in continuous improvement and enjoyment of the game. Effective practice planning requires making good activity choices. Good activity choices take into account:

- Participants' specific needs
- Participants' LTAD stage
- Participants' safety
- Appropriate explanations and demonstrations
- The logistics of the practice — the number of participants, time, space available, and amount of equipment provided

By taking into account the variables listed above, you can select the type and conditions of practice that are most appropriate. This way, you increase the probability that the desired learning or training effects will occur.

The steps described below set out how to design/select the activities of a practice:

- **Step 1 — Determine what you want participants to be able to do (your goal)** during the practice. This may be part of a long-term goal, one that may take several practices or even weeks to achieve.



- **Step 2 — Assess the nature of the task** you want participants to be able to do in terms of the skills and the athletic abilities (physical, motor, tactical, and mental) involved.
- **Step 3 —** Given the nature of the task and its demands, **ask whether it is appropriate to participants' age and developmental stage, as well as their stage of skill development.** If it is, proceed to Step 4; if it isn't, return to Step 1 and make the necessary adjustments.
- **Step 4 — Identify potential risk factors** associated with the activity, and take them into account in the activity you design.
- **Step 5 — Take into account the logistics of the practice** — number of participants, space, and amount of equipment available and how that will affect the design/selection of an activity.
- **Step 6 — Design/select an activity for developing the skill that is safe and ensures maximum activity.**
- **Step 7 —** Define the **measures of success for the activity.** This measure of success should answer the question: "How do I know the performance of the skill is improving?"
- **Step 8 —** Think about the best way to **explain** and **demonstrate** the activities to make it easy for participants to understand what the activity is about and how it should be performed.
- **Step 9 —** At the end of practice, assess its effectiveness in achieving your goal.

[7.2] Principles of Effective Games and Drills

Games and drills are effective for developing skills and building confidence when they meet the following criteria:

- Games and drills are fun
- Games and drills are safe
- Games and drills have a graduated challenge, starting from the simple and working to the more complex
- Games and drills aren't so hard that participants quit
- Games and drills aren't so easy that participants are bored
- Games and drills are played in a supportive environment where participants encourage one another through compliments and cheering



	<p>Rules:</p> <p>Equipment required:</p>
Explanation of the Game/Drill	<p>Explain 3-5 key points about playing the game/:</p>
Demonstration of the Game/Drill	<p>How are you going to demonstrate the game/drill?</p> <p>Who is going to demonstrate the game/drill?</p> <p>What view do you want the participants to have of the demonstration?</p>



Appropriateness of the Game/Drill	<p>Is the game/drill safe? How could you make it safer?</p> <p>Does it match participants' needs and LTAD stage?</p> <p>How does this game/drill enhance participants' self-esteem?</p> <p>How effectively did the game/drill achieve its purpose?</p>



7.2.2 Game/Drill Presentations

Listen and observe carefully as the first presenter explains and demonstrates a purposeful game. In the table below, assess the appropriateness of the game and the characteristics of the explanation and demonstration. Repeat the process for every game another presenter explains and demonstrates.

Presenter	Characteristics of the Game				Characteristics of Explanation/Demonstration					
	Safety	Meets Participant Needs	LTAD & Age Appropriate	Builds Self-esteem	Purpose Explained	Organization Outlined	Rules Explained	Equipment in Place	3-5 Key Points	Demo Clear
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										



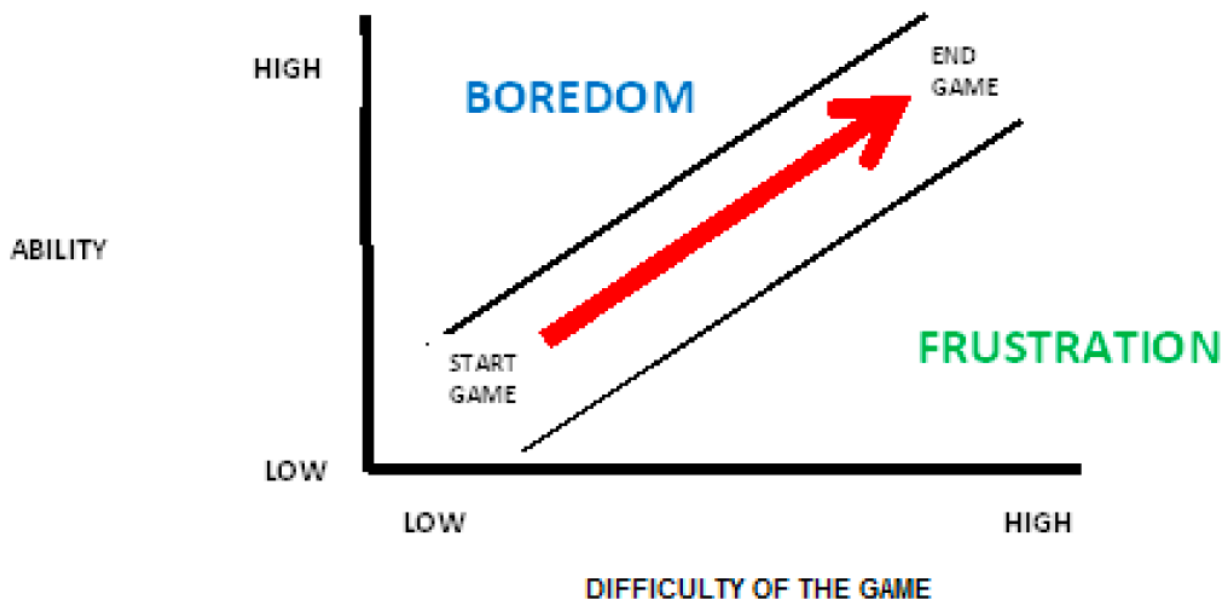
[7.3] The Challenge Zone

7.3.1 Or, Matching the Difficulty of the Activity with Participants' Skill Level

While participants are performing an activity, you should verify that they are appropriately challenged. When the demands of an activity are too high for their ability, they may become anxious or discouraged and may have difficulty learning. On the other hand, when the requirements are too low, participants may quickly show signs of boredom or lack of interest. The difficulty level associated with the activity must therefore be optimal, i.e., participants must feel that they have the ability to succeed but that the **activity represents a challenge**.

Participants will be motivated to learn when they are challenged at the appropriate level. This implies there must be a reasonable chance of success OR failure when they are performing an activity. **As a general rule, if participants succeed approximately 2 times out of 3, the activity represents a suitable challenge.**

SELECTING/ DESIGNING A GAME



Source: Adapted from Brunelle, Drouin, Godbout, and Tousignant, 1988



[7.4] Games to Develop Bowls Skills

Here are some examples of games that can be played in the main part of a practice. Games bring the technical, tactical and psychological components of bowls together into a concise activity for bowlers at all stages of development.

The games included in this section range from Learn to Bowl right through to Learn to Compete. While Learn to Compete games are not appropriate for new bowlers, the games in this section can be adapted to fit your participants' stage of development. Games that focus on skill development are most appropriate for new bowlers. Club Coaches should focus on the simplest adaptations for games that are geared towards the Train to Play or Learn to Compete LTAD stages.

Spiders

LTAD stage	Learn to Bowl -- Train to Play, Bowling for Life
Objective	This game is suitable when the session theme is line or weight
Equipment	bowls, mat, jack
Place a target in the very center of the green. Have the participants stand around the perimeter of the green. Everyone rolls their bowl at the target at the same time. The closest bowl to the target once all bowls have come to a complete stop is declared the winner. Just as in a game, the target is allowed to move. If using a jack as a target, consider placing a loonie on top of the jack and tell participants that closest to the loonie will be the winning shot. This will prevent participants from driving at the jack in hopes of moving it away from the rest of the bowls.	

Inch Worm

LTAD stage	Learn to Bowl -- Train to Play, Bowling for Life
Objective	This game is suitable when the session theme is weight
Equipment	Bowls and mats
Divide into teams of 3 – 4 bowlers. Each bowler has four bowls. First bowler of each team rolls their bowl to a pre-determined distance on the rink. The second bowler tries to roll a bowl just past the first bowl, within mat length. The next bowler attempts to roll their bowl to a mat length past the second bowl. Only bowls that roll short or too long of the target bowl are removed from play by the coach. Bowlers continue in this format until all bowls are used OR they have reached a pre-determined end distance.	



