

Bowls Club Coach: Learning Facilitator Guide





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.



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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP, please contact coach@coach.ca.

The programs of this organization are funded in part by Sport Canada and the Public Health Agency of Canada. The views expressed herein do not necessarily represent the views of the Public Health Agency of Canada.

WORKSHOP OVERVIEW – IN PERSON

Topic	Time
<u>Introduction</u>	50 minutes
<u>Participant-centered Coaching</u>	60 minutes
<u>Meaningful Competition for a Lifetime</u>	80 minutes
<u>Safety</u>	60 minutes
<u>Making Ethical Decisions</u>	130 minutes
<u>Explaining and Demonstrating Bowls Skills</u>	100 minutes
<u>Selecting and Implementing Purposeful Games</u>	90 minutes
<u>Putting It All Together</u>	30 minutes
10 hours of active workshop time	600 minutes

Learning Facilitators may choose to run this workshop over one evening and one full day: **e.g.**, Friday evening and Saturday. The Introduction, Participant-Centered Coaching, and Long-term Athlete Development in Canada sections work well for an evening delivery, with the remaining sections delivered the following day. A running time for each module has been included for each delivery step to allow for easier delivery over multiple days.

WORKSHOP OVERVIEW – VIRTUAL INSTRUCTOR-LED TRAINING

Topic	Time
<u>Introduction</u>	30 minutes
<u>Participant-centered Coaching</u>	50 minutes
<u>Meaningful Competition for a Lifetime</u>	80 minutes
<u>Safety</u>	50 minutes
<u>Making Ethical Decisions</u>	115 minutes
<u>Explaining and Demonstrating Bowls Skills</u>	100 minutes
<u>Selecting and Implementing Purposeful Games</u>	90 minutes
<u>Putting It All Together</u>	30 minutes
9 hours and 5 minutes of active workshop time	545 minutes

Learning Facilitators may choose to run this workshop over one evening and one full day: **e.g.**, Friday evening and Saturday. The Introduction, Participant-Centred Coaching, and Long-term Athlete Development in Canada sections work well for an evening delivery, with the remaining sections delivered the following day. A running time for each module has been included for each delivery step to allow for easier delivery over multiple days.

Online delivery is inherently shorter than in-person as the duration of group tasks can be better controlled by setting a timer for break out sessions.

FACILITATING THE WORKSHOP

Key Functions of the Facilitator

The three key functions of the Learning Facilitator (LF) in leading a workshop are:

Instructor

- Provides new information.
- As an instructor, LFs must use methods in addition to mini-lectures to provide information such as: providing reference material, using coach workbook tasks, showing videos, providing summaries at the end of learning activities, and providing debriefs.

Guide

- Gives coaches tasks that allow them to develop specific competencies and learn through guided discovery and problem solving.
- As a guide, LFs must allow participants to discover through the tasks provided; the LF guides the learning process by: altering the sequence of learning tasks to match the readiness of the group, providing detailed instructions on the learning activities, intervening when the group has misunderstood the instructions, resolving conflicts within group, and providing full debriefs after the learning activity.

Moderator

- Builds a group of learners who are supportive of the LF, of one another, and of learning through the activities.

As a moderator, LFs must: match the task to the group's readiness, move quickly into a task at the start of the workshop (to give participants an opportunity to learn the desired behaviours), and note and reward groups when they work hard at assigned tasks.

Workshop Timelines

The time estimates given are based on following the process outlined for each activity. As time is tight in the workshop, assign time limits to group work. This will get, and keep, groups on task. Try for a brisk but unhurried pace. The Coaches will appreciate it if their time is used well.

NCCP Learning Facilitator Code of Conduct

I shall:

1. Successfully participate in all LF and/or Evaluation training and evaluation components and be granted a LF/Evaluator certification.
2. Support the NCCP collaborating partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Governments, and National Sport Organizations) in their shared goal and vision to deliver a high quality and ethical coach education.
3. Adhere and abide to policies to appropriately recognize and acknowledge the support of specific designated sponsors, suppliers, funding partners, employers and/or other host agency partners.
4. Exhibit exemplary professional behaviour at workshops and/or evaluation sites.
5. Demonstrate ethical behaviour at all times and commit to the Bowls Canada Boulingrin Code of Ethical Conduct.
6. Attend all required professional development for Learning Facilitators and continuously seek to improve personal abilities and performance on a regular basis.
7. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.
8. Place the best interest of the Coaches taking part in the workshops/ evaluation events ahead of my personal interests.
9. Refrain from all forms of harassment: Physical, emotional, mental and or sexual.

For the purposes of this Code of Conduct sexual harassment includes either or both of the following:

- a) the use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;
- b) engaging in deliberate or repeated unsolicited sexually oriented comments,
- c) anecdotes, gestures, or touching, that:

- i. are offensive and unwelcome,
- ii. create an offensive, hostile or intimidating environment, and can be reasonably expected to be harmful to the recipient and or other workshop participants.

Components of Effective Learning

There are five key components of an effective learning activity:

1. **Introduction** – Outlines the rationale, objective, and process for the module.
2. **Theory** – Introduces new information or asks the group to look at previous knowledge or information in a different way.
3. **Experience** – Either draws on the group's previous experience or provides the group with a common experience that could be analyzed.
4. **Application** – LF allows participants to apply the information to coaching in their specific context.
5. **Closing** – Brings together in a summary or debrief what was learned in the activity OR bridges to the next activity.

When facilitating this workshop, strive to include all five components in each module.

Problem-Solving Approach in this Workshop

Coaches learn good coaching habits when they have the opportunity to practice effective coaching behaviours. This workshop is designed to give the participants plenty of opportunities to do and think for themselves. One of your responsibilities as a facilitator is to ensure that these opportunities are both dynamic and constructive.

Use your creativity! As long as the critical path for each step is being followed (see below), you are free to manage the grouping of Coaches and the presentation methods for the reference material and for the debriefings as you see fit. One of the key characteristics of effective facilitators is their ability to vary what is taking place while staying true to the critical path and the goals of what is to be accomplished in each step.

Managing Group Discussions

For most of the workshop, you will be facilitating or “orchestrating” rather than presenting. Some signs that you are doing your job effectively include:

- every Coach is engaged in the task
- each Coach is using his/her actual Coaching situation as a reference point for work done in the workshop
- Coaches have many opportunities to move about and exchange ideas
- you are engaged in managing the environment and the time
- you are talking only when you answer a question, clarify a task, sum up a section of the material, prompt the debrief of what was learned, or introduce the next topic
- you are drawing from the experiences of the Coaches rather than your own
- there is minimal dead time (Coaches aren’t waiting for each other, or waiting for you to get organized)
- there is a feeling of energy and a hum of conversation
- Coaches are listening to one another and building ideas together

Intervene in a group discussion only if you observe the following:

- the discussion is off topic
- the discussion is being manipulated by one person/one view
- the conclusions of the group are inconsistent with the reference material
- the group at large is ready for the next task

Facilitating as a Role Model

When you are modeling coaching behaviours, be sure to show the key points outlined in the self-assessment tools, as well as the key steps of teaching an activity and giving feedback as outlined in the reference material. In general, aim for:

- getting the participants started on the activity as quickly as possible
- setting the conditions so that as much learning can take place as possible without you having to speak
- keeping whatever feedback you give positive and to the point
- moving around the group
- praising publicly but giving corrective feedback privately

The coaches will do as you do, more than they will do as you say.

In-Person Delivery Guidelines

Equipment/Materials Needed to Facilitate this Workshop

- Laptop with LCD Projector or HDMI cable to connect to TV
- Flipchart/markers
- Nametags
- NCCP Registration Materials
- Facilitator Guide
- Participant Materials:
 - Coach Workbook
 - Bowls LTAD booklet
 - Lawn bowler's Handbook (optional)
 - Laws of the Game (optional)
- Teaching Aids
 - Flat target mats
 - Bowls and/or tennis balls and/or softballs with blu-tac putty
 - Jacks or alternate targets
 - Delivery mats
- Stopwatch
- Masking Tape – Green Painter's tape won't damage walls
- Extra Pens
- Presentation Slide in PPT

Learning Facilitator Checklist

For a successful workshop remember:

- Use multiple methods of facilitation (Instructor, Guide, Moderator)
- Ensure each learning activity contains the five elements of an effective learning activity (Introduction, Theory, Experience, Application, Closing)
- Manage timelines accordingly
- Be a positive role model
- Be prepared

Online Delivery Guidelines

The online delivery is quite different from in-class, in-person delivery and may require more preparation time for a learning facilitator less familiar, comfortable or experienced with online facilitation and/or a specific delivery platform.

Equipment/Materials Needed to Facilitate this Workshop

- Laptop connected to the internet
- Speaker or headset
- Microphone
- Web camera
- A video communication application (Zoom, Google Meet, WebEx, etc.)
- NCCP Registration Materials uploaded to a shared drive (i.e., Google drive)
- Facilitator Guide
- Participant Materials:
 - Coach Workbook
 - Bowls LTAD booklet
 - Lawnbowler's Handbook (optional)
 - Laws of the Game (optional)

- Teaching Aids
 - Presentation Slide in PPT
- Timer (If using zoom, you can use install [BlueSky Meeting Timer](#) and use it directly in your meetings. Alternatively, you can play a timer in YouTube, display it on your screen and share it with the participants.)

General Guidelines - Prior to the Delivery

- Find a quiet environment to deliver the workshop from
- Use a stable, reliable and strong enough internet connection with adequate bandwidth (you may want to disconnect other non-relevant devices from your network during the delivery of your workshop to preserve the bandwidth)
- Upgrade your microphone or use a quality headset (to ensure a clear and high-quality audio for the participants)
- If using video conferencing:
 - Use a quality camera (most cameras integrated to a laptop or monitor that is fairly recent should be fine)
 - Ensure enough and adequate lighting
 - Be mindful of your background (professional, non-distracting) or explore the use of a relevant virtual background (technology permitting)
- Use multiple screens, if possible, to enhance your delivery effectiveness (can see multiple documents at the same time)
 - Advanced setup: multiple monitors and screens connected to your computer
 - Basic setup: use a second laptop and/or tablet to display your LF guide (or planning), the various documents and your presentation
- Get comfortable with the technology and the delivery platform to be used (watch tutorials, get training, audit or co-deliver a workshop, etc.)
- Test the technology and the platform features (features will vary depending on the platform used)
 - Settings
 - Audio conferencing
 - Video conferencing
 - Screen sharing for presentations (PowerPoint), documents (spreadsheet, PDFs) and videos

- Virtual whiteboard (this may also be accomplished with screen sharing and basic word processing software to capture in real time any input from the coaches).
- Polling/voting tools
- Breakout rooms
- Interaction tools
- Send the coaches all the learning tools that they'll be using during the workshop. To maintain the integrity of the learning, the coaches must have access to the learning tools, either in print or electronic formats. Examples include:
 - Coach Workbook
 - Reference Material
 - Other templates and tools (spreadsheet, etc.)

General Guidelines - During the Delivery

- In lieu of the face-to-face registration, create a shared document (i.e., google docs) and send the link to the participants using the chat box. Instruct the participants to register their attendance in this document. Alternatively, you can ask the participants to enter their registration in the chat box itself. If the session is not recorded, copy and save the text in the chat box before ending the session.
- Follow the NCCP instructional design, as close as possible.
- Use a participant tracking chart to ensure equal participation.
- Complete a technology check and walk-through of the platform interface at the beginning.
- Use the platform interactive tools to ensure participant engagement (features will vary on different platforms):
 - Raise hands (to ask or answer a question, signify completion of tasks, etc.)
 - Laughter, applause or thumbs up (for participant engagement, confirm understanding or acknowledge completion of task, etc.)
 - Agree and disagree (confirm understanding, acknowledge completion of task, etc.)
 - Polls
 - Step away (to inform the LF when a participant needs to be away from the computer)
- Ensure participant engagement before and during the workshop. Tips for participant engagement include:

- As participants log in, engage them in a brief conversation to gauge the effectiveness of their technology.
- Enable participants' microphones and cameras (if using video conferencing).
- Conduct a secondary technology check through participant introductions.
- Begin with a walk-through of the platform interface.
- Adjust the instructional design, where necessary, to accommodate the online environment.

Managing Small and Large Group Tasks

As the facilitator and host of the online meeting, you can divide your class into groups using breakout rooms (available in Zoom, Google Meet, and WebEx). You can create breakout rooms before the session and pre-assign the participants to their corresponding groups. Likewise, you can also do this during the session. Close the breakout rooms if you want all the participants to go back to the main room.



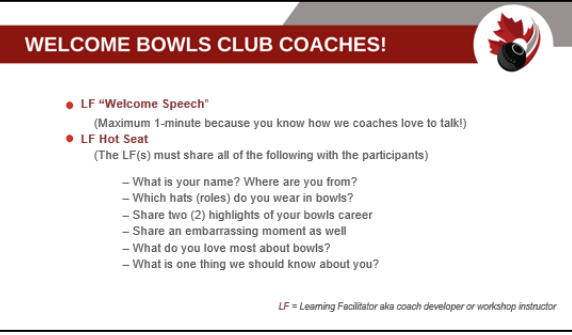






As the meeting host, you can also jump from one breakout room to another to check how the groups are progressing with the activity. You can also broadcast a message to all groups, and in turn, the participants in the breakout rooms can send a message to you when they have questions or concerns.

You can also set a timer to control the duration of the activity. When the timer is set, the breakout rooms will automatically close, and the participants will be brought to the main room when it's time.


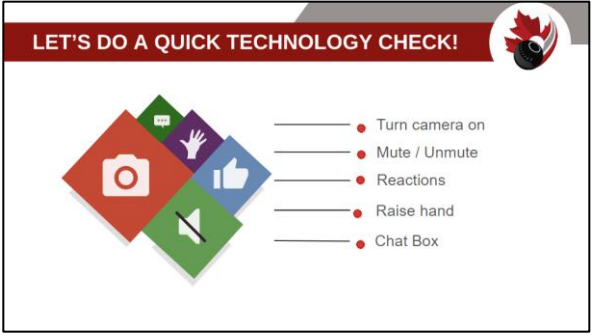















INTRODUCTION



















	<p>Display:</p>  <p>Slide No. 1</p>		 <p>Slide No. 2</p>	
	<p>Duration: 00:05</p>	 <p>Activity Type: Introduction</p>		<p>Objective: Welcome the participants and set expectations about the course.</p>
	<p>Do: In-Person</p> <ol style="list-style-type: none"> 1. Welcome the coaches. 2. Introduce yourself to the group. <i>See Slide 2</i> 3. Outline the day: start-end time, lunch break, etc. 4. Point out the location of washrooms and other key information about the training site (parking, no smoking, etc.). 5. Take attendance. 		<p>Online Delivery</p> <ol style="list-style-type: none"> 1. Welcome the coaches. 2. Introduce yourself to the group. <i>See Slide 2</i> 3. Outline the day: start-end time, lunch break, etc. 4. Take attendance. 	
	<p>Say:</p> <ol style="list-style-type: none"> 1. Give a “Welcome Speech” for a maximum of 1 minute. 2. Answer the questions in Slide 2 to introduce yourself. 			<p>Facilitator Note:</p> <ul style="list-style-type: none"> • This portion of the workshop should be rather informal and should focus on making coaches feel comfortable in their surroundings. • There are usually a number of key points to make at the beginning. These points should address any concerns coaches may have about the overall structure of the workshop. Once these concerns have been dealt with, coaches will be able to focus on their learning.








FOR ONLINE DELIVERY ONLY

	<p>Display:</p>  <p><i>Slide No. 3</i></p>				
	<p>Duration: 00:03</p>		<p>Activity Type: Discussion with active participation</p>		<p>Objective: Familiarize the participants with the primary features of the hosting platform.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Complete a technology check by reviewing the primary features of the hosting platform: <ul style="list-style-type: none"> · Reactions/Emojis · Chat · Raise hand/Other features · Mute/Unmute 2. Click the Share Screen button so the participants can see the primary features of the hosting platform as you point at them one by one on your screen. 3. As you explain each feature, ask the participants to use it themselves. Wait for all participants to successfully locate and use the button before proceeding to the next. 				
	<p>Say:</p>			<p>Facilitator Note: Some of your participants may not be comfortable with the use of technology. Show empathy and patience while helping them.</p>	

	<p>Display:</p> <div data-bbox="262 362 846 690" style="border: 1px solid black; padding: 10px;"> <p>WORKSHOP DOCUMENTS</p> <ul style="list-style-type: none"> • Coach Workbook Bowls Long Term Athlete Development (LTAD) <p><i>If using the electronic document (PDF) on your computer for the workshop:</i></p> <ul style="list-style-type: none"> – Open all your PDFs in Adobe Reader, not in your browser – Chrome, Safari, Internet Explorer, etc.) – Can you write in the fillable sections? </div> <p style="text-align: center;">Slide No. 4</p>		
 <p>Duration: 00:02</p>		<p>Activity Type: Discussion with active participation</p>	 <p>Objective: Familiarize the participants with the <i>Coach Workbook</i>.</p>
	<p>Do:</p> <p style="text-align: center;">In-Person</p> <p>Distribute one copy of <i>Coach Workbook</i> to each coach.</p>		<p style="text-align: center;">Online Delivery</p> <p>Go over the documents: <i>Coach Workbook</i>.</p>
	<p>Say:</p>		 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • Ask the coaches to have a look at page 1 in their <i>Coach Workbook</i> and jot some thoughts down. • Validate their ability to use the fillable section.




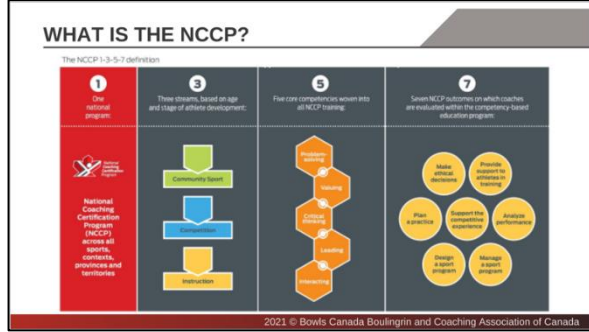






	<p>Display:</p>  <p>Slide No. 5</p>		
	<p>Duration: 00:02</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Make the participants aware of the competency they will develop by attending the workshop.</p>
	<p>Do: Read the slide and expound on the key points below.</p>		
	<p>Say:</p> <ul style="list-style-type: none"> • The workshop is designed for club coaches who will be introducing the basic skills of lawn bowls to the beginner bowler. • Coaches will learn the fundamentals of the game, how to break down and teach skills, how to make ethical decisions in coaching, and how to create and execute an emergency action plan. 		<p>Facilitator Note:</p>



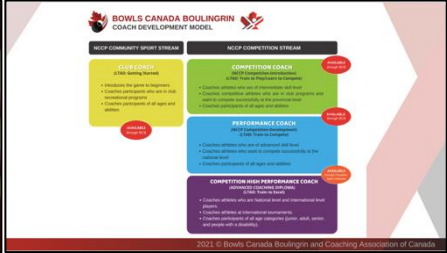
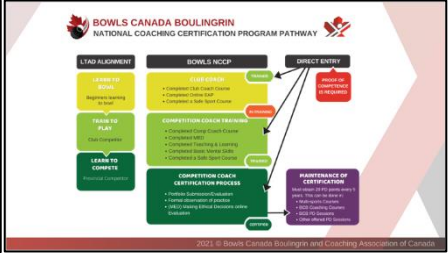
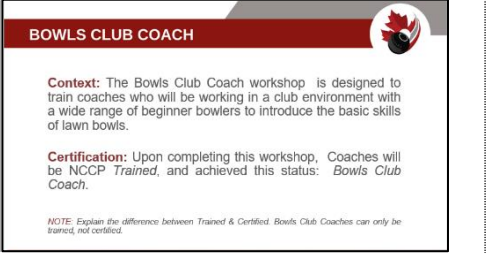






	<p>Display:</p>  <p><i>Slide No. 6</i></p>		
	<p>Duration: 00:03</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Orient the coaches to the workshop flow and schedule</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Read the topics about each session. 2. Briefly talk about what they are expected to learn from each session. 		
	<p>Say:</p>		 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • To help set the coaches' expectation, discuss how the session will be delivered (online vs in-person) • Inform the coaches that in these sessions, they are encouraged to actively participate in individual and group activities.

	<p>Display:</p> <div data-bbox="268 240 858 570" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">INTRODUCE YOURSELF</p> <p>Activity - Express Introduction In 30 seconds or less, tell us:</p> <ul style="list-style-type: none"> • What is your name? • Where are you from? • Which club are affiliated with? • What you love most about bowls? <p><small>(Why only 30-seconds? A lot to cover with limited time available and good coaching is using as few words as possible to clearly communicate a message - might as well start practicing right away!)</small></p> <p style="text-align: center;">Slide No. 7</p> </div>		
 <p>Duration: 00:05</p>	 <p>Activity Type: Large Group Task</p>	 <p>Objective: Discuss to the learners the objectives of the workshop.</p>	
 <p>Do:</p> <ol style="list-style-type: none"> 1. Identify the first coach to introduce himself/herself. 2. Tell that coach to choose another participant to go next. 			
 <p>Say:</p>	 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • This activity should be done rather quickly. As the facilitator, you should monitor the time for each coach to speak. • Prompt the coaches when it's time to give the floor to others to introduce themselves. • Careful not to cut off anyone during their introduction. • This should be a quick but fun activity. • You can play some music in the background to lighten the mood. 		

1 | The National Coaching Certification Program (NCCP)



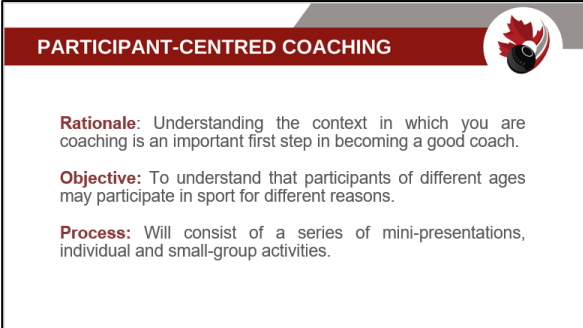

















	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="216 248 800 578">  <p style="text-align: center;">Slide No. 8</p> </div> <div data-bbox="806 248 1390 578">  <p style="text-align: center;">Slide No. 9</p> </div> <div data-bbox="1396 248 1980 578">  <p style="text-align: center;">Slide No. 10</p> </div> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Provide an overview of Session 1.</p>
	<p>Do:</p> <ul style="list-style-type: none"> • Give a brief explanation for each module of Session 1. • Give an overview of the NCCP using the diagrams on Slide 10. • When presenting the rationale, use coaches' answers as examples of the unique skills needed to be a successful Bowls Club Coach. • When presenting the objective, use coaches' answers as examples of areas that require preparation. 		
	<p>Say:</p> <ul style="list-style-type: none"> • Rationale: Coaching is complex at all levels of sport. Coaches need a unique set of skills to work as a Bowls Club Coach. • Objective: To prepare coaches to do the things required of them as Bowls Club Coaches. • Process: Will include individual, small-group, and <i>Coach Workbook</i> tasks (similar to the activity just completed). 		<p>Facilitator Note:</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i> page 9-10









	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="218 289 661 540">  <p>Slide No. 11</p> </div> <div data-bbox="661 289 1104 540">  <p>Slide No. 12</p> </div> <div data-bbox="1104 289 1549 540">  <p>Slide No. 13</p> </div> </div>			 <p>Slide No. 14</p>
	<p>Duration: 00:05</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Give an overview of the Bowls Canada Coach Development Model</p>	
	<p>Do:</p> <ol style="list-style-type: none"> 1. Talk about the model's streams and the level of skills and experience coaches should have to enter each program. 2. Briefly talk about the LTAD alignment. 3. Discuss how the coaches can achieve the <i>trained</i> status with Bowls NCCP. 4. Provide more context on the Bowls Club Coach and what it is trying to achieve. 			
	<p>Say:</p> <ol style="list-style-type: none"> 1. The Coach Development Model has two streams: the community stream and the competition stream. 2. By taking NCCP, coaches can achieve the <i>trained</i> status. 3. For all streams, coaches are required to take a BCB approved Safe Sport course in order to be trained or certified. This is a requirement for all coaches in Canada. 	 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • Explain the difference between Trained and Certified. Bowls Club Coaches can only be trained, not certified. 		








2 | Participant-Centered Coaching


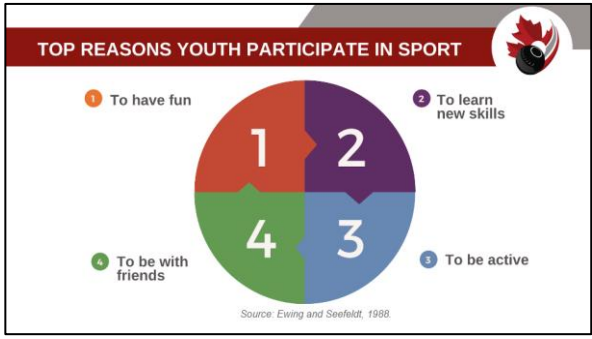










	Display:	
 <p style="text-align: center;">Slide No. 15</p>	 <p style="text-align: center;">Slide No. 16</p>	
 <p>Duration: 00:02</p>	 <p>Activity Type: Introduction</p>	 <p>Objective: Provide an overview of this part of the workshop.</p>
 <p>Do:</p>		
 <p>Say:</p> <ul style="list-style-type: none"> ● Rationale: Understanding the context in which you are coaching is an important first step in becoming a good coach. ● Objective: To understand that participants of different ages may participate in sport for different reasons. ● Process: Will consist of a series of small-group tasks. 		<p>Facilitator Note:</p> <ul style="list-style-type: none"> ● Keep your introduction brief. If coaches start asking questions, explain that their questions will be answered as we work through this topic.

	<p>Display:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="231 235 814 560">  <p style="text-align: center;"><i>Slide No. 17</i></p> </div> <div data-bbox="829 235 1407 560"> <p style="text-align: center;">WHAT MAKES A GOOD COACH?</p> <p>Activity: Think-Pair-Share</p> <ul style="list-style-type: none"> • Think (3 minutes) An individual reflection on what makes a good coach. List all the behaviors, values, characteristics, and skills that you can think of in table 2.1.1 in Coach Workbook. • Pair and Share (5 minutes) Coaches will be divided into pairs inside breakout rooms to share and discuss what makes a good coach. <p style="text-align: center;"><i>Slide No. 18</i></p> </div> <div data-bbox="1417 235 2005 560"> <p style="text-align: center;">CHARACTERISTICS OF A GOOD COACH</p>  <p style="text-align: center;"><i>Slide No. 19</i></p> </div> </div>		
	<p>Duration: 00:10</p>	 <p>Activity Type: Individual Task Small Group Task</p>	 <p>Objective: This activity is an icebreaker. There are three reasons for having an icebreaker early in the workshop:</p>
	<p>Do:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="220 787 1081 1242"> <p style="text-align: center;">Think</p> <ol style="list-style-type: none"> 1. Ask the coaches to list down their answers in table 2.1.1 in Coach Workbook. <p style="text-align: center;">Pair and Share</p> <ol style="list-style-type: none"> 2. Get coaches into small groups. 3. Have them form 4 groups with someone they don't know. Put them in breakout rooms. 4. Have coaches introduce themselves to their new friend, discuss a coach they admire, and explain why they admire that coach. Have coaches use page 1 of their <i>Coach Workbook</i> to organize their discussion. </div> <div data-bbox="1102 787 2016 1193"> <ol style="list-style-type: none"> 1. To get coaches to meet one another. 2. To break up groups of coaches who may know one another or who came to the clinic together. If these groups are left together, they may be too comfortable with one another and may not focus enough on completing assigned tasks. This reason may be less obvious than the first, but it is just as important. 3. To expose coaches to the behaviours that will be expected of them throughout the workshop. If coaches are not actively engaged in the first 30 minutes of the clinic, they may resist this type of activity later. </div> </div>		
	<p>Say:</p>		<p>Facilitator Note: Resources: <i>Coach Workbook</i>, page 15</p>