Consistency, 3-2-1 or Cut-throat

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when the practice theme is line or weight
Equipment	Mats, bowls, and jacks
<p>Played by two, three or four players with four, three or two bowls respectively. The objective of the game is to deliver bowls as close to the target as possible with the four closest bowls scoring, which can belong to any player. The closest bowl scores four points, the next closest three points, the next scores two points and the fourth bowl scores one point. Adapt the game for ability by adjusting the size and distance of the target. Use a large flat mat as a target for beginners and jack for more advanced bowlers.</p>	

Line-em Up

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when the theme is weight control
Equipment	One mat, 2 jacks and 6 bowls. 3 players
<p>Set up the 6 bowls along the center line of a rink evenly spaced from the hog line to the 2-meter mark. One person stands near the jacks placed on both sides of the bowl closest to the players. One player bowls to the left and one bowls to the right. Each player rolls a bowl in turn to their side. If within mat length of the jack, that players jack is moved back to the next bowl. Bowls are removed when bowled and returned when all 4 are rolled. The player that reaches the last bowl first wins the game. Game can be repeated, having the players switch sides.</p>	



Golf

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when the practice theme is weight, line and side choice or focus
Equipment	Mats and objects such as round placemats, hoops, mini-cones or tennis balls cut in half to serve as targets
<p>A “course” of 18 “holes” is set out, going up and down the green. The course consists of mats for the “tees”, and other target objects for the “holes”. Half tennis balls make good targets or flat rubber discs make good targets. The distance between the mat and the hole can vary. Most are in the mid-length range but there can be a couple of longer ones and some shorter. The object of the game is to roll a bowl within a pre-determined distance from the target. Have players start at different “holes” to avoid standing in line. There is a mercy rule allowing players who do not achieve the object to move on to the next hole. The distance from the target, the number of attempts and the mercy rule are adjusted depending on the development level. Players keep their score, (the number of attempts to achieve the objective), and the lowest scorer is recognized. The key to the fun is to make sure that coaches and helpers work with the beginner players as they play, encouraging them, recognizing success, and adjusting expectations to match the players' individual abilities.</p>	

Gaps

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when the theme is line control or marketing a line adjustment
Equipment	One jack and 4 bowls
<p>Set four bowls perpendicular to the rink about 4 feet in front of a jack. Each player rolls a bowl in turn around the first bowl on the right. The closest to the jack scores a point. Each player rolls a bowl through the first gap. The closest to the jack scores a point. If a bowl hits a bowl the player deducts a point, and the bowl is replaced. If a bowl is short of the gap deduct a point. Repeat going around the bowl on the left and then roll a bowl through the gap.</p> <p>Adaptation: This game could be altered so each player owns 2 of the bowls in the head. Play the end in a regular rotation fashion and count the shots.</p>	



Back of the queue

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when session theme is pre-delivery or weight control
Equipment	6 mats set from left to right

Set first mat is 4 meters from the ditch. All other mats are set 2 meters behind and 4 meters to the left of each mat. Set 6 targets one meter from the ditch in line with the mats. Each player has 2 bowls. Spread players equally across the different mats and have them line up behind their “starting” mat. As soon as one bowl stops between the target and the ditch the player moves to the next mat to the left. If neither bowl falls in the target area the player goes to the end of the queue for the same mat to try again. Continue progressing through the ‘course’ until all players have had a chance to try all mats, or a time limit has been reached.

Crown bowls

LTAD stage	Learn to Bowl through to Learn to Compete, Bowling for Life
Objective	This game is suitable when the practice theme is pre-delivery, line or weight, learning to use the tape measure
Equipment	Mat and jack for every group of 2 players. Players need 2 bowls each, a score card and a pencil

Determine who goes first. Mat is placed anywhere on the green pointing in any direction. Jack is rolled to any length in any direction and first bowl is delivered by jack roller. Opponent rolls one bowl. Original player rolls second bowl followed by opponent’s last bowl. The mat is carried to the head. The head is scored in the normal fashion and recorded on the score sheet. The end winner places the mat where the jack was, pointing in any direction and the winner now rolls the jack. Game can continue for a set number of ends or a time limit.

Make it easier for beginners: Coach chooses the position of the jack and mat for each end and places it at different lengths each time to encourage different lines and weights.

Make it more challenging – Game can become a competition by playing winners against winners in game 2 and repeat for game 3. Use this opportunity to introduce and practice the concept of using the tape measure.



Second shot

LTAD stage	Train to Play -- Learn to Compete, Bowling for Life
Objective	This game is suitable when the session theme is game plan and scoring practice
Equipment	A mat and jack for every group of 2 players. Players need 3 bowls each, a score card and a pencil
<p>Rules of the game. Determine who goes first. Play one end of 3 bowl singles. Remove the closest bowl for each player and score the end.</p>	

Winners and losers

LTAD stage	Train to Play -- Learn to Compete, Bowling for Life
Objective	This game is suitable when the theme is shot choice, game plan, role of the skip or practice scoring
Equipment	mat and a jack and 2 sets of 2 bowls, pencil and scorecard
<p>Set up enough heads and mats to accommodate 2 bowlers on each mat. Set up each head different but in all cases one team is scoring 2 points. Chalk the position of the bowls using a circle for one team and an x for the other team. Chalk the jack position using 4 surrounding dots. Players will need 2 bowls, a score card and a pencil. Players determine who goes first. The player that rolls first is down 2 in the head. Play the head in a normal game rotation and then score the head remembering to include the bowls pre-set in the head. Reset the head using the chalked positions. The winner moves to the next rink and rolls the first bowl so is down 2 in the head. The loser remains on the rink where they were but rolls second so is up 2 in the head. The overall winner can be decided by who moved the most or by the score. Play using a time limit to end the games.</p> <p>Make it more challenging for Learn to Compete bowlers: The same game can be used but players roll 3 bowls each. One must be a drive and one must be a draw. When they choose to roll the drive or draw is the player's decision.</p>	



Jacks

LTAD stage	Train to Play -- Learn to Compete, Bowling for Life
Objective	This game is suitable for jack practice, length, line, and adjustment
Equipment	One mat and 3 jacks for every set of 2 players. Players need 4 bowls, a score card and a pencil
<p>Determine who goes first. One player rolls 3 jacks to a short, medium and long length on the rink, playing in game rotation each player rolls one bowl to the same jack and the closest bowl scores one point. Continue to roll to the other 2 jacks and score in the same manner. The last bowl can be rolled as a drive to any of the jacks scoring a point if the jack is hit.</p> <p>This game can be changed by rolling 3 bowls to the different lengths and then rolling the jacks to each bowl. This will develop jack rolling.</p>	

Jack Last (also called Jack'O)

LTAD stage	Train to Play -- Learn to Compete, Bowling for Life
Objective	This game is suitable for practices for jack rolling, game plan, strategy, head building
Equipment	One jack and a mat for every 2 bowlers. Bowlers need 4 bowls, a score card and a pencil.
<p>Determine who rolls first. Each player rolls all 4 of the bowls alternately with their opponent. The person that rolled the first bowl then rolls the jack. The end is scored one point if the jack roller has a minimum of 2 bowls closer to the jack than opponent bowl or one point if the player that does not roll the jack has their bowl closest to the jack. In the next end the second player now rolls the first bowl. The game continues as above to a time limit or a specified number of ends. Play four ends. Encourage visits to the head.</p>	



Aussie Pairs or 2-4-2

LTAD stage	Train to Play -- Learn to Compete, Bowling for Life
Objective	This game is suitable for helping bowlers learn the roles of different positions. The theme is communication or roles of your bowls for any position.
Equipment	Mat and a jack. 4 players play 4 bowl pairs.
<p>First player on each team rolls 2 bowls alternately and then changes positions with their teammates who roll 4 bowls alternately. Players change position again and roll their remaining 2 bowls. The order of play now switches, and the second team players roll the first 2 bowls.</p> <p>Aussie pairs allows everyone to play all 4 of the positions in a fours/rink game. Play 2 ends so each player plays all positions. A coach records what is seen re communication. Following the 2 ends, provide feedback to the players. At this point the coach mentions the 3 ways to communicate to the bowlers. Hand signals, voice, and body language. Discuss where to stand in the head, when to give information, how much to give, listening to alternative suggestions from the mat. Play 2 more ends. Observe changes and report. Discuss changes and have the players see if they can see a difference. This time let the players do the talking. Now discuss communication from the mat end and what to do when there was not consensus. Words such as respect, trust, tone of voice, should be mentioned. Discuss going to the head to view different shot choices when in doubt or not sure what the shot is. Emphasize the importance of knowing the shot required and the importance of commitment to success.</p>	



8 | PUTTING IT ALL TOGETHER





8 | PUTTING IT ALL TOGETHER

This section gives you the information you need to know to tell an effective practice plan from an ineffective practice plan and how to modify ineffective practice plans. As you progress through this section, you will find that the information you need to know to make the recommended changes is all the material you have covered in the previous sections of this manual.