	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="214 230 793 560">  <p style="text-align: center;">Slide No. 20</p> </div> <div data-bbox="802 230 1386 560"> <p style="text-align: center;">WHY INDIVIDUALS PARTICIPATE IN SPORT?</p> <p>Activity - Individual Reflection (2.2.1)</p> <ul style="list-style-type: none"> • Complete the table 2.2.1 in the Coach Workbook. • Time: 5 minutes <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">COLUMN 1</th> <th style="width: 50%;">COLUMN 2</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">Why I participated in sport...</td> <td style="font-size: 8px;">Why do I think youth participate in sport today...</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td style="font-size: 8px;">Why I participated in bowls today...</td> <td style="font-size: 8px;">Why I think adults participate in bowls as a new activity...</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <p style="text-align: center;">Slide No. 21</p> </div> <div data-bbox="1394 230 1978 560"> <p style="text-align: center;">WHY INDIVIDUALS PARTICIPATE IN SPORT?</p> <p>Activity - Collective Brainstorming (5 minutes)</p> <ul style="list-style-type: none"> • List in the chat box what you think are the primary 2 reasons why individuals participate in sport. • The Learning Facilitator will read them aloud as coaches post their responses and comment. <p style="text-align: center;">Slide No. 22</p> </div> </div>			COLUMN 1	COLUMN 2	Why I participated in sport...	Why do I think youth participate in sport today...			Why I participated in bowls today...	Why I think adults participate in bowls as a new activity...		
COLUMN 1	COLUMN 2												
Why I participated in sport...	Why do I think youth participate in sport today...												
Why I participated in bowls today...	Why I think adults participate in bowls as a new activity...												
	<p>Duration: 00:10</p>	 <p>Activity Type: Individual Task Small Group Task</p>	 <p>Objective: Gather reasons from the coaches why individuals participate in sport</p>										
	<p>Do:</p> <ol style="list-style-type: none"> 1. Ask coaches to think back to when they first started playing a sport and list the reasons they participated and why they participate in bowls today (page 16, Column 1, <i>Coach Workbook</i>). Give them a few minutes to do this. 2. Ask half the groups to list the reasons why they think youth want to participate in sport today (page 16, Column 2, <i>Coach Workbook</i>). 3. Ask the other half to list the reasons why they think adults want to participate in a new activity (page 16, Column 2, <i>Coach Workbook</i>). 4. Ask coaches to compare the two lists and then read pages 17-19 in the <i>Coach Workbook</i> on why youth, children and adults participate in sport. 5. As coaches finish their reading, ask them to compare their answers to the information presented in the <i>Coach Workbook</i>. 6. Debrief answers that are different, and answers that are the same. 												
	<p>Say:</p>		 <p>Facilitator Note: It's important to circulate among groups to make sure they understood your instructions and are on task.</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 16 • <i>PPT</i> 										

	<p>Display:</p> <div data-bbox="226 240 808 565"> <p>GENERAL MOTIVES IN PARTICIPATING IN SPORTS</p> <p>Affiliation: Wanting to be part of a group or team, a desire to have positive and friendly relations with others.</p> <p>Achievement: The desire to grow and improve, to reach a goal; a wish to improve, master new skills, and pursue excellence.</p> </div> <p style="text-align: center;">Slide No. 23</p>		<div data-bbox="829 240 1402 565"> <p>GENERAL MOTIVES IN PARTICIPATING IN SPORTS</p> <p>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.</p> <p>Self-direction: The desire to have a sense of control of their lives, to feel in charge.</p> </div> <p style="text-align: center;">Slide No. 24</p>	
 <p>Duration: 00:02</p>	 <p>Activity Type: Large-group Task</p>		<p>Objective: Link the reasons individuals participate in sport to the four universal motives</p>	
	<p>Do:</p> <p style="text-align: center;">Why Individuals Participate in Sport</p> <ol style="list-style-type: none"> 1. Ask groups to share their responses. 2. Ask coaches to expand on or clarify any responses that are unclear to others in the group. 3. As the responses come in, relate the specific reasons mentioned to the four main motives for participating in sport: <ul style="list-style-type: none"> • 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 			
 <p>Say:</p>		<p>Facilitator Note: You need to be able to show that most reasons for participating in sport fit into four universal motives:</p>		
<ul style="list-style-type: none"> • You may want to use a flipchart or whiteboard to group the responses by universal motive: Affiliation, Achievement, Sensation, and Self-direction. You may not want to label these categories until all the responses have been gathered. • Alternatively, you could organize the workshop space into four areas — one for each universal motive. Each time a coach volunteers a response, ask the coach to move to the appropriate area. Once all coaches have moved to one of the four areas, explain the four universal motives. <p>It's important to link the reasons for participation to the functions of a coach. All coaching behaviour needs to be linked to the needs of participants and the reasons they are in your program.</p>				

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="231 240 819 576">  <p style="text-align: center;">Slide No. 25</p> </div> <div data-bbox="829 240 1417 576">  <p style="text-align: center;">Slide No. 26</p> </div> </div>				
	<p>Duration: 00:03</p>		<p>Activity Type: Mini-Presentation</p>		<p>Objective: Link why individuals participate in sport to the four functions of a Bowls Club Coach</p>
	<p>Do:</p> <p style="text-align: center;">Bowls Club Coach Mini Presentation</p> <ol style="list-style-type: none"> 1. Explain to coaches that by grouping specific reasons into the four motives, we can relate these motives to the four functions of a community coach: <ol style="list-style-type: none"> a. Foster a sense of belonging among teammates (affiliation) b. Give every individual an opportunity to succeed and to feel good about himself or herself (achievement) c. Keep participants involved in practices and competitions (sensation) d. Give participants opportunities to make decisions within the context of the team (self-direction) <p style="text-align: center;">Individual Task</p> <ol style="list-style-type: none"> 1. Link specific coaching actions to participant needs. 2. Summarize your answers on page 19 of the Coach Workbook. 				
	<p>Say:</p>			<p>Facilitator Note: Resources</p> <ul style="list-style-type: none"> ● <i>Coach Workbook</i>, page 18 	



Display:




WHAT MOTIVATES ADULT PARTICIPANTS

Activity - Individual Reflection (2.2.5)

- Read section 2.2.5 in the Coach Workbook and summarize the key points on what motivates adult participants.
- Time: 5 minutes

Slide No. 27




WHAT MOTIVATES ADULT PARTICIPANTS

Activity - Buzz Groups

- Break into small groups of 3-4 coaches and each group discusses the following questions: (5 minutes)
 - What motivates YOU to participate?
 - What's different between adult and youth motivations?
- One representative of each group share one key takeaway of their discussion with the whole group (1 minute per group)

Slide No. 28




GENERAL MOTIVES IN PARTICIPATING IN SPORTS

Activity - Individual Reflection (2.2.6)


- Complete table 2.2.6
- Time: 5 minutes

Participant Need	This is what I can do to meet that need for Youth Participation	This is what I can do to meet that need for Adult Participation
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		


Slide No. 29




Duration:
00:10



Activity Type:
Individual Task
Small-group Task




Objective:
Make the coaches understand expectations of the majority of parents and participants of all ages.




Do:

Parents' Expectations

1. Summarize the previous task by stating that since we now understand why individuals participate in sport, we need to understand the expectations placed on a coach.
2. In the Coach Workbook, direct coaches to Appendix C.2 (page 153) on parents' expectations, and have coaches discuss this information in groups of four.
3. Ask each group to list the things a coach can do to deal with parent's top five expectations in exercise 2.2.6 in their Workbook.



Say:





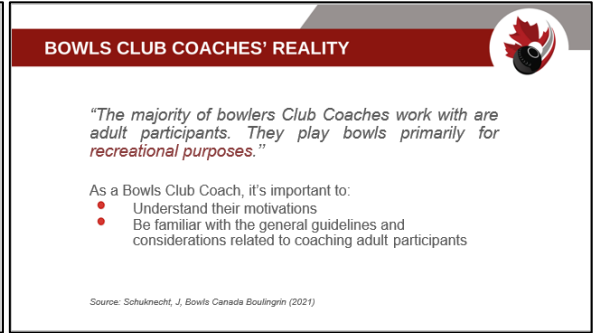






Facilitator Note:






Resources







- Coach Workbook, page 19-20



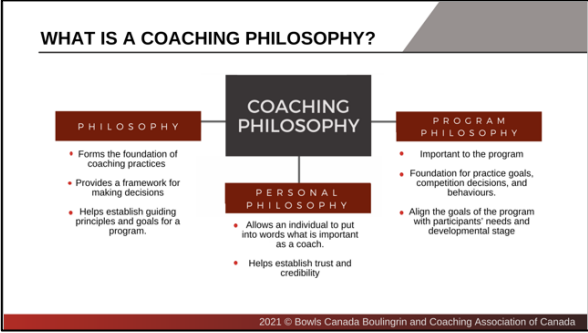
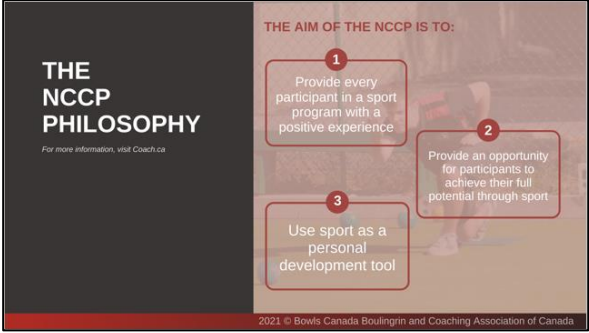






This task focuses on the broad issue of parents' expectations. While coaches will have stories about specific parents or circumstances, don't get caught up in discussing unique situations — there just isn't enough time to discuss the situations, and the purpose of this task is to understand the expectations of the majority of parents and participants of all ages.








Parents are an important part of a Junior Program as their help and support are vital to the success of the program. By being aware of the essential participant needs and core parental expectations, coaches are able to more easily identify when parental intervention may be contrary to the coach's and sport's philosophy. When difficult situations like this arise, coaches can use the Make Ethical Decisions process to help resolve the situation.

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="260 350 842 680">  <p>Slide No. 30</p> </div> <div data-bbox="842 350 1430 680">  <p>Slide No. 31</p> </div> </div>		
 <p>Duration: 00:02</p>	 <p>Activity Type: Introduction</p>	 <p>Objective: Introduce the topic on coaching adult participants</p>	
	<p>Do:</p> <ol style="list-style-type: none"> Briefly talk about the topics included in this part of the workshop: <ul style="list-style-type: none"> The considerations in coaching adults The similarities and differences in teaching young and adult participants The best practices in coaching 		
 <p>Say:</p>		<p>Facilitator Note:</p>	

	Display:		
	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">COACHING ADULT PARTICIPANTS</p> <div style="text-align: right; margin-bottom: 5px;"></div> <p>Activity - 4-minute Debate</p> <ul style="list-style-type: none"> • Group divides into pairs • One coach becomes <i>Debater A</i> and the other <i>Debater B</i> • Debater A strongly believes you coach youth and adult the same way • Debater B strongly believes you must adapt your coaching to adult participants • In a breakout room, Coach A and B debate their position for 4 minutes. </div> <p style="text-align: center;">Slide No. 32</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">COACHING ADULT PARTICIPANT</p> <div style="text-align: right; margin-bottom: 5px;"></div> <p style="text-align: center;"><i>"Whether you coach younger or adult participants, a key consideration is the individual and need to get the most out of the sporting experience."</i></p> <p style="text-align: center;"><i>"When coaching adult participants, adapt and adjust your approach slightly taking into consideration the maturity, life experience, motivations, physical characteristics and health conditions."</i></p> </div> <p style="text-align: center;">Slide No. 33</p>	
	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">COACHING ADULT PARTICIPANT GENERAL GUIDELINES</p> <div style="text-align: right; margin-bottom: 5px;"></div> <ul style="list-style-type: none"> • 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. </div> <p style="text-align: center;">Slide No. 34</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">COACHING ADULT PARTICIPANT GENERAL GUIDELINES</p> <div style="text-align: right; margin-bottom: 5px;"></div> <ul style="list-style-type: none"> • 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. </div> <p style="text-align: center;">Slide No. 35</p>	








 <p>Duration: 00:03</p>	 <p>Activity Type: Small-group Task Lecture</p>	 <p>Objective: Make coaches express their opinion on how adults should be taught and share best practices.</p>
 <p>Do:</p> <ol style="list-style-type: none"> 1. Divide the group into pairs. 2. Let them choose who will take the position of Debater A and Debater B. 3. Bring the pairs to their respective breakout rooms to debate their position. 4. Debrief and summarize their answers. 5. Share the best practices in teaching adults. 		
 <p>Say:</p>		 <p>Facilitator Note:</p>

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="214 316 798 646">  <p style="text-align: center;">Slide No. 36</p> </div> <div data-bbox="808 316 1392 646">  <p style="text-align: center;">Slide No. 37</p> </div> <div data-bbox="1402 316 1986 646">  <p style="text-align: center;">Slide No. 38</p> </div> </div>		
	<p>Duration: 00:03</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Introduce the NCCP Philosophy</p>
	<p>Do:</p> <p style="text-align: center;">Coaching Philosophy</p> <ol style="list-style-type: none"> 1. Present the following example of what a coaching philosophy could look like: <ul style="list-style-type: none"> ● Participation: Everyone gets to play. ● Preparation: We'll work hard to develop our skills. ● Performance: We'll measure success by how we execute what we've learned — not by the scoreboard. 		
	<p>Say:</p>		<p>Facilitator Note:</p>

	<p>Display:</p> <div data-bbox="218 233 709 526"> <p>EXAMPLE OF A "LEARN TO BOWL" COACHING PHILOSOPHY</p> <ul style="list-style-type: none"> • Participation: Everyone gets to play. • Preparation: We'll work hard to develop our skills. • Performance: We'll measure success by how we execute what we've learned — not by the scoreboard. <p><i>Slide No. 39</i></p> </div> <div data-bbox="726 233 1213 526"> <p>DESCRIBE YOUR COACHING PHILOSOPHY</p> <p>Activity - Individual Reflection (2.4.4) - (5 minutes) Scenario: Your first program session is in a couple of days, and you will need to explain your coaching philosophy.</p> <ul style="list-style-type: none"> • Using table 2.4.4, describe your philosophy in three points (like the example) • Be brief and use simple language • You will be required to share <p><i>Slide No. 40</i></p> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Individual Task</p>	 <p>Objective: Help coaches clarify their ideas about sport and coaching.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Present this scenario: Your first program session is in a couple of days, and you will need to explain your coaching philosophy. To be prepared for this meeting, describe your philosophy in three points (like the example). 2. Bring the section to a close by summarizing the key points: <ul style="list-style-type: none"> • Coaching should be participant-centered. • Participant-centered coaching is designed to meet the needs of the participants. <p>If coaching youth or children, participant-centered coaching involves considering parents' expectations.</p>		
	<p>Say:</p>		 <p>Facilitator Note: Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 23
<ul style="list-style-type: none"> • When presenting the example, don't get bogged down in the specifics of the example. The purpose of the example is to show that a coaching philosophy can be stated very briefly. • Tell coaches that they won't be required to share their philosophy with the group. Stress that the point of the activity is to help coaches clarify their ideas about sport and coaching. • Coaches do not have to fill the page, a few "short and sweet" lines are enough. • Be brief. If coaches start asking questions, explain that their questions will be answered later in the workshop. • If you haven't already, this is a good opportunity to create a <i>parking lot</i> to hold questions that will be answered as the workshop progresses. Be sure to check the parking lot at the end of the workshop and make sure that all outstanding questions have been answered. 			