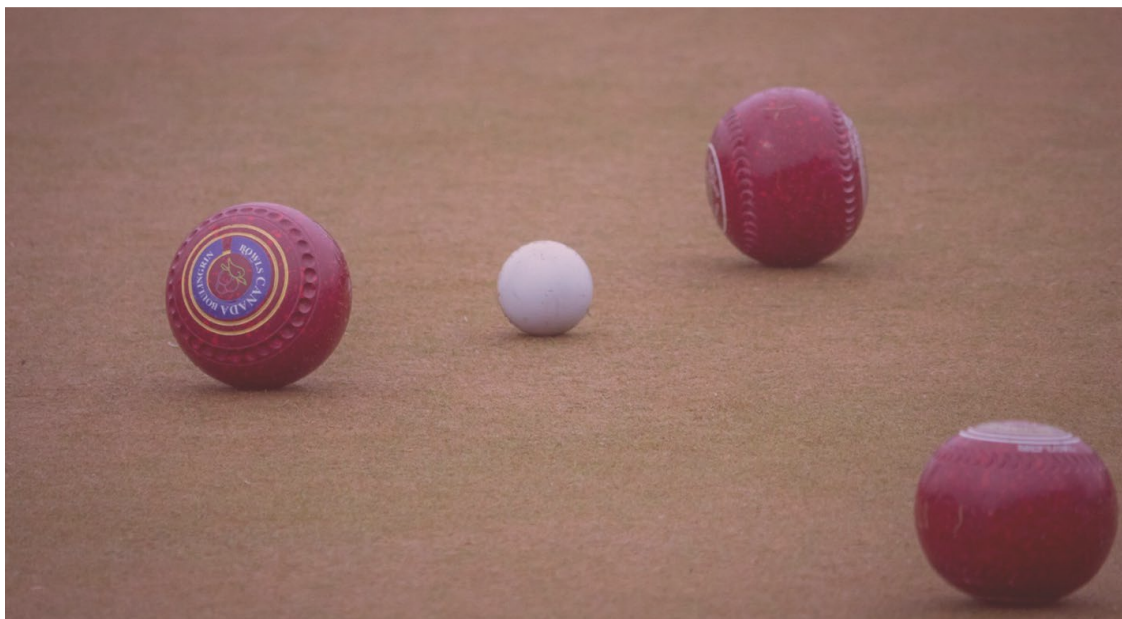
There are three topics in this section:

1. The Parts of a Practice Plan
2. Self-reflection after the Practice
3. Practice Plan Checklist and Sample Practice Plan

[8.1] The Parts of a Practice Plan

A well-structured practice plan has five parts:

1. The Introduction
2. The Warm-up
3. The Main Part
4. The Cool-down
5. The Conclusion





The following table summarizes the contents of each part of a practice plan and provides tips on how to structure each part well.

Key Parts of a Complete Practice Plan for Recreational Bowlers

Time	Practice Part	Key Contents and Tips
variable 2-3 min	Introduction	<p>Before practice begins...</p> <ul style="list-style-type: none"> ● Arrive early ● Inspect facilities ● Organize equipment ● Greet each participant as he or she arrives, get a feel for his or her mood <p>At the beginning of practice...</p> <ul style="list-style-type: none"> ● Start on time ● Ask participants to gather in front of you ● Talk briefly about the goals of the practice ● Give specific safety instructions ● For Junior Programs, consider beginning with a team cheer
5-10 min 8-15 min	Warm-up	<p>General warm-up</p> <ul style="list-style-type: none"> ● General exercises or games to raise body temperature ● Dynamic flexibility exercises warm up the muscles and prepare the body for the range of movements involved in lawn bowls. Routinely exercising before playing is also an important part of mental preparation <p>Specific warm-up</p> <ul style="list-style-type: none"> ● Short activities that participants already know and that mimic the movements of the main part ● Intensity should gradually increase but not tire the participants <p>Note: Never skip or rush a warm-up, as this may lead to injury.</p>



15-30 min	Main Part	<ul style="list-style-type: none"> ● Sequence three or more activities (depending on time and logistics) together in a progressive fashion. You may wish to link a teaching drill with a game that provides opportunity to practice the new skill. ● When coaching a Junior Program, consider using cooperative games whenever possible ● Avoid elimination activities, because participants who need the most practice get eliminated first (e.g., if you fail to make the first shot, you're out) ● If assistants are available, set up stations to minimize downtime and line-ups ● Aim to improve fundamental movement skills in children ● Aim to improve appropriate fundamental sport skills for all participants ● Include modified mini games and drills that allow everyone to participate as appropriate
5-10 min	Cool-down	<ul style="list-style-type: none"> ● Gradually decrease intensity ● Follow with stretching ● Cool down activities may be omitted if the physical activity level during the practice session has been low.
2-3 min	Conclusion	<ul style="list-style-type: none"> ● Give brief comments on what went well, what needs improving ● If coaching a Junior Program, consider ending with a team cheer ● Ensure that nobody is leaving feeling frustrated or in an aggressive mood



8.1.1 The Introduction

The introduction specifies two things:

- What you will do immediately before practice begins
 - How you will prepare the site and equipment
 - How you will conduct a safety inspection of the facility
 - How you will greet each participant as he or she arrives and get a feel for his or her mood
- What you will do at the start of the practice
 - Provide a brief overview of the session to come
 - State the goals of the practice

Goal-setting helps ensure that the activities in the practice reflect the LTAD stage of the participants you coach.

Bowls Canada’s Club Coach training addresses “Learn to Bowl” and Bowls for Life LTAD levels.

Here are some sample goals for practices for bowlers at these LTAD stages:

LTAD Stage	Sample Practice Goals
Learn to Bowl	<ul style="list-style-type: none"> ● Practice delivering to targets (see Skill Performance Indicator chart on next page) ● Improve understanding of basic rules such as mat possession, touchers, or live versus dead bowls ● Introduce the basic structure of a fours game
Train to Play	<ul style="list-style-type: none"> ● Practice delivering to targets (see Skill Performance Indicator chart on next page) ● Introduce learning how to read the head ● Positioning the jack to play your strengths

Skill Performance Indicators

These benchmarks are based on practice/training drills and the percentages, which may seem high – bear in mind that game standards/percentages will be considerably lower.



LEARN TO BOWL

Skill	Beginning of the Stage	Middle of the Stage	End of the Stage
Controlling the length of the jack	23 metres 50% of the time and in play	23 metres 75% of the time and in play	23 metres 100% of the time and in play
Bowling to the centre line	Within 1 metre of the centre line 50% of the time	Within 90 cm of the centre line 60% of the time	Within 80 cm of the centre line 70% of the time
Controlling the length of the bowl	Within 3 metres of the jack 50% of the time	Within 3 metres of the jack 60% of the time	Within 3 metres of the jack 70% of the time

TRAIN TO PLAY

Skill	Beginning of the Stage	Middle of the Stage	End of the Stage
Controlling the length of the jack	Within 3 metres of the desired length 50% of the time	Within 2 metres of the desired length 50% of the time	Within 2 metres 70% of the time and in play
Bowling to the centre line	Within 80 cm of the centre line 70% of the time	Within 70 cm of the centre line 70% of the time	Within 60 cm of the centre line 70% of the time
Controlling the length of the bowl	Within 3 metres of the jack 70% of the time	Within 2 metres of the jack 70% of the time	Within 1 metre of the jack 70% of the time

Bowlers in the Learn to Bowl and Train to Play stages may struggle with the concept of “proximity to the jack”. These participants may learn more quickly when the objective of rolling the jack or rolling a bowl is to make it stop on a circular cloth target, about 3 feet or one meter in diameter.

Goals should also be **SMART**:

- **Specific** — I clearly indicated what I want to accomplish
- **Measurable** — I will be able to tell when and if the goal is achieved
- **Achievable** — Participants’ current skills will allow them to achieve this goal
- **Realistic** — The goal is consistent with the available playing surface
- **Timely** — There will be enough time in practice to achieve this goal



8.1.2 The Warm-up

The warm-up consists of activities that gradually activate the participants and prepare them physically and mentally to perform the main part of the practice. The warm-up has two parts:

1. **The general warm-up** aims to raise the body temperature until the participant sweats, to allow for progressive muscle stretching.
2. **The specific warm-up**, designed to prepare the warmed muscles for the types of movements the participant will perform in the main part of the practice.

The Warm-up period can also include verbal interaction between the coach and participants; e.g. review of progress/activities since the previous practice, sharing experiences during individual practice and playing times. These conversations are intended to give the coach an idea of the participants' mood and their concerns.

A general warm up for adults may consist of a briskly walking once or twice around the green followed by arm and leg swinging exercises, some squats and some lunges.

Stretching following a dynamic warm up can play an important role in preparing the body to play bowls. Always perform a warm up before stretching. Advise bowlers to stretch to the point of resistance and not pain. There should not be any pain during stretching. Hold static stretches for 15 - 45 seconds depending on the bowler's experience with a stretching program. Do not bounce during the stretch. Keep breathing during stretches as it will relax the body and enable it to perform to its maximum potential.

The Stretching Movements

Glutes





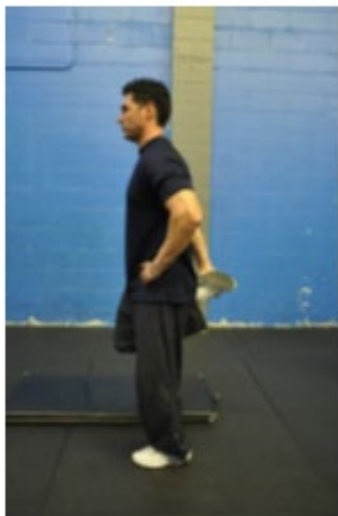
Hamstrings



Hip Flexors



Quadriceps



Calf Stretch



Chest



Back





8.1.3 The Main Part

The main part consists of a smooth flow of activities that challenge the participants and help them improve sport-specific abilities and fitness. The activities chosen must be appropriate for lawn bowls as well as the participants' age, fitness, and ability levels.