3 | Meaningful Competition for a Lifetime



	<p>Display:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="210 240 802 571"> <p style="text-align: center;"><i>Slide No. 41</i></p> </div> <div data-bbox="802 240 1394 571"> <p style="text-align: center;">MEANINGFUL COMPETITION FOR A LIFETIME</p> <p>Rationale: Learn to Bowl programs are the start of an individual's participation in Bowls no matter the age.</p> <p>To ensure long-term participation, children, youth and adults require a program that meets their developmental and training needs.</p> <p>These needs are defined as <i>stages</i>. These stages are outlined in the Long-Term Athlete Development (LTAD) model.</p> <p style="text-align: center;"><i>Slide No. 42</i></p> </div> <div data-bbox="1394 240 1986 571"> <p style="text-align: center;">MEANINGFUL COMPETITION FOR A LIFETIME</p> <p>Objective: To identify the participant's stage of development and to provide a program that is appropriate for that stage of development.</p> <p>Process: Will consist of a series of mini-presentations, individual and small-group activities.</p> <p style="text-align: center;"><i>Slide No. 43</i></p> </div> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Introduction</p>	 <p>Objective: Introduce the concept of Long-Term Athlete Development (LTAD).</p>
	<p>Do: Outline the Rationale, Objective and Process</p>		
	<p>Say:</p> <ul style="list-style-type: none"> ● Rationale: Learn to Bowl programs are the start of an individual's participation in sport be they children, youth, or adults. To ensure long-term participation, children, youth, and adults require a program that meets their developmental and training needs. These needs are defined as <i>stages</i>. These stages are outlined in the Long-Term Athlete Development (LTAD) model. ● Objective: To identify the participant's stage of development and to provide a program that is appropriate for that stage of development. ● Process: Will include working in small groups to identify the stage of development and then to outline an appropriate program. 		 <p>Facilitator Note:</p> <p>LTAD is a complex concept for Club Coaches, but these coaches need to understand where they fit in the participant's long-term participation in sport. LTAD also gives community coaches a clear explanation of their role at this level.</p> <p>Share with the coaches that before exploring the Bowls specific Long-Term Athlete Development framework, we need to have a basic understanding of generic long-term athlete development. We will start with some basic concepts about Long-Term Athlete Development and then move into the Bowls specific model and how it impacts coaching.</p>



Display:

<p>LONG TERM ATHLETE DEVELOPMENT (LTAD) – WHAT IS IT?</p> <ul style="list-style-type: none"> • A clear, LONG-TERM view of athlete development • A systematic approach to maximize athlete potential and participant involvement. • Aims to define ideal training and competition conditions. • Based on BIOLOGICAL AGE rather than chronological age. • Bowls Canada has a sport-specific LTAD Model (see Page 8 of Bowls LTAD document) 	<p>WHY IS LONG-TERM ATHLETE DEVELOPMENT (LTAD) IMPORTANT?</p> <p><i>“The LTAD provides all key bowls stakeholders (coaches, leaders, administrators, etc.) with a clear, long-term outlook on bowls development pathways in addition to key information and guidelines to maximize and optimize bowlers’ development and involvement.”</i></p>	<p>KEY DEFINITIONS</p> <p>Fundamental Movement Skills (FMS) are motor abilities (agility, balance, coordination) and basic athletic movements (throwing, kicking, running, jumping, hopping and catching)</p> <p>Fundamental Sports Skills are these fundamental movement skills applied to a sport situation: for example, kicking a soccer ball, running a sprint, jumping up for a basketball rebound, catching a baseball.</p> <p style="text-align: right; font-size: small;">2021 © Bowls Canada Bowling and Coaching Association of Canada</p>
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Slide No. 44

Slide No. 45

Slide No. 46



Duration:
00:05



Activity Type:
Mini-lecture



Objective:
Introduce the concept of Long-Term Athlete Development (LTAD)



Do:

1. Define LTAD in more detail.
2. Outline the stages of the LTAD Model.



Say:

LTAD
A guide for athlete development that specifically addresses trends in growth, maturation, trainability, recovery, cognitive-emotional-physical growth, and lifelong participation in sport.



Facilitator Note:

Point out the characteristics that bowls is a late specialization sport.

- Similar to rowing, many athletes successfully transition from other sports such as curling or 5-pin bowling to bowls later in life.
- Athletes can be successful in bowls at any age.

			<p>Resources</p> <ul style="list-style-type: none">• <i>Coach Workbook</i>, page 25-26
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Display:

WHAT IS PHYSICAL LITERACY?

- 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.
- It also is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Slide No. 47

PHYSICAL LITERACY LEADS TO AN ACTIVE LIFE

Slide No. 48

KEY PRINCIPLE - GETTING THE SEQUENCE RIGHT

Fundamental Movement Skills BEFORE Fundamental Sport Skills

“For participants to have success in sport, they must 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.”

Slide No. 49

The Generic Long-Term Athlete Development Model (LTAD)

Source: Sport for Life

Slide No. 50

BOWLS CANADA BOWLINGRIN LONG-TERM DEVELOPMENT ATHLETE DEVELOPMENT PATHWAY

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Slide No. 51



Duration:
00:10



Activity Type:
Mini-Presentation




















Objective:
Introduce the concept of Long-Term Athlete Development (LTAD)


















Do:









1. Clarify that while these stages are related to chronological age, there are variations based on the nature of the specific sport. For the purposes of these variations, there are two groups of sports:
 - Early-specialization sports. Some sports, such as gymnastics, rhythmic gymnastics, figure skating, diving, and table tennis, require early sport-specific specialization in training.
 - Late-specialization sports. Sports such as athletics, combative sports, cycling, racquet sports, rowing, and all team sports require a generalized approach to early training. In these sports, training should emphasize the development of general, fundamental motor and technical/tactical skills.

	<p>2. Close by stating that we're going to focus on the Learn to Bowls Program relevant to these three stages in LTAD:</p> <ul style="list-style-type: none"> • Learn to Bowl - FUNdamentals • Train to Play - Learn to Train • Bowling for Life - Active For Life 		
	<p>Say:</p>		<p>Facilitator Note:</p>
	<p>Display:</p> <div data-bbox="262 532 840 863" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">LTAD FOR BOWLS CLUB COACHES</p> <p>Activity - Jigsaw (with Bowls LTAD document)</p> <ul style="list-style-type: none"> • Class divides in 3 groups and assign an LTAD stage: <ul style="list-style-type: none"> Group 1 – Learn to Bowl (pages 18-19) Group 2 – Train to Play (pages 20-21) Group 3 – Bowling for Life (pages 28-29) • A group leader is designated to lead and facilitate • Each becomes very knowledgeable about their assigned LTAD stage (15 minutes) • Each group designate a reporter to summarize and present the key concepts and main points of their assigned LTAD Stage to the whole group (maximum 5 minutes per group) </div> <p style="text-align: center;">Slide No. 52</p>		
	<p>Duration: 00:30</p>	 <p>Activity Type: Small-group task</p>	 <p>Objective: Develop the coach's knowledge on each stage of LTAD</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Divide the class into three groups. 2. Assign an LTAD stage to each group. 3. Instruct the coaches to select a group leader who will lead the facilitate the discussion, and one reporter to summarize the key concepts and main points. 		
	<p>Say:</p>		<p>Facilitator Note:</p> <ul style="list-style-type: none"> • Alert the participants on the time they have to accomplish the task. • Clarify any misconceptions during each group's reporting.

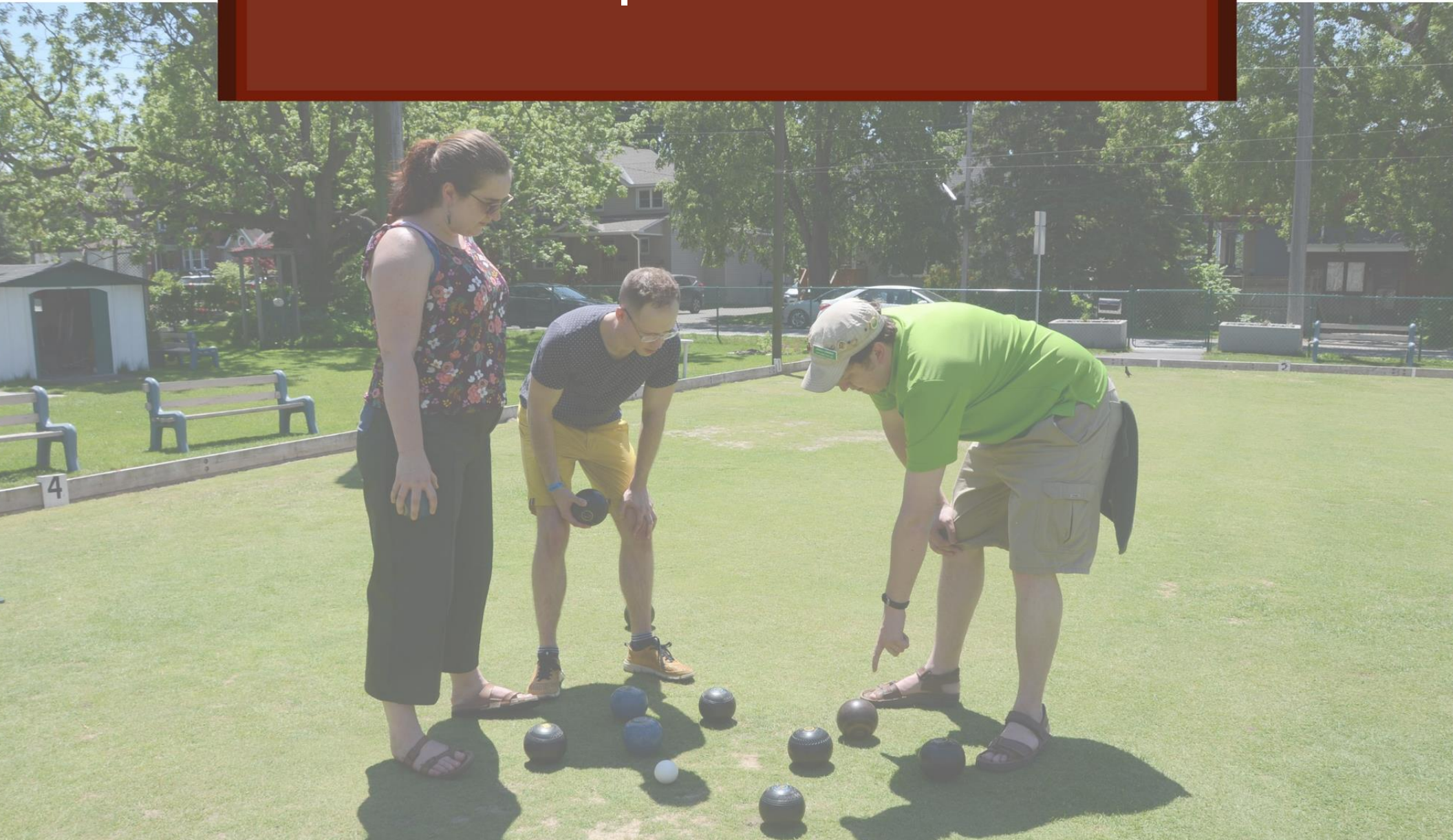
	<p>Display:</p> <div data-bbox="283 316 865 646" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">LTAD FOR BOWLS CLUB COACHES </p> <p>Activity - Case Study (3.7.1)</p> <ul style="list-style-type: none"> • Small groups of 3-4 coaches • Read the scenario of activity 3.7.1 and discuss and reflect the questions. • Record thoughts in the table. • Time: 20 minutes </div> <p style="text-align: center;">Slide No. 53</p>		
 <p>Duration: 00:20</p>		<p>Activity Type: Small-group task</p>	 <p>Objective: Ask the coaches to apply what they have learned to a given scenario.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Divide the class to small groups of 3-4 coaches. 2. Ask the coaches to read the scenario and discuss answers to the questions. 3. Instruct the coaches to record their answers in the table. 		
	<p>Say:</p>		 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • Alert the participants on the time they have to accomplish the task. • Share best practices and ideal answers. <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 36