Appropriate activities:

- Provide an opportunity to practice the new skill just learned.
- Promote the learning of skills and give all participants opportunities to be active throughout the practice.
- Encourage participation. The more they get to participate — meaning the more they engage in physical lawn bowls activities — the faster they improve their skills.
- Keep participants moving. For this to happen, you must:
 - Have enough equipment for each participant
 - Ensure that participants aren't waiting in line
 - Rotate participants through activity game or drill stations
 - Modify games so participants get more playing time
 - Take participants' attention span into account

Checklist for Effective Activities for Each LTAD Stage

Here are some questions to ask to determine if an activity will contribute to an effective practice at any LTAD stage:

- Will the activity contribute to my practice goal?
- Does the activity focus on the skill I want to introduce or refine?
- Will the activity allow the participants to be successful after 2 to 3 attempts?
- Does the activity require supporting skills?
- Are the supporting skills already familiar to the participants?





Here is a checklist you can use to determine if an activity will contribute to an effective practice for **CHILDREN** in a specific LTAD stage.

<p>Active Start</p>	<ul style="list-style-type: none"> ★ Allows everyone to participate ★ Incorporates imagination and creativity 	<ul style="list-style-type: none"> ★ Involves fundamental movement skills ★ Makes everyone shine
<p>FUNdamentals</p>	<ul style="list-style-type: none"> ★ Keeps things short — 3 to 5 minutes per activity ★ Allows for a high probability of success ★ Allows for lots of variety ★ Makes it FUN! 	<ul style="list-style-type: none"> ★ Limits “all-out” physical effort — a few seconds per activity ★ Uses equipment that is designed for children
<p>Learn to Bowl</p>	<ul style="list-style-type: none"> ★ Refines fundamental movement skills ★ Introduces basic lawn bowls skills and basic tactics ★ Keeps things short — 5-10 minutes per activity ★ Limits all-out physical effort — 20-60 seconds at a time ★ Uses equipment designed for children ★ Emphasizes practice and learning ... NOT competing 	<ul style="list-style-type: none"> ★ Develops confidence and self-esteem ★ Provides peer interaction and cooperation ★ Teaches how to put winning and losing into perspective ★ Highlights giving 100% effort ★ Allows for a high probability of success ★ Makes children shine as individuals and as a team ★ Makes it FUN!



And here is a checklist you can use to determine if an activity will contribute to an effective practice for participants of ALL AGES in a specific LTAD stage.

<p>Learn to Bowl</p>	<ul style="list-style-type: none"> ★ Learn and develop Lawn Bowls technical skills ★ Gain knowledge and understanding of rules and etiquette ★ Are introduced to basic strategy and tactics ★ Appreciate the importance of being physically prepared to play ★ Become familiar with the organization of their Club, Provincial and National organizations. ★ Develop confidence and self-esteem ★ Have Fun!
<p>Bowling for Life</p>	<ul style="list-style-type: none"> ★ Broaden and refine their technical skill levels ★ Learn how to measure and assess their level of performance under practice and game conditions ★ Develop a sound understanding of the rules and etiquette of Lawn Bowls ★ Understand and apply effective strategies and tactics ★ Maintain physical conditioning appropriate to their level of play ★ Understand the part the mental game plays in Lawn Bowls. ★ Have Fun!

The games found in Section 6 can be used in the Main Part of a practice to develop skills and confidence. Games such as Crown Green Bowls, Second Shot, Gaps, etc., bring the technical, tactical and psychological components of bowls together.

8.1.4 The Cool-down

Depending on the level of activity during the practice session and the age of the participants, it is helpful to incorporate a cool-down period.

The purpose of the cool-down is to start the body's recovery. The cool-down consists of low-intensity activities that create a transition between the more intense efforts of the main part and the end of the practice. The cool-down also gives participants some time to stretch before the practice ends.



A cool-down allows both the participants and the coach to:

- Do relaxation and stretching exercises
- Share highlights
- Reflect on what they accomplished
- Share feedback

Here are some sample relaxation cool-down activities:

Large Body Rotations

- ❖ Body rotations are a great way to slow down the heart and provide some dynamic stretching. Engage the large body parts — trunk, arms, legs — and rotate in a slow, controlled manner. Rotate in both directions to develop balanced flexibility.

Floppy Rag Doll

- ❖ The purpose of this activity is to release any muscle tension that might have built up over the practice. Have children pretend they're floppy rag dolls or bean-bag animals. Start by shaking the entire body; then move to individual body parts. Encourage children to be as loose and floppy as possible. This is a great dynamic stretching activity. This activity works well with adults as well, only instead of asking them to “pretend”, provide sensation statements that describe the loose flowing feeling you want them to achieve.

Balloon

- ❖ For younger children, pretending to be a big balloon full of hot air is a fun cool-down. Tell the children that their balloon has a small leak, and encourage them to slowly deflate down to the ground.

Tree in the Wind

- ❖ This is a nice cool-down at any age. Stand with the feet wide apart and the knees slightly bent. Raise both arms overhead and gently wave them from side to side, like a tree in the wind. For adults, this stretch has a very “yoga-esque” feel to it.

Deep Breaths and Hug

- ❖ Breathe slowly and deeply in through the nose and out through the mouth three or four times. Then wrap the arms around the shoulders, and give yourself a big hug and a pat on the back. This is a great way to wrap up the cool-down and practice.



8.1.5 The Conclusion

The conclusion consists of the coach providing some comments on the practice, as well as information about the next practice or game. The conclusion should always finish on a positive and friendly note. ALWAYS find something encouraging to say to each participant as he or she leaves the practice. If coaching a junior program, ensure children leave with a parent or caregiver.

The conclusion also gives participants a chance to provide feedback on the practice. However, obtaining feedback from young children or even shy adults can be challenging:

- Participants may feel pressure to say they liked an activity because they think that's what you want them to say.
- Participants may not have the confidence to speak out in front of their peers.

Here are two examples of how to get around this with children; both involve relaxation and sharing:

- Have the children lie down on the grass or gym floor with their eyes closed. Ask them to picture in their minds the different games they played during the practice. As you name the different games, have the children tell you whether they liked the activity by raising and lowering their hands.
- Have the children lie down on the grass or gym floor with their eyes closed. Name each game, and ask the children to give a thumbs up or a thumbs down to indicate their likes and dislikes.
- The key to both of these approaches is having the children keep their eyes closed so they can't base their opinion on the actions of the other children.

Taking the opportunity to speak to adult participants one on one may result in specific feedback. Another approach may be to set up a comments box that participants are encouraged to populate at their leisure. This type of feedback can be very helpful when planning your future practices.

When coaching Juniors, never leave the practice until all the children have been picked up by a parent or guardian!



[8.2] Self-reflection after the Practice

Immediately after practice, reflect on the practice. The following checklists help identify what went well and should be repeated, as well as what can be added or improved in the next practice. Note the results of these reflections in your practice plan for future reference.

- Self-reflection checklist on meeting your practice goals (use the SMART goal checklist)
 - **Specific** — Did I clearly indicate what I wanted to accomplish?
 - **Measurable** — Did I achieve what I hoped for?
 - **Achievable** — Were the participants skilled enough to achieve the goal?
 - **Realistic** — Was the goal consistent with participants' playing environment?
 - **Timely** — Was there enough time in the practice to achieve the goal?

- Self-reflection checklist on giving feedback
 - Was my feedback...
 - Encouraging?
 - Specific?
 - Positive and constructive?
 - Focused on WHAT to improve?
 - Balanced?
 - Short and simple?

- Checklist for helping to build participants' confidence and self-esteem
 - At practice today,..
 - Was I warm and welcoming?
 - Did I encourage fair play?
 - Did I allow everyone to shine?
 - Did I prevent behaviour that made others feel bad?
 - Did I acknowledge and encourage effort?
 - Did I provide frequent and sincere praise?
 - Was I happy to be there?



[8.3] Practice Planning Checklist and Sample Practice Plan

PRACTICE PLANNING CHECKLIST

Structure and Organization

- ❖ The practice is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- ❖ The length of the practice is appropriate for participants' age and ability.
- ❖ Available facilities and equipment are used as fully as needed to achieve practice goals.
- ❖ The practice includes a variety of activities.
- ❖ Activities are planned so there is minimal waiting time for participants.
- ❖ The transition from one activity to the next minimizes the time wasted.
- ❖ Activities are presented in the appropriate order in the main part of the practice.

Choice of Activities

- ❖ The activities are appropriate to participants' LTAD stage.
- ❖ The activities are adapted to participants' skill and fitness level.
- ❖ The activities have well-defined goals, and the purpose of the tasks involved is clear.
- ❖ The activities are relevant to the sport.