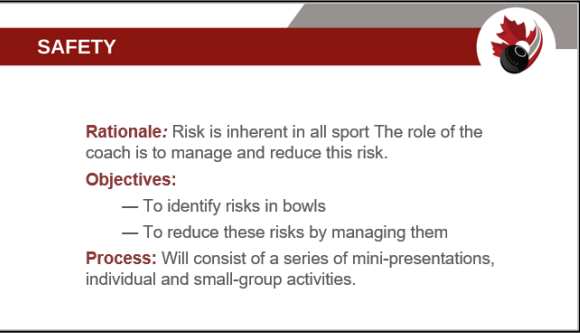






	<p>Display:</p> <div data-bbox="283 237 865 566" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">ROLE OF COMPETITION</p> <p>Activity - 3-Minute Paper (3.8.1) (3 minutes) The <i>Learn to Bowl</i> stage suggests 7 practices to 3 games ratio. Many new bowlers (and existing club members) may not like this.</p> <ul style="list-style-type: none"> • What are some positive reasons why <i>Learn to Bowl</i> participants should spend more time practicing than competing? • What are some negative aspects to putting new participants in a competition right away? <p><small>Record your thoughts in table 3.8.1 in the Coach Workbook.</small></p> </div> <p style="text-align: center;">Slide No. 54</p>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Individual Task</p>	 <p>Objective: Make the coaches analyze the importance of practice and the role of competition in the Learn to Bowl stage.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Read the context and questions in the slide. 2. Ask the coaches to record their answers in their workbook. 		
	<p>Say:</p>		 <p>Facilitator Note:</p> <ul style="list-style-type: none"> • Have a few coaches share their answers to the class. • Clarify any misconceptions and answer questions from the coaches. • Share best practices and ideal answers. <p>Positives of more practices = better chance to develop good habits/skills; increases chance for success in competition; reduces chance of overuse injuries</p> <p>Negatives of competition right away = participants will develop/reinforce bad habits; individuals who don't experience success more likely to drop out; increase risk of overuse injuries.</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 39








	<p>Display:</p>  <p><i>Slide No. 55</i></p>		
 <p>Duration: 00:05</p>	 <p>Activity Type: Mini lecture</p>	 <p>Objective: Recall and summarize the topics and key points in Session 1</p>	
 <p>Do:</p> <ol style="list-style-type: none"> 1. Tell the coaches that they have reached the end of Session 1. 2. Summarize the key topics that were discussed. 3. Answer questions from the coaches if there are any. 4. Give a preview of Session 2. Remind them of the schedule for this session. 			
 <p>Say:</p>	 <p>Facilitator Note:</p>		











	<p>Display:</p>  <p><i>Slide No. 56</i></p>		
 <p>Duration: 00:02</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Make the coaches aware of the topics that will be covered in Session 2</p>	
 <p>Do:</p> <ol style="list-style-type: none"> 1. Welcome the coaches to the 2nd Session. 2. Briefly talk about the topics in Session 2 and what they can expect to learn. 3. Remind the coaches that to maximize their learning, their active participation in the group tasks is encouraged. 			
 <p>Say:</p>	 <p>Facilitator Note:</p>		











4 | Safety



	<p>Display:</p>  <p style="text-align: center;">Slide No. 57</p>		 <p style="text-align: center;">Slide No. 58</p>	
 <p>Duration: 00:03</p>	 <p>Activity Type: Introduction</p>		<p>Objective: Introduce the concept of risk in coaching.</p>	
 <p>Do: 1. Start this part of the workshop by outlining the rationale, objectives, and process.</p>				
 <p>Say:</p> <p>Rationale: Risk is inherent in all sport (more so in some sports than others). The role of the coach is to manage and reduce this risk.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To identify risks in bowls • To reduce these risks by managing them and by adapting the way those you coach play bowls • To respond effectively to emergencies, e.g., heat stroke <p>Process: Will be a series of small-group tasks</p>		 <p>Facilitator Note:</p> <p>It's important to make coaches aware of the risks in coaching without making them fearful about coaching.</p> <p>If coaching children, Club Coaches should check with their Provincial Bowls Association to assess the need for a Police Background Check or Vulnerable Sector Search. Advise coaches that the BCB/PTSO's coach certification pathway also require that coaches complete an approved Safe Sport course.</p>		

	<p>Display:</p> <div data-bbox="281 266 867 596" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">IDENTIFYING RISKS</p> <p style="text-align: center;">Activity - Individual Reading (4.1.1)</p> <ul style="list-style-type: none"> • Read the scenario "Life in the Fast Lane" • Highlight any risks you observe • Time: 5 minutes </div> <p style="text-align: center;"><i>Slide No. 59</i></p>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Individual Task</p>	 <p>Objective: Ask the participants to highlight risks in the given scenario.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Have coaches read the scenario Life in the Fast Lane and highlight any risks they observe in the scenario. 		
	<p>Say:</p>		 <p>Facilitator Note:</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 41

	<p>Display:</p> <div data-bbox="262 235 850 560" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">RISK FACTORS IN BOWLS</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  <p>Environmental risks Factors related to the weather or its effects on practice or competition.</p> </div> <div style="width: 30%;">  <p>Equipment and facilities risks Factors related to the quality and operating conditions of equipment and facilities</p> </div> <div style="width: 30%;">  <p>Human risks Factors related to children and the people associated with them, such as coaches, parents, and officials. Factors include players' physical characteristics, their attitudes toward their sport, coaches' knowledge of the sport's rules and skills, and coaches' ability to teach these skills.</p> </div> </div> <p style="text-align: center;">Slide No. 60</p> </div>		
	<p>Duration: 00:03</p>	 <p>Activity Type: Mini-Lecture</p>	 <p>Objective: Make the coaches understand the three types of risk.</p>
	<p>Do:</p> <ol style="list-style-type: none"> After the coaches finish reading, define the three types of risk: <ul style="list-style-type: none"> Environmental risks: Factors related to the weather or its effects on practice or competition. Equipment and facilities risks: Factors related to the quality and operating conditions of equipment and facilities. Human risks: Factors related to participants and the people associated with them, such as coaches, parents, and officials. Factors include players' physical characteristics, their attitudes toward their sport, coaches' knowledge of the sport's rules and skills, and coaches' ability to teach these skills 		
	<p>Say:</p>		 <p>Facilitator Note: Be sure to provide examples of each type of risk. These examples should be relevant to the age of the children that those attending the workshop are coaching.</p>

	Display:		
	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">IDENTIFYING RISKS</p> <div style="text-align: right; margin-bottom: 10px;"></div> <p>Activity - Small-group Task (4.1.3)</p> <ul style="list-style-type: none"> • Class divides in small groups of 3 coaches • Complete the activity 4.1.3 identifying risks from the scenario "Life in the Fast Lane" • Time: 5 minutes <p style="text-align: center; margin-top: 10px;">Slide No. 61</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">IDENTIFYING RISKS</p> <div style="text-align: right; margin-bottom: 10px;"></div> <p>Activity - Large-group Sharing</p> <ul style="list-style-type: none"> • Each group share the main risks they identified. • For each risk identified, the whole group attempts to answer the following question: —“How can this risk be reduced?” • Time: 8 minutes <p style="text-align: center; margin-top: 10px;">Slide No. 62</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: 0;">PREVENTING SPORT-RELATED INJURIES: WHAT TO DO AND WHEN TO DO IT</p> <div style="text-align: right; margin-bottom: 10px;"></div> <p>Activity - Individual Reading</p> <ul style="list-style-type: none"> • Review the Bowls Safety Checklist (4.1.4) and Risk Management and Injuries Prevention Strategies (4.2) • Time: 5 minutes <p style="text-align: center; margin-top: 10px;">Slide No. 63</p> </div>
	<p>Duration: 00:23</p>	 <p>Activity Type: Small-group Task Large-group Task Individual Task</p>	 <p>Objective: Make the coaches identify risks in a given scenario.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Have coaches form groups of three. 2. Assign each group the activity on page 41 of the <i>Coach Workbook</i>: identifying the risks in the scenario Life in the Fast Lane. 3. Ask groups to share the risks they identified. 4. For each risk identified, ask the group: “How can this risk be reduced?” 5. At the end of the discussion, summarize the solutions suggested into specific steps coaches could take to manage risk in their sport (using information in the Key Points column below). 		
	<p>Say:</p>		<p>Facilitator Note: Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page 43-44, 46
<p>Answers for risk assessment task:</p> <ul style="list-style-type: none"> • Environmental risks: Heat, humidity, possible rain storm, and possibility of lightning 			

- **Equipment and facilities risks:** Improper footwear, wet footwear, wet playing surface, and potential exposure to lawn chemicals
- **Human risks:** Coach ill prepared and in a rush, no practice plan, bowlers forgetting water on a hot humid day, and coach-imposed pressure from perceived club executive expectations

Here is a list of the actions coaches should take to manage risk in their sport. You can use this list as part of the summary at the end of this task.

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


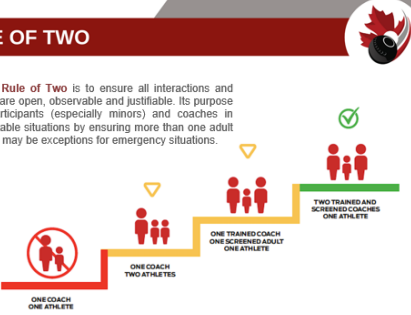







- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Ensure there is access to water on hot days
- Evaluate participants
- Ensure principles of Fair Play are followed










After a practice or competition


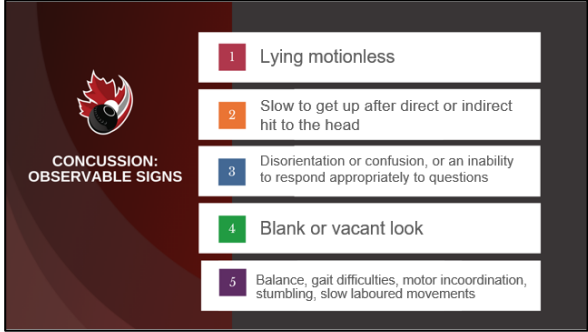
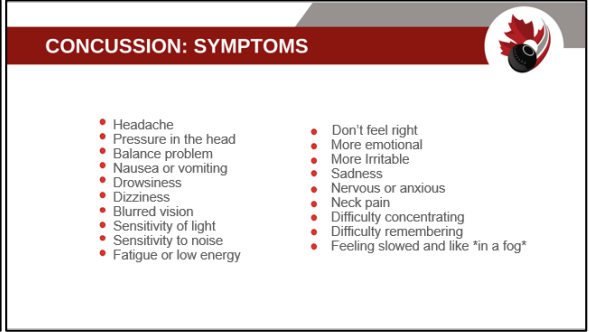






- Store equipment safely
- Fill in an accident report if one occurred
- Start/update an accident/injury log


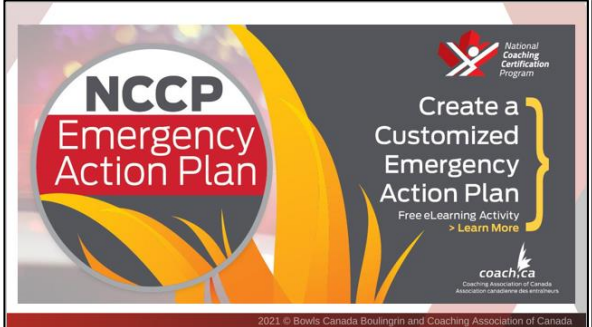
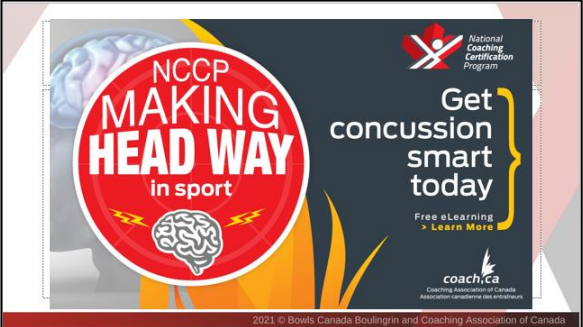






After the season

- Analyze your accident/injury log

	<p>Display:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="235 230 814 561"> <p>THE RULE OF TWO</p> <p>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.</p>  <p><i>Slide No. 64</i></p> </div> <div data-bbox="827 230 1402 561"> <p>THE RULE OF TWO</p> <p>GOOD RULE OF TWO IMPLEMENTATION PRACTICES</p> <ul style="list-style-type: none"> • 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. <p><small>Learn more: coach.ca/responsiblecoaching</small></p> <p><i>Slide No. 65</i></p> </div> <div data-bbox="1415 230 2001 561">  <p><i>Slide No. 66</i></p> </div> </div>		
	<p>Duration: 00:03</p>	 <p>Activity Type: Mini-Lecture</p>	 <p>Objective: Introduce the concept of the Rule of Two.</p>
	<p>Do:</p>		
	<p>Say:</p> <p>The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable.</p> <p>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.</p>		 <p>Facilitator Note:</p> <p>Introduce the Safe Sport Training of the Coaching Association of Canada if they want to learn more on this topic.</p> <p>Remind participants that in order to be a fully trained Club Coach, they must take an approved Safe Sport course. The CAC's Safe Sport course is one, and Respect in Sport is another.</p>



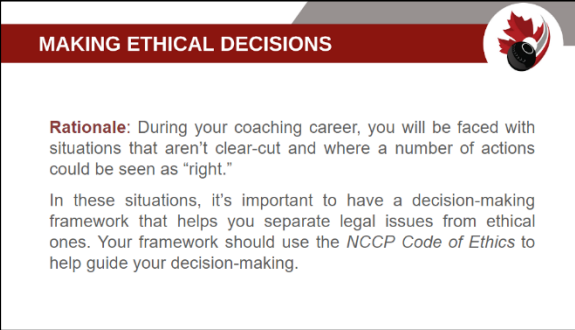
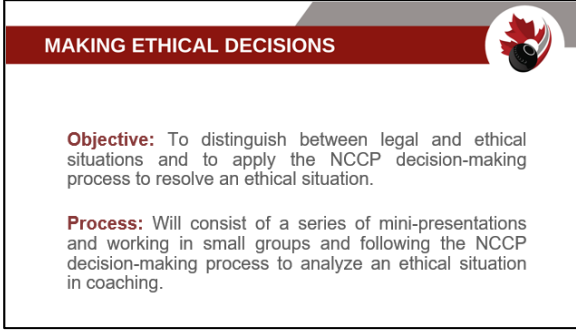






	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="268 240 848 565" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: -10px -10px 10px -10px;">CONCUSSIONS</p> <p style="text-align: right;"></p> <p>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.</p> <p style="text-align: center;">Slide No. 67</p> </div> <div data-bbox="848 240 1428 565" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #800000; color: white; margin: -10px -10px 10px -10px;">CONCUSSION: SIGNS AND SYMPTOMS</p> <p style="text-align: right;"></p> <p style="text-align: center;">Activity - Small-group Brainstorming</p> <ul style="list-style-type: none"> • Class divides into groups of 3-4 coaches • Brainstorm the most common signs and symptoms together • Record your answer in table 4.4.2 • Time: 5 minutes <p style="text-align: center;">Slide No. 68</p> </div> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Mini-Lecture Small-group Task</p>	 <p>Objective: Make the coaches understand what a concussion is and its common signs and symptoms.</p>
	<p>Do:</p> <p style="text-align: center;">Brain Injuries</p> <ol style="list-style-type: none"> 1. Define concussion. 2. Have coaches form new groups of three. 3. Direct coaches to read the <i>Coach Workbook</i> on Concussions (pages 49-53). 		
	<p>Say:</p>		<p>Facilitator Note: It is important for bowls coaches to learn about concussion because participants may trip over the ditch board, bowls, bags and hit their heads.</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, pages 49
<p>Learning Facilitators must read ALL the information on brain injuries in the <i>Coach Workbook</i> (pages 49-53). This is a very serious issue in sport in general, and your comments and responses must reflect the most recent research on the subject. You <i>must</i> limit your comments and responses to the information provided in the <i>Coach Workbook</i>. Do NOT use any other material when you facilitate this task.</p>			
<p>While brain injuries are not an inherent risk in bowls, they are becoming more prevalent in day-to-day activities: bike accidents, falls, ATV accidents, accidents that happen at home, school, work, etc. Coaches need to be aware of the signs and symptoms of concussion and the guidelines for returning to play.</p>			


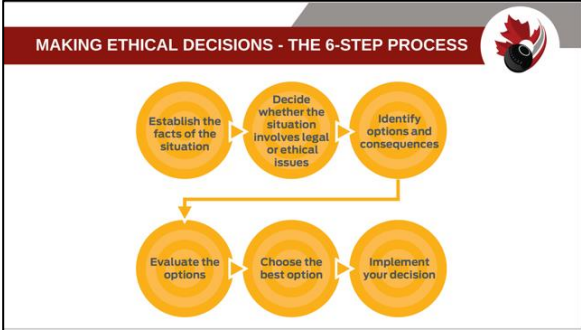






	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="268 266 852 596">  <p>Slide No. 69</p> </div> <div data-bbox="852 266 1436 596">  <p>Slide No. 70</p> </div> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Mini-Lecture</p>	 <p>Objective: Make the coaches understand what a concussion is and its common signs and symptoms.</p>
	<p>Do:</p> <ol style="list-style-type: none"> Summarize the key points on concussions. Use these questions to debrief the group: <ul style="list-style-type: none"> What did you learn by doing these tasks on concussion? How will this knowledge affect the way you coach? 		
	<p>Say:</p>		<p>Facilitator Note:</p> <p>Concussion Key Points</p> <ul style="list-style-type: none"> Causes Signs and symptoms Participant should stop play immediately – WHEN IN DOUBT SIT THEM OUT

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="262 316 850 641">  <p style="text-align: center;">Slide No. 71</p> </div> <div data-bbox="850 316 1428 641">  <p style="text-align: center;">Slide No. 72</p> </div> </div>		
	<p>Duration: 00:03</p>	 <p>Activity Type: Mini-Presentation</p>	 <p>Objective: Introduce the free eLearning activities of the NCCP on emergency action planning</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Talk about the free eLearning activities of NCCP. 2. Give an overview on what they can expect to learn from these activities. 3. Briefly talk about how to access. 4. Must complete the EAP module (10 minutes and free) in order to be a fully trained Club Coach. 		
	<p>Say:</p>		<p>Facilitator Note:</p>

5 | Making Ethical Decisions



	<p>Display:</p>  <p><i>Slide No. 73</i></p>	<p>MAKING ETHICAL DECISIONS</p>  <p><i>Slide No. 74</i></p>	<p>MAKING ETHICAL DECISIONS</p>  <p><i>Slide No. 75</i></p>
	<p>Duration: 00:05</p>	 <p>Activity Type: Introduction</p>	 <p>Objective: Communicate the importance of a decision-making framework in making ethical decisions.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Begin this part of the workshop by explaining the rationale, objective, and process of making ethical decisions. 		
	<p>Say:</p> <ul style="list-style-type: none"> • Rationale: During your coaching career, you will be faced with situations that aren't clear-cut and where a number of actions could be seen as "right." In these situations, it's important to have a decision-making framework that helps you separate legal issues from ethical ones. Your framework should use the <i>NCCP Code of Ethics</i> to help guide your decision-making. • Objective: To distinguish between legal and ethical situations and to apply the NCCP decision-making process to resolve an ethical situation. • Process: Will consist of working in small groups and following the NCCP decision-making process to analyze an ethical situation in coaching. 		 <p>Facilitator Note:</p> <p>Keep your mini-lecture brief and to the point.</p> <p>Many coaches feel that they don't have time to use a decision-making framework. It's very important to address this in the mini-lecture. Point that the framework is a mental map and that coaches are not expected to write down all the steps when they are trying to resolve an ethical situation that requires immediate attention.</p>

	<p>Display:</p>  <p>Slide No. 76</p>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Discussion with active participation</p>	 <p>Objective: Gather responses from the coaches on why people have different perspectives.</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. Explain that not everyone trying to resolve an ethical situation will come up with the same solution. This is because people see the issue from different perspectives. 2. Brainstorm with the group why people may have different perspectives. 3. Stress that coaches need to keep these differing perspectives in mind when resolving an ethical situation. 4. Using the information on page 62 of the <i>Coach Workbook</i>, summarize the key points of Ethical, legal, and value-based decisions and five steps in the process of making ethical decisions. 		
	<p>Say:</p>		<p>Facilitator Note:</p>
<p>Examples of why people may have different perspectives include:</p> <ul style="list-style-type: none"> • Different experience as a participant • Different experience as a coach • Different life experiences • Different education and training • Different cultural beliefs • Different religious beliefs <p>Emphasize that conflicts are often based on having differing perspectives — it isn't that there are good people and bad people, it's that people see things differently because their experiences differ.</p>			



Display:



Slide No. 77



Duration:

00:05



Activity Type:

Small-group Task



Objective:

Explain the key concepts of morals, ethics, and laws.



Do:

1. Introduce the key concepts of morals, ethics, and laws (below). Using the continuum diagram, explain that ethical decisions are those that live in the gray between subjective personal morals (black) and a society's objective, shared laws (white).

- Ask coaches for a simple example of a moral, ethic, and law that can be referred to throughout the remainder of the module and record their answer (example: on a flipchart or whiteboard). Clarify that “law” refers to societal laws, not sport laws (these are rules). For example, in a running race:
 - **Moral:** all athletes should finish the race, even if that means risking your own success to help another person.
 - **Law:** you may not take illegal performance-enhancing drugs.
 - **Ethic:** If there is danger up ahead (example: a fallen tree on the route), you'll warn the other athletes to prevent them from harm.
- Clarify that the important distinction here is between ethical and legal decisions.

2. Ask coaches: Where do rules of sport fall in this continuum?

- The coaches' responses should note that rules fall closer to laws as they are written, shared, objective rules. However, they aren't treated as laws as the consequences remain within the sport.

- To solidify coaches' understanding, describe a scenario where breaking a rule becomes breaking a law (example: high sticking in hockey that extends to a two-hand swing of the stick to the head, becoming assault).



Say:



Facilitator Note:

Resources

- *Coach Workbook*, page 61-63

Clarify that the important distinction here is between ethical and legal decisions.

Key concepts

- **Morals:** A set of deeply held, personal values based on beliefs, upon which our thoughts and actions are based. We refer to our values in evaluating our choices, and those of others.
- **Ethics:** A series of principles (written or unwritten) describing right and wrong that are agreed upon by members of a group (example: codes of conduct or a religion), either explicitly or implicitly by participating in that group.
- **Laws:** A series of written principles that must be legally adhered to. There are real consequences that may have an impact on an individual's entire life if these laws are broken.



Display:



Slide No. 78



Slide No. 79



Duration:
00:05



Activity Type:
Group discussion





Objective:
Make the participants apply the NCCP Code of Ethics in decision making.



Do:

Factors, plenary discussion

- Ask coaches to define an ethical dilemma.
 - An ethical dilemma as a conflict between values we wish to maintain.
 - When someone is faced with an ethical dilemma and is forced to choose between 2 values, their most deeply held beliefs normally dictate the course of action.
- Describe the NCCP Code of Ethics (found on page 167 of the Coach Workbook).
- Instruct coaches to partner up. Assign each pair a principle from the NCCP Code of Ethics. Each pair will come up with 2 to 3 ethical dilemmas that may arise in relation to their principle.
- Invite coaches to share their ethical dilemmas.
- Remind coaches that it isn't crucial to determine which principle or ethical standard of behaviors of the Code of Ethics is violated, but it's important to recognize that there is an ethical dilemma and to follow the decision-making process accordingly.
- Conclude that the golden rule of the NCCP Code of Ethics is to Do No Harm. It's the coach's duty above all to ensure that the decisions they make and the actions they take don't result in harm, physical or other, to athletes.
- Refer coaches to other perspectives and tools such as the Responsible Coaching Movement, Commit to Kids and Respect in Sport. Start the conversation by asking coaches to describe their understanding of the Responsible Coaching Movement.
- As an example of a tool from the Responsible Coaching Movement, describe the 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

	<p>one adult is present. There may be exceptions for emergency situations.</p> <ul style="list-style-type: none"> • Encourage coaches to visit coach.ca/responsiblecoaching for more information. <p>9. Review the factors that influence a coach’s decision-making:</p> <ul style="list-style-type: none"> • Internal <ul style="list-style-type: none"> ○ Previous experience ○ Personal values ○ Personal circumstances • External <ul style="list-style-type: none"> ○ Economic and political aspects ○ Gravity of situation and urgency of decision ○ Organizational, institutional and social aspects 	
	<p>Say:</p>	 <p>Facilitator Note: Resources <i>Coach Workbook</i>, pages 63-64</p>
	<p>Leadership and professionalism: Maintain the athlete- centered approach to coaching so that every participant’s well-being is a priority.</p> <ul style="list-style-type: none"> • Your organization is applying great pressure to win. Additionally, such a win this season would bolster an opportunity for you for career advancement. Throughout the season, you’ve followed principles of fair play by trying to ensure equal playing time for all participants. However, if you play your stronger participants in an important upcoming competition, you’ll have a much stronger chance of winning. Should you play the stronger players or stick to ensuring equal playing time, regardless of the situation? <p>Health and safety: Recognize and minimize vulnerable situations to ensure the safety of participants.</p> <ul style="list-style-type: none"> • A participant has shown some symptoms of a knee injury. You have recognized the symptoms and expressed concern it may become more serious. The parents insist the participant compete today. Should you allow this participant to compete or hold the participant back from competing? <p>Respect and integrity: Establish a respectful and inclusive sport environment where all participants can raise questions or concerns.</p> <ul style="list-style-type: none"> • You assist a team with a head coach who constantly puts down participants for poor performance and poor skills. The head coach has strong influence at the club, so you’re worried that saying something could jeopardize your career. Do you approach the head coach directly about this behaviour or contact someone from the organization? 	

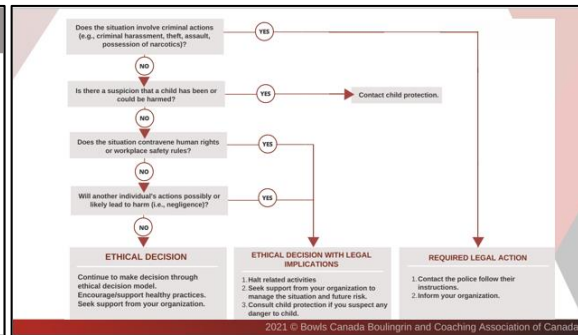


Display:

LEGAL IMPLICATIONS

- Has anyone been harmed by the action or decision of another individual, and if so, in what way?
- Does the action or situation conflict with an existing law?
 - Actions that are criminal or quasi-criminal
 - Actions that breach a contract
 - Indications a child may be in need of protection
 - Actions that are discriminatory
 - Actions that constitute harassment
 - Actions that could constitute negligence

Slide No. 80



Slide No. 81



Duration:
00:05



Activity Type:
Mini-Lecture



Objective:
Differentiate legal and ethical implications.



Do:

1. Contrast legal and ethical situations. Recall the key concepts of ethics and laws from the beginning of this activity. Inform coaches that as soon as they believe that a decision has legal implications, they should act accordingly. It isn't the responsibility of a coach to investigate.
2. Instruct coaches to share.
3. Read the scenarios on page 74-75 of the Coach Workbook. Instruct coaches to go to the front of the room if they believe it's a legal decision, stay in the middle if they believe it's an ethical decision, and go to the back of the room if they believe it's a day-to-day situation. If the session is online, ask the participants to type their response in the chat box.
4. Debrief each scenario and aim to come to a consensus for each one. During the debrief, address the issue of liability and what a coach may be liable for in certain situations.
5. Note that each province may have specific legal requirements that must be followed. Familiarize yourself with any legalities in relation to coaching in your sport according to your province.
6. Keep in mind the liability and negligence content is additional information, not the main focus of the module.
7. Most decisions discussed today will be ethical decisions. However, the relevant, applied focus is understanding when an ethical decision has legal implications. Inform the coaches early on that if they're unsure if there are legal implications, then they should treat it as though there are legal implications.