Success and Challenge

- ❖ The activities present reasonable challenges to the participants.
- ❖ The activities are chosen or designed so that the participants succeed on average three out of four times when performing tasks.

Safety

- ❖ Potential environmental, equipment and facilities, and human risk factors have been considered, and the activities are designed accordingly.
- ❖ An Emergency Action Plan is available.



SAMPLE PRACTICE PLAN



Date:	Group:	Time:	Location:
LTAD Stage:	Safety Notes:	Practice Goal:	
Philosophy:	Intro Messages:		

Time	Equipment	Key Contents and Tips
<i>Warm-up</i> 5-10 min Total: 8-15 minutes		General warm-up <input type="checkbox"/> <input type="checkbox"/> Specific warm-up <input type="checkbox"/> <input type="checkbox"/>
<i>Main Part</i> 30-45 min Total: 45-60 minutes		Teaching Drill <input type="checkbox"/> <input type="checkbox"/> Activity 1 <input type="checkbox"/> <input type="checkbox"/> Activity 2 <input type="checkbox"/> <input type="checkbox"/> Modified Game <input type="checkbox"/> <input type="checkbox"/>
<i>Cool-down</i> 5-10 min Total: 50-70 minutes		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Conclusion</i> 5 min Total: 55 – 75 minutes		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



APPENDIX A – BOWLER’S GLOSSARY OF TERMS

Term	Definition
Aiming line	an imaginary line the player aims along to allow for the bias of the bowl
Bank	the area above the ditch, not part of the green
Bias	refers to the asymmetrical shape of the bowl and its effect whereby the bowl will curve in its path to the side of the bowl's slightly more rounded side (identified by the smaller set of rings)
Boundary pegs	white, orange or yellow poles, situated on the bank which indicate the boundary of each rink
Centre line	line marked at each end of the rink indicating the middle of the rink. The mat is placed on the center line. After being rolled, the jack is also straightened to rest on the center line
Delivery	the action of rolling the bowl or jack
Dead Bowl	A bowl that has come to rest in the ditch without touching the jack or has come to rest outside the boundaries of the rink.



Dead (Burnt) End	When the jack is “dead” the end is declared dead. A jack is dead if it is moved by a bowl in play and it is knocked outside the boundaries of the rink or comes to rest on the rink at less than the minimum distance. If the format of play allows for the re-spotting of the jack if it goes out of play, the jack is placed at the two-meter mark and play continues. The end may also be declared dead under other situations that are described in the laws. All dead ends are replayed.
Ditch	the gutter around the outside edge of the green, usually filled with sand
Draw shot	the standard shot where players aim to deliver their bowl as close as possible to the jack or designated position
End	each ‘end’ begins with the placement of a mat and the rolling/placement of the jack. The end concludes once all players have delivered all of their bowls and the shots have been declared
Grass	a reference is sometimes made to delivering the bowl wide enough, or with ‘enough grass’ to allow for the bias of the bowl
Green	the rectangular playing surface covered in grass or synthetic grass, between 31 and 40 meters long
Head	the group of bowls, including the jack that has come to rest within the boundary of the rink



Heavy	when a bowl is unintentionally delivered beyond the target, also refers to a slow green
Jack	the small white or yellow unbiased ball which is the target for the game
Jack high	if a bowl is jack high, it means it has reached a position whereby its nearest part is laterally aligned with the jack. Effectively it means the bowl and jack are level
Live Bowls	A bowl that has come to rest within the boundaries of the rink beyond a minimum distance. A bowl that has touched the jack and comes to rest in the ditch or is knocked into the ditch within the boundary markers of the rink.
Mat	a non-slip area from where players must deliver their bowls, with some part of their foot on or over the mat upon release
Mat Line	The edge of the mat nearest to the front ditch. All measurements involving the mat and a jack or bowl will be taken from the center of the mat line.
Narrow	when a player has insufficiently allowed for the bias, the bowl will curve too far in front of the jack and finish wide of the mark. This is referred to as being 'too narrow'
Plinth	the edge of the grass which meets the ditch



Point of Aim	a point on the aiming line where the bowler focuses during delivery of the bowl
Rink	the playing area for each game indicated by boundary pegs. Usually, a green is divided into 7 or 8 rinks
Shot	shot can have several meanings. The shot or shots are the number of points scored in an end. It can also mean the type of delivery, e.g., a drawing shot, and during an end, the bowl that is currently nearest the jack
Toucher	is a bowl that touches the jack and remains in play which is marked with spray/chalk to signify it as being a toucher
Weight	the amount of force applied to the bowl when delivered
Wide	when a player has allowed too much for the bias, the bowl will curve behind the jack and finish wide of the mark. This is referred to as being 'too wide'



APPENDIX B – BASIC HAND SIGNALS

B.1 Counting the End

When your team has scored tap your shoulder the appropriate number of times to indicate the number of shots scored.

When your opponent scores tap your thigh for the number of shots down.



B.2 Mat Alignment

The skip's hands are held at shoulder height and palms facing about 35 cm (14") apart, moving them in unison to the right or left to indicate proper alignment.





B.3 Centering the Jack

The lead uses both hands above the shoulder, on the same side the jack is to be moved and displays the distance the jack needs to be moved. He/she adjusts the hands closer together as the jack gets moved toward the center line. Alternatively, the lead may indicate the direction the jack is to be moved by holding the arm out shoulder high and then lowering the arm to their side when the jack is centered.



B.4 Jack Alignment

The lead makes a slow chopping motion of the hand vertically in front of the body when the jack is centered.

B.5 Jack High Bowl

Move lower arm in pendula motion across the body to indicate that the bowl and jack are approximately equal distance from the mat





B.6 Bowling Forehand and Backhand

A skip will indicate to a player which hand to play by holding either the left or right arm outstretched to the side with the palm open.



B.7 Short or Long Bowls

Hold the hands at shoulder height, palms facing, at a distance apart equal to the distance that the bowl is short, then point forward to indicate the bowl was short. Use the same signal for a long or heavy bowl, then point the thumb over the shoulder to show that the bowl went past its objective.

Alternatively, one can hold one hand out towards one's side over the surface of the green signifying the distance the bowl was short or long.



APPENDIX C – PARTICIPANT-CENTERED COACHING

C.1 Self-Esteem and Coaching

What is self-esteem?

Self-esteem is an outcome of how positively an individual feels about himself/herself. A person's self-esteem can be directly affected by the positive and negative comments of others toward him/her, including those received during participation in sport.

The importance of self-esteem in sport

Sport gives participants the opportunity to acquire new abilities and to assess their skills in competition. Participants with high self-esteem tend to learn quicker and perform better than those with poor self-esteem. One of the most important phases of self-esteem development occurs between ages of six and 11. Therefore, parents, coaches, and other adults who work directly with young participants play significant roles in helping them feel good about themselves.

Even remarks that seem insignificant to the person who made them may have an impact on a participant. Parents and coaches should always point out things that the participant is doing well, as well as those that need to be improved. Positive reinforcement can be given on how a participant is performing a skill/activity, and can also be provided for aspects of behaviour that have little to do with performance in sport (e.g., following the rules, playing fair, being on time, taking good care of equipment, making others laugh or relax).

What you say matters a lot to participants, and so does body language. Coaches can directly impact the self-esteem of participants and therefore must carefully assess the potential impact of the words they use and the comments they make on participants before they are made.

Indicators of Low Self-esteem

The following behaviours may indicate that a participant has low self-esteem:

- He/she avoids performing a task or accepting a challenge or drops out after an initial error or poor performance.
- He/she cheats or lies to avoid losing a game or to avoid being perceived as a poor performer.



- He/she shows signs of regression by acting immaturely for his/her age.
- He/she becomes uncompromising in order to hide a feeling of incompetence, frustration, or powerlessness.
- He/she finds excuses (“The coach is stupid”) or diminishes the importance of the event (“I don’t like this sport anyway”).
- He/she marginalizes himself/herself by losing or reducing contact with his/her friends or with others in general.
- He/she experiences mood swings, is sad, cries, has temper tantrums, is frustrated, or is silent.
- He/she expresses negative comments about himself/herself (e.g., “I never do anything well,” “No one loves me,” “I’m ugly,” “It’s all my fault”).
- He/she has difficulty accepting compliments or criticism.
- He/she is excessively concerned about the opinions of others.
- He/she is highly influenced by his/her friends, even when the influence is very negative.
- He/she helps too much or never helps at all.

General Tips to Help Participants Improve Their Self-Esteem

- Give them a warm and personal welcome when they arrive, and make sure they are happy to be there.
- Show them that you have confidence in their ability to learn and improve.
- Show respect for them.
- Tell them what their positive qualities are and what they do well.
- Show them you appreciate them as people.
- Communicate with them in a positive way.
- Design activities that are suited to their level of performance. Establish realistic goals and expectations based on their abilities.
- Give sincere and frequent praise, especially to young children. Encourage effort and avoid always focusing on results. However, avoid giving false praise, as participants will soon stop valuing your feedback.
- Avoid games involving an elimination process because they may create unnecessary pressure. Create situations with high chances for success.
- Be specific when you praise efforts or performance.
- Praise them for their special achievements; recognize the progress they make.
- Smile, wink, or nod when you want to express acknowledgment. A high five is an excellent indication of support.
- Give them responsibilities. Involve them in the decision-making process and give everyone the opportunity to be a leader.
- Ask for their opinions and encourage them to ask questions.