8. Review a legal situation’s flowchart steps, including key questions and steps as described below.
9. Negligence will likely be discussed, even though it isn’t the focus of this course. Coaches may also bring up “duty of care,” which is a legal obligation to ensure that one’s actions don’t expose other people to an unreasonable risk of harm.
10. If someone fails in that duty, that person could be liable for negligence.
11. If there are legal implications, take the appropriate action(s) for the situation.
12. All of these actions should be taken without delay, including further investigation. Remind coaches that when you suspect a legal situation, the proper reporting should be done immediately.



Say:



Facilitator Note:


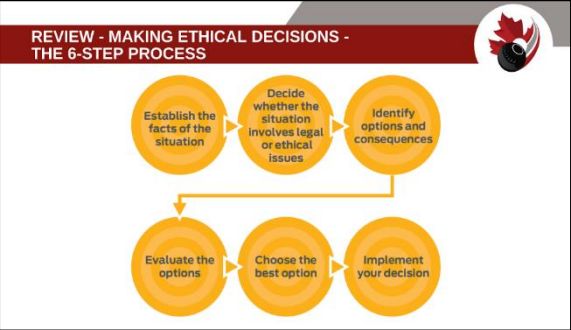







During this step, coaches tend to look to the future and start to think that there may be a legal issue here. This is why you must get the group to focus on this question: “Based on these facts, does this situation have legal implications?”

Legal or Ethical?

Ethical. No laws are being broken.

Resources








Coach Workbook, page 67

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="262 240 829 568">  <p>Slide No. 82</p> </div> <div data-bbox="840 240 1407 568">  <p>Slide No. 83</p> </div> </div>		
	<p>Duration: 00:05</p>	 <p>Activity Type: Discussion with active participation</p>	 <p>Objective: Ask the coaches to apply the 6-step process to a given case study.</p>
	<p>Do:</p> <p style="text-align: center;">The process, individual exploration: Our case study</p> <ol style="list-style-type: none"> 1. Explain to coaches that the remainder of the module focuses entirely on the ethical decision-making process. You'll spend the next activities going through each step of the process together using the case study. 2. Instruct them to review the process. 3. Once all coaches have read the process, briefly ask simple knowledge-based questions to confirm their understanding of the concepts. <p>Coaches may have questions as you work through this activity. Encourage them to hold all questions until the debrief.</p>		
	<p>Say:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="241 1177 955 1411"></div> <div data-bbox="955 1177 1984 1411">  <p>Facilitator Note: Knowledge-based assessment questions are simple, closed questions that are intended to assess the coaches' knowledge of the process. (Such questions aren't about how to apply the process, as that will be covered over the remaining topics.) Sample questions include:</p> </div> </div>		

- What's the first step of the process?
- Which step follows making a decision?
- What's included in the implementation step?

Resources

- *Coach Workbook*, pages 72-73






	<p>Display:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="275 240 846 570" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">MAKING ETHICAL DECISIONS</p> <p>Activity: Case Study (5.8)</p> <ul style="list-style-type: none"> • Divide into small groups of 3 coaches • LF assigns you Scenario 1 or 2 <p style="text-align: center;">Scenario 1: To Play or Not to Play</p> <p style="text-align: center;">Scenario 2: Travel time to each group</p> <ul style="list-style-type: none"> • Prior to starting working in groups, each coach reads their assigned scenario and pay special attention to the key facts in the scenario (5 minutes) </div> <div data-bbox="846 240 1417 570" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">ESTABLISH THE FACTS OF THE SITUATION STEP 1</p> <p>Activity 1 - Small-Group Task (10 minutes)</p> <ul style="list-style-type: none"> • With your group, review the scenario and establish as many relevant potential facts of the situation as possible. • Record them table 5.8.1 <p>Activity 2 - Large-group Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Taking turn, each team shares 3 facts they have established. Continue until the group is confident all relevant facts have been mentioned. • Complete your list on table 5.8.1 with any additional facts you feel is relevant </div> </div> <p style="text-align: center;">Slide No. 84 Slide No. 85</p>	
 <p>Duration: 00:20</p>	 <p>Activity Type: Small-group task Large-Group Task</p>	 <p>Objective: Ask the coaches to apply the 6-step process to a given case study.</p>
 <p>Do:</p> <p style="text-align: center;">Gather the facts, plenary discussion: Make a decision.</p> <ol style="list-style-type: none"> 1. List the titles of the scenarios. Engage the participants to select 1 of the 2 to view. 2. Together, the participants must choose 1 case study to work through the ethical decision-making process. 3. Once the coaches have come to a consensus, divide coaches in breakout groups. Each group should have 3 to 5 coaches. 4. Invite coaches to add as much information as they can about the situation. Instruct them to focus on providing the facts from the case study. 5. Ensure that all relevant facts are covered by the group. 		
 <p>Say:</p>	 <p>Facilitator Note:</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Coach Workbook, pages 74-75</i> 	

Remind coaches that:

- It's important to act as objectively and rationally as possible.
- As a person in a position of leadership and authority, a coach can't refer only to their own personal values or other influences. Rather, the coach must act within a framework consistent with community values and expectations.
- In normal circumstances involving ethical situations, coaches would always gather more information to develop a picture that's as complete as possible. Emphasize that today's discussion is an exercise and coaches may only work with the information at hand.
- Safety includes physical, emotional and psychological safety.

Guiding questions:

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

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="279 240 867 570"> <p>THE ISSUE: LEGAL OR ETHICAL IMPLICATIONS? STEP 2</p> <p>Activity 1 - 5.8.2A - Small-Group Task (5 minutes)</p> <ul style="list-style-type: none"> With your group, using the supporting questions at 5.8.2A and ask yourself: "Does the situation have legal implications?" <p>Activity 2 - Large-group Debrief (5 minutes)</p> <ul style="list-style-type: none"> Upon returning to the large group, answer the question "Does the situation have legal implications?" by YES or NO. <p>Activity 3 - 5.8.2B - Small-Group Task (5 minutes)</p> <ul style="list-style-type: none"> With your group, answer the key questions to ask when identifying ethical issues in sport at 5.8.2B </div> <div data-bbox="877 240 1451 570"> <p>THE OPTIONS AND THEIR CONSEQUENCES STEP 3</p> <p><i>Continuum of options for decision or action</i></p> <p>Do nothing Intermediate options Most comprehensive action or decision</p> <p>As you consider the consequences (positive or negative) for each option, ask yourself: What might happen if?</p> <ul style="list-style-type: none"> 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? </div> </div> <p style="text-align: center;">Slide No. 86 Slide No. 87</p>		
	<p>Duration: 00:15</p>	 <p>Activity Type: Small-Group Task Discussion with active participation</p>	 <p>Objective: Make the coaches reflect on legal and ethical implications.</p>
	<p>Do:</p> <p style="text-align: center;">Legal or ethical, individual exploration</p> <ol style="list-style-type: none"> Instruct coaches to review the situation's facts and factors that may indicate legal issues. Next steps are to determine: Are there any legal implications? What are the issues specific to this situation, based on the facts we know so far? Ask coaches to reflect and determine if there are legal or ethical issues in each situation. None of these situations have legal implications, although they do feature several gray areas to reflect on in the upcoming steps of the process. Refer coaches to the NCCP Code of Ethics to explore possible ethical issues. Invite coaches to share their results. If any of the coaches conclude that there are legal implications, review the indications for legal implications. (There are none associated with these case studies.) As coaches identify possible ethical issues using the table in the Coach Workbook, confirm with the rest of the group that they agree on the ethical issues identified. 		



Say:








Facilitator Note:

Resources:

- *Coach Workbook*, pages: 77-78

Remind coaches that:

- Sometimes coaches must deal with situations that have legal implications.
- It's important to recognize the legal nature of a situation. Because when this happens the appropriate course of action has already been determined by society. Outline the types of situations that have legal repercussions. Refer coaches to the Coach Workbook.
- A coach occupies a position of authority that has important legal responsibilities. While doing nothing is an option in an ethical situation, it isn't an option in a legal one.
- In most instances, the proper course of action is to report the situation to the authorities such as the police or child protection services (if the situation involves a minor). You must report: violence against children; and sexual contacts with a minor.

	<p>Display:</p> <div data-bbox="279 240 850 570" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">THE OPTIONS AND THEIR CONSEQUENCES STEP 3</p> <p>Activity 1 - 5.8.3- Small-Group Task (10 minutes)</p> <ul style="list-style-type: none"> In breakout rooms, use the guiding question to determine a minimum of 3 possible decisions or actions to take, and identify positive and negative consequences for each option on the table 5.8.3. <p>Activity 2 - Large-group Debrief (5 minutes)</p> <ul style="list-style-type: none"> Taking turn, each team shares 2 options each. Continue until the group is confident all relevant facts have been mentioned. Complete your list on table 5.8.3 with any additional solutions you consider relevant. </div> <p style="text-align: center;">Slide No. 88</p>		
	<p>Duration: 00:15</p>	 <p>Activity Type: Small-group task Large-group task</p>	 <p>Objective: Make the coaches identify options and reflect on the positive and negative consequences of actions.</p>
	<p>Do:</p> <ol style="list-style-type: none"> In this part of the module, coaches consider the options available in the selected scenario. Instruct coaches to return to their original groups and have each group brainstorm a minimum of 5 options as well as possible consequences (positive and negative). After a few minutes of discussion, go around the room and ask each group to call out an option that they identified, without repeating options. Continue until all options are exhausted. Remind coaches that they may wish to write down new options in their workbooks as those options are called out. Emphasize that doing nothing is an option. Coaches must also consider the consequences of each option. Remind coaches that consequences can be either positive or negative. Ethical situations often relate to sensitive issues, which may generate emotional reactions. As a result, some individuals may react quickly and spontaneously, which may affect their judgment and the quality of their decisions. Reflection is an important step in the ethical decision-making process, because it shows that you care about what might happen to others. Reflect on the options for decision or action and the assessment of potential outcomes. 		

8. Encourage coaches to start by asking themselves: What could I do in this situation? In the process of answering this question, think about a variety of options. The first option to consider should be “do nothing” or “make no decision.” This would be the least demanding option, and it could be thought of as representing an end of a continuum of possibilities.
9. As a second step, consider the continuum’s other extreme, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. At this stage, don’t rule out any option, even though it may appear an unlikely choice at the outset.

Continuum of options for decision or action

Once you’ve identified several options for a decision or action, think about: What might happen if ...? This will help you assess the possible consequences of each option. In many ethical situations where a yes or no decision must be made, the following questions are likely to arise:

- What might happen if the coach chose not to make any decision or took no action?
- What might happen if the coach’s position was favourable to the situation, question or issue at hand?
- What might happen if the coach’s position wasn’t favourable to the situation, question or issue at hand?










Say:



Facilitator Note:









Resources:

- *Coach Workbook*, pages: 79-81

	<p>Display:</p> <div data-bbox="279 240 850 570" style="border: 1px solid black; padding: 10px;"> <p style="text-align: right; margin: 0;">STEP 4</p> <p>EVALUATE THE OPTIONS</p> <p>Making an ethical decision requires a final reflection on which decision is best. Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them. Such a decision is:</p> <ul style="list-style-type: none"> ● 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 <p>Activity - 5.8.4 - Small-Group Task (5 minutes)</p> <ul style="list-style-type: none"> ● In breakout rooms, evaluate your 3 main options using the table 5.8.4 </div> <p style="text-align: center;">Slide No. 89</p>		
 <p>Duration: 00:05</p>	 <p>Activity Type: Small-group Task</p>	 <p>Objective: Make the coaches evaluate the options.</p>	
	<p>Do:</p> <ol style="list-style-type: none"> 1. Explain the following: <ul style="list-style-type: none"> ● The NCCP Code of Ethics and the principles on which it's based are the criteria against which you'll evaluate your options. ● Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them. Namely, the means must justify the ends and vice versa. 2. Instruct each group to evaluate their 3 strongest options against the NCCP Code of Ethics found in their workbook. <p>Central to ethical thinking is striving to do what is good for individuals or the team, using appropriate means.</p>		
 <p>Say:</p>	 <p>Facilitator Note:</p> <p>Resources</p> <ul style="list-style-type: none"> ● <i>Coach Workbook</i>, pages: 81-82 		

Those involved in sport must always keep the following in mind:

- Some outcomes we seek may be commendable, but the means to achieve them may not. For example, a coach could want to preserve the dignity of an athlete who has been mocked (a desirable outcome) by publicly chastising those who mocked the athlete (a dubious way of proceeding for a person in authority).
- Conversely, one could follow a process that appears equitable and consistent with the expectations of those involved, but then arrive at a problematic outcome in terms of values. For example, a coach could ask members of the team to vote (a means of reaching a decision that appears democratic) to choose between a long-term member whose performances are average or a highly talented newcomer for entry in a competition (a result that would penalize either the team or one of the athletes involved).

	<p>Display:</p> <div data-bbox="289 240 865 571" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">CHOOSE THE BEST OPTION STEP 5</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Activity 1 - 5.8.5 - Small-Group Task (10 minutes)</p> <ul style="list-style-type: none"> • In breakout rooms, discuss what you believe to be best option to choose. Each group member is free to choose what their best option is. • Reflect on your decision by answer the questions below. <p>Activity 2 - Large-group Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Taking turns, coaches share what their best option is and why. </div> <div style="width: 15%; text-align: center;">  </div> </div> </div> <p style="text-align: center;">Slide No. 90</p>		
 <p>Duration: 00:20</p>	 <p>Activity Type: Small-group task Large group task</p>	 <p>Objective: Ask the coaches to identify the best option.</p>	
	<p>Do:</p> <ol style="list-style-type: none"> 1. Instruct coaches to reflect on their evaluation and individually select their best option. 2. Before sharing their results, remind coaches that this decision will have a major impact on an athlete who they've trained and invested in. Not only will the decision affect the athlete, but also the entire team (if applicable) and club. 3. Instruct coaches to silently reflect on each of the following questions, allowing a few moments between each question: <ul style="list-style-type: none"> • 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? 4. Making an ethical decision requires a final reflection on which decision is best, given the circumstances. 5. Review the implementation steps in the Coach Workbook. 6. Encourage coaches to discuss each of the implementation considerations. 		
 <p>Say:</p>	 <p>Facilitator Note: Resources:</p> <ul style="list-style-type: none"> • <i>Coach Workbook</i>, page: 83 		

Such a decision is:

- The “right thing to do” with regard to the duties and responsibilities of the person making the decision.
- Made “the right way.”
- Consistent with the values and behaviours outlined in the NCCP Code of Ethics.
- Sometimes, a coach may have trouble deciding when there seems to be more than 1 reasonable solution. Making a decision may even involve sacrificing 1 value for another.