Tips to Help Participants Develop Self-Esteem in Sport Situation

When commenting or providing feedback about the practice

- Make simple and specific suggestions.
- Have participants take responsibility for their actions.
- Encourage them.
- Be enthusiastic and constructive.
- Avoid giving the impression that coaching is a burden – have fun!
- Be as specific and thorough with your positive comments as you are with your corrections.
- Actively seek their contribution and input.
- Respect their opinion.
- Be flexible regarding your positions and opinions.
- Value their participation.

During a pre-competition talk

- Avoid dramatization; have participants focus on their actions, not on the final result.
- Be enthusiastic and constructive.
- Acknowledge their feelings and listen to them.
- Remind them of the things they do well.
- Express the trust you have in them.

After a competition win

Always comment on the competition.

- Enjoy the victory.
- Emphasize what they did right.
- Discuss what can be improved.
- Acknowledge the efforts of the opponent.
- Refer to what lies ahead and how what was learned in this competition will contribute to future success.

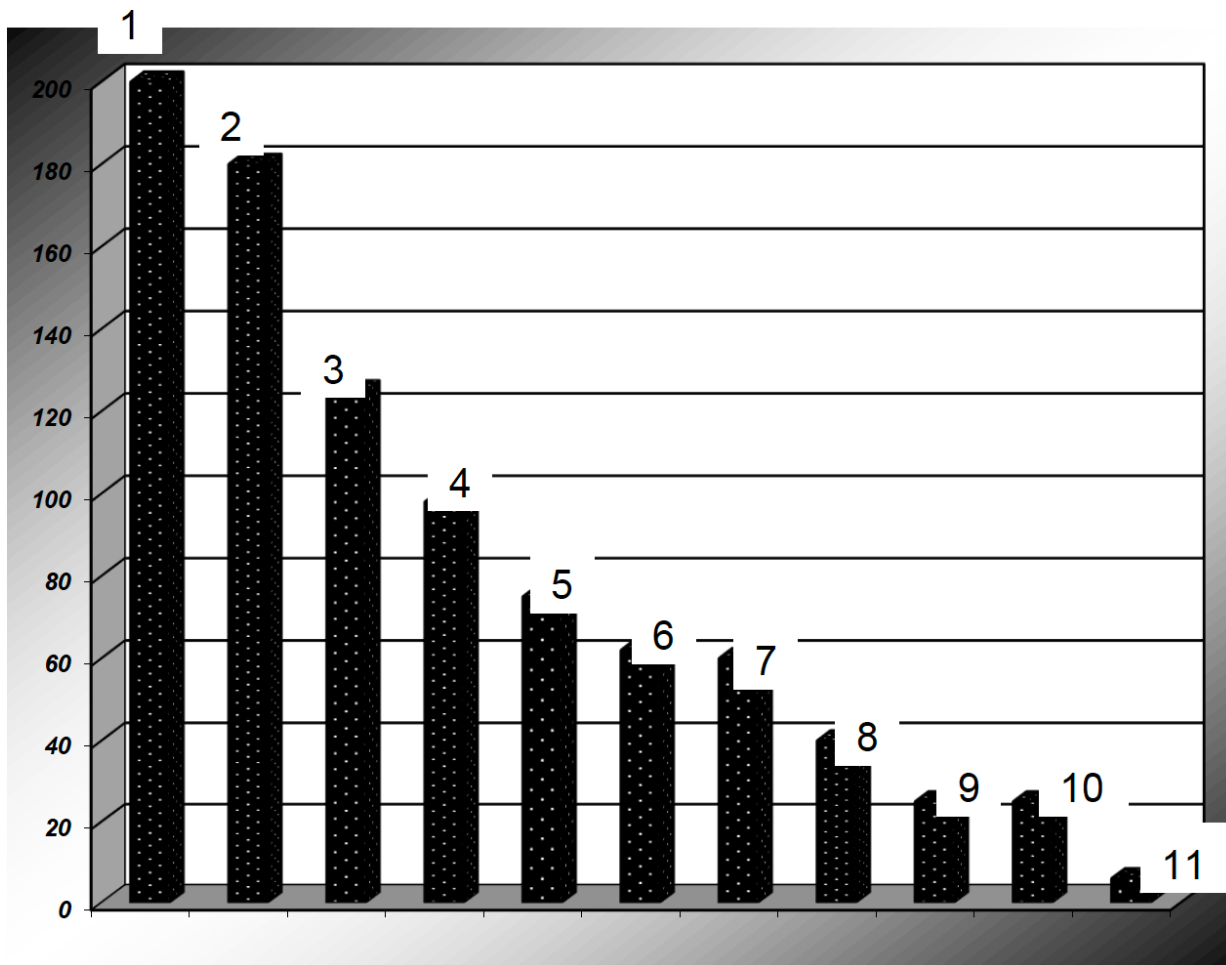
After a competition loss

- Acknowledge their efforts.
- Identify things done well and the strong points of the performance.
- Let them know specifically what can be improved.
- Ensure they learn from the defeat.
- Remind participants that there will be other opportunities and that what is important is giving their best effort.



C.2 What Parents Expect of Coaches

Parents play a pivotal role in determining the activities their children play. When coaching a junior program, understanding the expectations of parents will help you manage communication more effectively.



Legend

- | | |
|------------------------------------|---|
| 1 Make sport enjoyable | 7 Respect rules and officials |
| 2 Respect children as individuals | 8 Give equal opportunity for playing time |
| 3 Be a knowledgeable leader | 9 Plan activities effectively |
| 4 Be safety conscious | 10 Be approachable |
| 5 Act in a mature and adult manner | 11 Strive to Win |
| 6 Be fair | |



APPENDIX D – SAFETY

D.1 Must Knows about Adult Participants: Health Conditions

This health condition...	Involves...	And has these implications for training...
Alzheimer's Disease	Progressive degeneration of the brain, which in turn seriously harms thinking and memory	Training has many benefits for those in the early to moderate stages of Alzheimer's: <ul style="list-style-type: none"> ● Dramatic gains in physical fitness, mood, and pride ● Maintenance of language function ● Slower than typical decline in mental status Implementing a physical activity program is challenging, as problems arising from physical and mental decline, behavioural changes, and caregiver cooperation must be addressed
Asthma	<ul style="list-style-type: none"> ● Chronic inflammation of the airway, with symptoms such as shortness of breath, tightness in the chest, coughing, and wheezing ● For many with asthma, reduced breathing capacity during and after exercise; this is known as exercise-induced asthma 	<ul style="list-style-type: none"> ● Exercise is beneficial but must be tailored to individual needs ● Exercise intensity must be appropriate and can be determined via heart rate monitoring and ratings of perceived exertion ● Those with exercise-induced asthmas should never be without their inhaler ● Caution is essential when exercising in the cold, as cold air can trigger an asthma attack



<p>Chronic Obstructive Pulmonary Disease (COPD)</p>	<ul style="list-style-type: none"> ● Long-term lung disease such as chronic bronchitis and emphysema (usually caused by smoking) ● Symptoms such as shortness of breath, increased mucus, and coughing 	<ul style="list-style-type: none"> ● Exercise is an indispensable treatment for both bronchitis and emphysema ● The goal of exercise programs should be to improve breathing efficiency and the ability to exercise ● Activities of consistent intensity are appropriate ● Warm-ups and cool-downs help athletes avoid breathing difficulties
<p>Coronary heart disease (CHD)</p>	<ul style="list-style-type: none"> ● The narrowing of one or more coronary arteries 	<ul style="list-style-type: none"> ● Activities permitted run the gamut from very limited activity to regular daily activities ● Cardiac rehabilitation programs under medical supervision are appropriate for individuals with advanced CHD ● Those with known CHD should avoid high-intensity exercise ● Coaches must know the signs for stopping athletes from exercising, including chest pain, arrhythmias, and breathlessness ● Exercise programs should have longer warm-ups, which might expose discomfort or dizziness before higher intensity activity occurs
<p>Diabetes</p>	<ul style="list-style-type: none"> ● High levels of sugar in the blood ● With type 1 diabetes, the pancreas does not produce insulin at all, so glucose builds up in the bloodstream 	<ul style="list-style-type: none"> ● Exercise is an essential part of treating both forms of diabetes: ● Daily exercise helps maintain the balance between insulin production and caloric intake ● It can significantly lower blood-sugar levels ● Maintaining safe blood-sugar levels is vital:



	<ul style="list-style-type: none"> • With type 2 diabetes, the pancreas does not produce enough insulin or the body does not properly use the insulin it produces 	<ul style="list-style-type: none"> • Exercise can make hyperglycemia (high blood glucose) worse, and so caution is essential • Hypoglycemia (low blood glucose) is more problematic, as exercise can trigger an insulin reaction; rapidly absorbed carbohydrates such as gel packs must always be on hand
Hypertension	<ul style="list-style-type: none"> • A rise in systolic or diastolic blood pressure above normal levels (<120/80mmHG) 	<ul style="list-style-type: none"> • Exercise, often combined with medication, can help reduce high blood pressure • Exercise is considered problematic if blood pressure fluctuates • Athletes need to develop blood-pressure-monitoring skills and learn how to gauge exercise intensity (ratings of perceived exertion, for example) • Athletes should cool down extensively, as it helps lower heart rate and blood pressure to pre-exercise levels
Osteoarthritis	<ul style="list-style-type: none"> • The breakdown of cartilage; this is the most common form of arthritis • Any joint but usually affects the hips, knees, hands, and spine • Pain, stiffness, and decreased range of motion 	<ul style="list-style-type: none"> • Exercise helps reduce pain and prevents further joint damage • Exercise can help those with osteoarthritis maintain a healthy weight, which puts less strain on the joints • Strengthening exercises improve muscle strength and tone • Range-of-motion exercises help maintain or restore normal joint movement and relieve stiffness • Low-impact exercises such as walking and swimming avoid unnecessary strain on the joints while maintaining strength and flexibility



<p>Osteoporosis</p>	<ul style="list-style-type: none"> ● Low bone mass, deterioration of bone tissue, increased bone fragility, and increased risk of broken bones, particularly those of the hip, spine, and wrist ● No symptoms for bone loss 	<ul style="list-style-type: none"> ● Physical activity can help reduce the risk of osteoporosis and assist in its treatment, as it: ● Helps build and maintain healthy bones ● Improves muscle strength, posture, balance, and coordination ● Reduces the risk of falls and broken bones ● Weight-bearing activities such as physician-approved resistance training is the most appropriate form of activity ● Aquatic activities and flexibility programs are not weight-bearing exercise
<p>Parkinson's Disease</p>	<ul style="list-style-type: none"> ● A progressive disorder that affects nerve cells in the part of the brain controlling muscle movement ● Symptoms such as tremors, rigidity, and slow movements ● An inability to readjust the body's centre of gravity, which can lead to falling 	<ul style="list-style-type: none"> ● Regular exercise is extremely important for those with Parkinson's disease, as it can improve mobility, balance, range of motion, and emotional well-being ● Any physical activity, including walking, swimming, or gardening, is considered beneficial ● Strategies to prevent falls must be part of any exercise program
<p>Pregnancy</p>	<ul style="list-style-type: none"> ● An increase in blood volume of almost 50% ● Dilutional anemia in the second trimester, but homeostatic balance by the third trimester ● An increase in stroke volume, cardiac 	<ul style="list-style-type: none"> ● Recommendations for exercise should be reviewed with pregnant athletes ● Moderate exercise for 30 minutes or more per day on most days is recommended: ● Aerobic activity helps prevent acidosis and hypoxia in the pregnant athlete

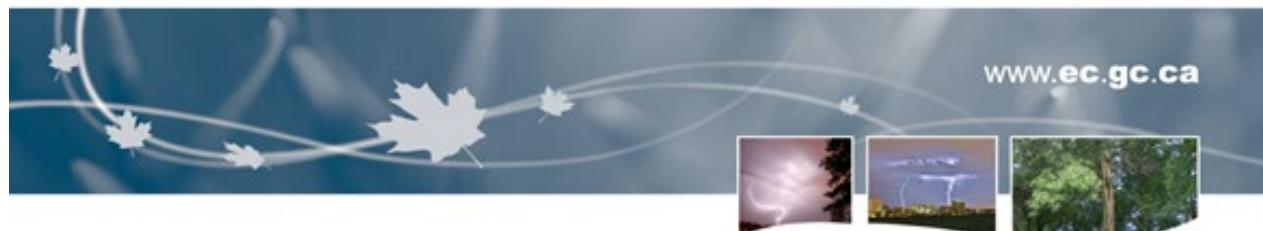
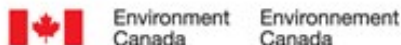


	<p>output (heart rate x stroke volume), and resting heart rate</p> <ul style="list-style-type: none"> ● Changes in the chest wall that facilitate increased oxygen transport and utilization 	<ul style="list-style-type: none"> ● Regular exercise assists placental growth, musculoskeletal and cardiovascular fitness, and sleep quality; it also helps prevent excessive weight gain and helps decrease back pain ● Pregnant athletes should NOT: <ul style="list-style-type: none"> ○ Exercise when tired ○ Exercise to exhaustion ● Perform protracted anaerobic exercise — it can cause acidosis and hypoxia in the pregnant athlete ● Pregnant athletes should stop exercising immediately if ANY of the following warning signs occur: <ul style="list-style-type: none"> ○ Headache ○ Chest pain ○ Muscle weakness ○ Calf pain or swelling ○ Vaginal bleeding ○ Fainting before exertion ○ Pre-term labour ○ Decreased fetal movement ○ Amniotic fluid leakage ● The return to pre-pregnancy exercise levels should be progressive and based on individual capacities ● Exercising after pregnancy can help the athlete lose weight and is associated with a lower risk of postpartum depression
<p>Stroke</p>	<ul style="list-style-type: none"> ● Sudden loss of circulation in the brain 	<ul style="list-style-type: none"> ● Exercise should have the goal of maximizing recovery, and maintaining, and improving fitness & mobility ● Resistance training, starting with body-weight exercises, stretching, and balance and mobility exercises are all useful in fitness and rehabilitation programs



D.2 Lightning Safety and Preparedness

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LIGHTNING SAFETY AND PREPAREDNESS

When thunder roars, GO INDOORS!

Every year in Canada, lightning can cause as many as 10 deaths and 164 injuries. You can avoid a tragedy like this by taking a few simple precautions.

If you can hear thunder, you can get hit by lightning. Take shelter immediately. If you cannot find a sturdy, fully enclosed building with wiring and plumbing, get into a metal-roofed vehicle. Stay inside for 30 minutes after the last rumble of thunder.

Direct strikes are responsible for only 5% of lightning-related deaths and injuries. Two other types of hazardous phenomena are caused by lightning. Ground current and side flash account for 60 to 80% of lightning-related injuries and deaths. A ground current is set up when lightning hits the ground, spreads out and sends a current through a victim. Side splash occurs when lightning hits a tall object, travels partly down the object and then jumps to a nearby victim.

Avoid the threat of lightning

To plan for a safe day, check the weather forecast first. If thunderstorms are forecast, avoid being outdoors at that time or make an alternate plan. Identify safe places and determine how long it will take you to reach them.

Watch the skies for developing thunderstorms and listen for thunder. As soon as you hear thunder, quickly get to a safe location. If you can hear thunder, you are in danger of being hit by lightning. More people are struck before and after a thunderstorm than during one.

Get to a safe place. A safe location is a fully enclosed building with wiring and plumbing. Sheds, picnic shelters, tents or covered porches do NOT protect you from lightning. If no sturdy building is close by, get into a metal-roofed vehicle and close all the windows.

Do not handle electrical equipment, telephones or plumbing. These are all electrical conductors. Using a computer or wired video game system, taking a bath or touching a metal window frame all put you at risk of being struck by lightning. Use battery-operated appliances only.

If on water, get to shore as quickly as possible. The high waves and strong gusts of wind associated with sudden fast-moving storms can make it difficult for swimmers, boaters and water skiers to reach shore safely. Lightning that hits water travels well beyond its point of contact. Small boats with no cabin provide less protection than boats with enclosed cabins.

If caught outdoors far from shelter, stay away from tall objects. This includes trees, poles, wires and fences. Take shelter in a low-lying area but be on the alert for possible flooding.



Outdoor events

It is impossible to issue accurate local forecasts months in advance. Since summer storms can develop quickly, you should have a weather safety plan ready for any large gathering. In your plan, you should

- adopt an emergency alerting strategy;
- schedule activities at times less likely to experience thunderstorms, such as the morning; and
- ensure participants know the location of a safe place that is close enough for them to reach quickly.

On the day of the activity

- Have a knowledgeable person monitor the weather, forecasts and warnings;
- be prepared to cancel or delay the event well before any storm threatens;
- inform organizers and volunteers of emergency plans; and
- do not resume outdoor activities until at least 30 minutes after the last rumble of thunder is heard.



First aid for lightning victims

- **Lightning victims do not carry an electrical charge and can be safely handled.**
- **Call for help.** Victims may be suffering from burns or shock and should receive medical attention immediately. Call 9-1-1 or your local ambulance service.
- **Give first aid.** If breathing has stopped, administer cardio-pulmonary resuscitation (CPR). Use an automatic external defibrillator if one is available.

Stay informed: follow the most recent forecasts

Canada receives over two million lightning strikes a year on average. Many lightning deaths and injuries are associated with smaller local storms. It takes only one lightning bolt to change your life.

Environment Canada's Meteorological Service of Canada issues severe thunderstorm watches and warnings for storms that can produce damaging winds, heavy rain and hail. The service does NOT specifically warn for lightning. Watch the skies for threatening clouds and listen for thunder. Stay up to date with the latest weather forecasts and warnings by monitoring your favourite broadcast outlet, Weatheradio or a hand-held mobile device.

Remember: in a thunderstorm, no place outdoors is safe.

When thunder roars, GO INDOORS!

For more information on lightning,
visit Environment Canada's Lightning in Canada website at
www.ec.gc.ca/foudre-lightning

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D.3 Other Weather-related Risks

D.3.1 Air Quality

Environment Canada issues an Air Quality Advisory to tell you that the current level of air pollution may affect your well-being.

Air Quality Advisories are issued when air quality is expected to be poor. An Advisory is issued when the Air Quality Index is expected to reach or exceed 50. These Advisories are operated by Environment and Climate Change Canada.

D.3.2 Heat and Humidex

Environment Canada issues a Humidex Advisory to tell you that the current combination of heat and humidity may affect your well-being.

Humidex Advisories are issued when temperatures are expected to reach or exceed 30° C and the humidex values are expected to reach or exceed 40. Humidex values represent the effect that high humidity and high temperatures have on the human body. The higher the humidex, the harder it is for perspiration to evaporate and cool the body.

Humidex and your comfort level:

20-29 Comfortable

30-39 Varying degrees of discomfort

40-45 Almost everyone is uncomfortable

45+ Many types of work and exercise should be restricted.

A heat wave is defined as three or more consecutive days of temperatures of 32°C or more.

Here are some general tips on coaching in hot weather.

Hot Weather Tips

Consider bringing a spray bottle filled with water and spray participants intermittently throughout the practice. Kids love to run from the spray bottle as much as they love to be sprayed!

Hot weather also means that the coach needs to plan lots of water breaks for the participants.

Bringing extra water is always a good idea in case someone forgets his or her personal water bottle.



D.3.3 Sun

It is possible to enjoy healthy outdoor activities while in the sun.

Reduce sun exposure between 11 a.m. and 4 p.m. when the UV Index is over 3. The sun's rays are at their strongest between these hours. It's easy to remember — during these hours your shadow is shorter than you are. If you can, plan your outdoor activities before 11 a.m. or after 4 p.m.

Seek shade. When you are outside — especially between 11 a.m. and 4 p.m. — try to stay in the shade. Tree-shaded areas can be as much as 5°C/9°F cooler than the surrounding area⁵.

SLIP! on clothing to cover your arms and legs. Covering your skin will protect it from the sun. Choose clothing that is:

- Loose fitting
- Tightly woven
- Lightweight

SLAP! on a wide-brimmed hat. Most skin cancers occur on the face and neck. This area needs extra protection. Wear a hat with a wide brim that covers your head, face, ears, and neck. Hats without a wide brim, like baseball caps, do not give you enough protection.

SLOP! on a sunscreen with SPF (Sun Protection Factor) #15 or higher — SPF 30 if you work outdoors or if you will be outside for most of the day. Look for “broad spectrum” on the label. This means that the sunscreen offers protection against 2 types of ultraviolet rays, UVA and UVB. Apply sunscreen generously, 20 minutes before outdoor activities. Reapply often — at least every 2 hours (and after swimming or exercise that makes you perspire). No sunscreen can absorb all of the sun's rays. Use sunscreen along with shade, clothing, and hats — not instead of them. Use sunscreen as a backup in your sun-protection plan.

Tanning parlours and sun lamps are not a safe way to tan. Tanning salons do not give you a “safe tan without burning.” No tan is a safe tan. A tan is evidence of sun damage. Just like the sun, tanning lights and sun lamps emit ultraviolet rays that can cause sunburn, age skin, and increase your risk of skin cancer. The strength of the ultraviolet

⁵ <https://www.canada.ca/en/health-canada/services/sun-safety/extreme-heat-heat-waves.html>



rays (especially the UVA type) may actually be higher in tanning beds than in sunlight. Sun damage doesn't go away ... it adds up!

What else should be part of my sun-protection plan?

Wear sunglasses — Sunglasses can help prevent damage to your eyes by blocking a large amount of ultraviolet rays. Keep your shades on. Choose sunglasses with:

- Even shading
- Medium to dark lenses (grey, brown or green tint)
- UVA and UVB protection

These features can be found in many inexpensive sunglasses.

The Risk of Skin Cancer

No one is completely safe from the sun. Over time, exposure to UV rays of the sun can cause skin cancer. The risk of skin cancer today is much greater than it was 20 years ago. The main reason for this is our outdoor lifestyle. We spend more time working and playing outdoors, often without the proper sun protection. We are exposed to more ultraviolet rays because the protective layer of ozone around the earth has become thinner because of the effects of pollution and chemicals.

Skin cancer rates are increasing. The number of cases of skin cancer in Canada has increased by two-thirds since 1990. Anyone born today has a 1 in 7 chance of developing skin cancer in his or her lifetime.

The risk of skin cancer is higher for people who:

- Have light-coloured skin, eyes and hair
- Work, play, or exercise in the sun for long periods of time
- Had several blistering sunburns as a child
- Have a family history of skin cancer

D.3.4 Cold Weather

Clothing Tips

The most important prevention point about cold weather is to remain dry. It is also important to remember that fatigue, hunger, and dehydration will lower the threshold for cold-weather problems. Moisture will reduce the insulating properties of almost every fabric. Clothing should be worn in layers and should be kept as dry as possible.



Several layers of lighter clothing instead of one heavy layer are optimal. This will better insulate the body. Layers can also be removed easily if the temperature rises. Every attempt to remain dry should be carried out. Loose fitting clothing will optimize insulation. Wool is definitely better than cotton with respect to insulation. Appropriate socks and waterproof footwear will help keep feet maximally protected. The use of a hat will prevent heat escaping from the head, the largest source of heat loss over time.

Clothing layers

Thermal underwear made of synthetic material

- Light shirt
- Sweater or light jacket
- Breathable waterproof outer layer
- Insulating socks made of wool or synthetic material
- Liners and insulated insoles
- Waterproof shoes
- Head covering
- Gloves or mittens

Cold Weather Coping Tips

Don't reduce your fluid consumption. It's true that sweating rates are lower in the cold than in the heat, but cold-weather exercise can still be dehydrating. For one thing, water is lost from the respiratory system at an augmented rate on chilly days, and exposure to cold air can also increase urine production. Since feelings of thirst are diminished in cool air, the end result can be a dehydrated state that damages your performance and makes it harder to stay warm. The solution? Take in a glass of fluid immediately before a wintry workout and sip hot beverages immediately afterward. Additionally, drink at least 8-10 glasses of water each day.

Do consume extra carbohydrate. Cold exposure increases the rate at which muscles use up their carbohydrate stores, so glycogen depletion can become a problem. Winter also increases fat oxidation, but extra dietary fat is unnecessary. Even very lean athletes usually have enough fat stored in their bodies to support an increased utilization of fat for fuel.

During extremely cold weather, find sheltered practice locations that are at least partly out of the wind. This will allow you to practice more efficiently and reduce your risk of getting excessively cold.



Cold Weather Tips

Environmentally friendly heat packs are often available at sporting stores. Keep some on hand for cold fingers and toes!

Plan activities that allow everyone to be moving as much as possible.

Plan activities that are simple and quickly explained. This will keep participants focusing on the activity and not on the cold.





APPENDIX E – NCCP CODE OF ETHICS



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

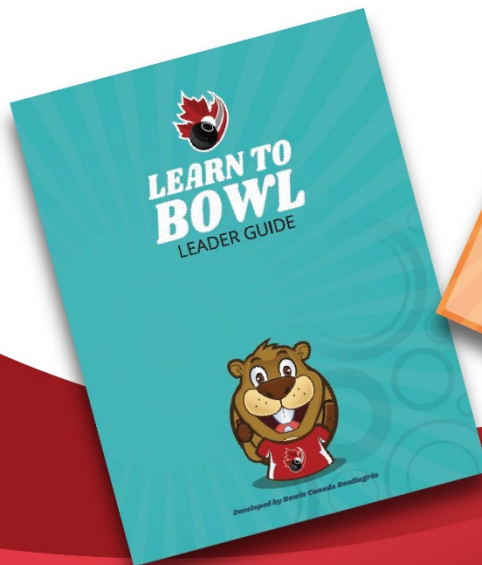


APPENDIX F – LEARN TO BOWL KIT



Bowls Canada's Learn to Bowl Program

Bowls Canada's Learn to Bowl program gives prospective Club Coaches the tools they need to introduce bowls to new participants in a fun, safe, and appropriate manner. The Learn to Bowl kit includes colourful equipment, a leader guide, over 30 activity cards, and more. Contact Bowls Canada at office@bowlscanada.com to learn more!





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