To rank the options that seem reasonable, with the intent of making the best decision possible, you must now prioritize. Consider how to prioritize principles to which we adhere, but that appear contradictory in the situation at hand. In other words, what do you do when you are facing an ethical dilemma?

Choose your path. Exactly what are you going to do? Carefully plan the steps you are going to take.

- **Think about what may happen.** Consider the likely outcomes of the decision and how they’ll be managed.
- **Identify who needs to know.** Consider who needs to be informed of or involved in implementing the action plan or decision.

Determine if you can deal on your own with the person(s) involved.








Is it appropriate to seek an **informal resolution** to this situation, provided there are no legal implications? By approaching the person individually and discussing what you saw (or what was shared with you), you provide the person with an opportunity to respond and do the right thing.









Inform, don’t threaten.

Inform the individual of the logical consequences that can happen if a situation isn’t resolved. Threatening the person with more extreme consequences is Plan B, and hopefully won’t be necessary.

Think about what you might do next if the chosen plan of action doesn’t work.

If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that you now have to follow up with Plan B. Consider who should be contacted and what level of authority you should now involve in this situation.

	<p>Display:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="273 235 850 576"> <p>IMPLEMENT YOUR DECISION STEP 6</p> <ol style="list-style-type: none"> 1 Choose your path. <small>Exactly what are you going to do? Carefully plan the steps you'll take.</small> 2 Think about what might happen. <small>Consider the likely outcomes of the decision and how any consequences will be managed.</small> 3 Identify who needs to know. <small>Consider who needs to be informed of or involved in implementing the action plan or decision.</small> <p style="text-align: center;">Slide No. 91</p> </div> <div data-bbox="861 235 1438 576"> <p>IMPLEMENT YOUR DECISION STEP 6</p> <ol style="list-style-type: none"> 4 Determine if you can deal with the person(s) on your own. <small>Is it appropriate to seek an informal resolution in this situation, provided there are no legal implications? If you approach the person individually and discuss what you saw (or what was shared with you), you're providing the person with an opportunity to respond and do the right thing.</small> 5 Inform, don't threaten. <small>Inform the individual of the logical consequences that can happen if a situation is not resolved. Hopefully, threatening the person with more extreme consequences is an unnecessary plan B.</small> 6 Think of what you might do next, if the chosen path of action doesn't work. <small>If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that now you must follow up with plan B. Consider who should be contacted and what level of authority you should now involve in this situation.</small> <p style="text-align: center;">Slide No. 92</p> </div> </div>				
	<p>Duration: 00:05</p>		<p>Activity Type: Large-Group Task</p>		<p>Objective: Make the coaches implement their decision using the ethical decision-making process</p>
	<p>Do:</p> <ol style="list-style-type: none"> 1. For this exercise, coaches must choose a scenario and analyze it thoroughly using the ethical decision-making process. 2. There are several ways of facilitating this activity. Coaches can work individually and pick the scenario that interests them, or you can divide up the scenarios so that an equal number of people are completing each scenario. 3. Instruct coaches to use the worksheets and questions in their workbooks as they analyze the scenario and apply the ethical decision-making process. 4. Circulate around the room and answer any questions the coaches may have. 5. Invite each coach (or group of coaches) to briefly summarize their dilemma and their decision. Ask a few questions of each coach to assess their process. Questions may include: <ul style="list-style-type: none"> • What other option did you seriously consider and why? • What's the biggest challenge you foresee in implementing your decision? • Who else might be influenced by your decision, aside from the main characters? • If an illegal action had occurred, how would that change the outcome of your decision-making process? 6. Who else would, could or should you have consulted in making this decision? 				
	<p>Say:</p>			<p>Facilitator Note:</p> <p>Resources <i>Coach Workbook</i>, page 84</p>	

	<p>Display:</p>  <p>Slide No. 93</p>		
 <p>Duration: 00:0</p>	 <p>Activity Type: Mini-Lecture</p>	 <p>Objective: Recall and summarize the topics and key points in Session 2</p>	
 <p>Do:</p> <ol style="list-style-type: none"> 1. Tell the coaches that they have reached the end of Session 2. 2. Summarize the key topics that were discussed. 3. Answer questions from the coaches if there are any. 4. Give a preview of Session 3. Remind them on the schedule for this session. 			
 <p>Say:</p>		 <p>Facilitator Note:</p>	

6 | Explaining and Demonstrating Bowls Skills

100 Minutes



Time Duration/Resources	Lesson/Activity	Facilitator Notes
<p>Time Duration: 5 Minutes</p>	<p>Mini-lecture: Introduction</p> <p>Start by outlining:</p> <ul style="list-style-type: none"> • Rationale: Helping new bowlers develop their agility, balance, coordination, and bowls-specific skills is one of the main functions of a Club Coach. • Objective: To select and implement an activity that develops a fundamental bowls skill. • Process: Will consist of pairs, individual, and small-group tasks 	<p>Keep the introduction short and get coaches active as soon as possible. This is always a good idea!</p>
<p>Time Duration: 15 Minutes</p>	<p>Pairs Task: Explain and Show</p> <ol style="list-style-type: none"> 1. Begin by stating that coaching is a six-step process and that we will examine this process in detail by practicing specific skills and activities. 2. Introduce the first three steps: Explain and Show: <ul style="list-style-type: none"> ○ Prepare: Make sure the proper equipment is available to all participants and it is in good repair. ○ Explain involves a verbal description that names the activity, states the purpose of 	<p>Six-step coaching Process:</p> <ul style="list-style-type: none"> ○ Prepare ○ Explain ○ Show ○ Watch ○ Give feedback ○ Watch again <p>Explanations tend to be an effective technique with bowlers whose main learning channel is audio.</p>

	<p>the activity, and explains the key points of the activity.</p> <ul style="list-style-type: none"> ○ Show demonstrates how the activity should look when performed correctly at the bowler’s stage of development. <p>3. Assign each coach a different fundamental bowls skill – e.g., a particular step in the delivery, or the delivery as a whole</p> <p>4. Direct coaches to page 89 in the <i>Coach Workbook</i> and ask them to develop an explanation for the fundamental sport skill they were assigned.</p> <p>5. After a few minutes, ask coaches to pause, and direct them to the demonstration. Explain why the demonstration is so important to learning.</p> <p>6. Explain that a plan for a demonstration should specify:</p> <ul style="list-style-type: none"> ○ Who will demonstrate ○ What view the participants will see <p>7. Point out that an effective demonstration includes:</p> <ul style="list-style-type: none"> ○ A whole demonstration of the skill, with the coach directing the bowler’s focus to the key points. 	<p>Demonstrations are effective with bowlers who are visual learners.</p> <p>Consider assigning key fundamental bowls skills to more than one coach — it ensures that the core fundamental skills will be covered in each group and that more coaches will be exposed to the fundamental bowls skills:</p> <p>Key Steps in the Delivery</p> <ul style="list-style-type: none"> ● Feet ● Grip (Jack and Bowls) ● Stance ● Bend ● Step ● Deliver ● Follow through <p>Circulate around the room/facility, observing coaches at work — providing feedback, asking questions, and helping coaches with their work. It’s important to be quite obvious as you do this, because these actions are part of a later task.</p> <p>You may need to help coaches with their demonstrations to ensure they are accurate.</p>
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	<ul style="list-style-type: none"> ○ A part demonstration that breaks the skill into the key points with verbal cues to reinforce each key point. For instance, as key points are being performed, the coach calls out “Straight,” “Strong,” “Target,” etc. ○ A third demonstration that presents the whole activity, with the coach calling out cue words. ○ Call for questions of clarification. <p>8. Direct coaches to pages 90-91 in the <i>Coach Workbook</i> and ask them to complete 6.2.3 on their own. The activity focuses on developing a demonstration.</p>	
<p>Time Duration: 30 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> ▣ <i>Coach Workbook</i>, pages 89-90 	<p>Small-group Task: Explain and Show</p> <ol style="list-style-type: none"> 1. Ask coaches to form small groups and to take turns explaining and showing other coaches the fundamental bowls skill they were assigned. 2. Give coaches about 25 minutes to do this. 3. Ask coaches to share the challenges they faced planning and delivering their explanations and demonstrations. 	<p>Organize the group so that the core fundamental skills are represented in each small group.</p> <p>Circulate around the room, observing the coaches, providing feedback, asking questions, and assisting the coaches with their work.</p> <p>Make these actions quite obvious, as they are part of a later task.</p>

	<p>4. Refer to the coaching process and provide key points about the next step: Watch. This is an opportunity for the participants to perform the skill and practice the key points the coach provides.</p>	<p>It is critical that coaches understand, for each fundamental bowls skill, the key teaching points to include in an explanation.</p> <p>Summarize the key points in the watching Process:</p> <ul style="list-style-type: none"> ❑ Coaches need to move around to view performance from different points of view. ❑ Coaches need to choose observation spots that are safe for both coaches and participants. ❑ Coaches need to know what to look for: <ul style="list-style-type: none"> ○ If there are safety issues, intervene immediately. ○ If new bowlers are not on task, intervene immediately and ensure that they understand the task. ○ If new bowlers are on task but are not immediately successful, let them keep practicing and trying to succeed
<p>Time Duration: 10 Minutes</p>	<p>Mini-lecture: Give Feedback</p> <p>1. Define feedback as:</p>	<p>Take this opportunity to explain that how people feel about themselves has a significant effect on their self-esteem. The positive and negative comments that others make — including comments about</p>

	<p>Information bowlers receive about their performance of a skill or activity</p> <p>2. Explain that the way feedback is delivered can have a profound effect on an individual’s self-esteem. This means that feedback must be constructive and geared to improving performance.</p> <p>3. Feedback that is effective in improving an individual’s performance is:</p> <ul style="list-style-type: none"> ○ Positive — tells participant what they’re doing correctly or how they could do better next time ○ Informative — tells participant something specific they can do to improve their performance <p>4. Explain that the best way to ensure your feedback is positive and informative is to provide the participant with a <i>feedback sandwich</i>:</p> <ul style="list-style-type: none"> ○ Tell the participant what he or she is doing well ○ Tell the participant exactly what he or she could do better next time ○ Give the participant a compliment 	<p>performance in sport — can directly affect a person’s self-esteem.</p> <p>Research has repeatedly shown that children are especially affected by the comments their coaches make.</p> <p>Provide examples of:</p> <ul style="list-style-type: none"> ○ Ineffective feedback <ul style="list-style-type: none"> ○ Positive, but not informative: “Good try.” ○ Informative feedback that focuses on what NOT to Do: “Stop lofting your bowl.” ○ Critical or negative comments about the individual: “If you weren’t so lazy, you’d be able to do this.” ○ Effective feedback: <ul style="list-style-type: none"> ○ Informative feedback that focuses on what to Do: “Next time, focus on releasing the bowl when your arm is in front of your foot.” <p><i>Briefly</i> mention evaluative feedback. This kind of feedback tells participants how well or poorly they are doing without providing any specific suggestions for</p>
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		<p>improvement. Point out that evaluative feedback can have quite damaging effects on self-esteem if not phrased very carefully.</p>
	<p>5. Give an example of a feedback sandwich:</p> <ul style="list-style-type: none"> ○ Great step with your opposite foot! ○ Now make sure your foot points in the direction you want the bowl to go. ○ With that small adjustment, your bowl will go to the right target! 	<p>1 Tell the participant what he or she is doing well – you don't want to alienate the player by starting with a negative. It is important to find SOMETHING they did well.</p> <p>2 Provide a specific correction.</p> <p>3 Compliment the participant on his or her effort, desire, or hard work. This is important for maintaining motivation and enthusiasm.</p>
<p>Time Duration: 10 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> ▣ <i>Coach Workbook</i>, page 96 	<p>Individual Task: Feedback Sandwich</p> <ol style="list-style-type: none"> 1. Have coaches review the information in the <i>Coach Workbook</i> on giving feedback. 2. Direct coaches to page 96 in the <i>Coach Workbook</i> and ask them to complete the activity on their own. Give them five minutes to do this. 3. Debrief the task coaches just did: 	

	<ul style="list-style-type: none"> ○ Ask for one or two examples of a feedback sandwich to make sure that coaches are on the right track. ○ Strongly encourage them to reread the <i>Coach Workbook</i> if they're not on the right track. 	
<p>Time Duration: 25 Minutes</p>	<p>Small-group Task: Give Feedback</p> <ol style="list-style-type: none"> 1. Quickly arrange coaches in groups of three or four. 2. Explain that each person in the group will take a turn at being a coach, a learner, and an observer. Groups of four will have a coach, an observer, and two learners. Each group will rotate roles every five minutes: <ul style="list-style-type: none"> ○ The coach will use his or her explanation and demonstration to teach the learner. ○ The learner will perform the skill as explained by the coach using their non-dominant hand. ○ The coach will use a feedback sandwich to give the learner feedback to improve his or her performance. ○ The observer will watch and then share his or her 	<p>Circulate around the room, observing the coaches, providing feedback, asking questions, and assisting the coaches with their work.</p> <p>As the coaches in the workshop are all bowlers of reasonable skill level, making them use their non-dominant hand when acting as the learner puts them in a position of a real learner. They will make mistakes the “Coach” will be able to pick up and correct.</p> <p>As Facilitators you are “modeling the way” be sure to incorporate the coaching process when you are “coaching the coaches”.</p>

	<p>observations on the explanation, demonstration, and feedback.</p> <ul style="list-style-type: none"> ○ Coaches continue to rotate roles until everyone has had a turn playing all three roles. 	
<p>Time Duration: 5 Minutes</p>	<p>Debrief</p> <p>1. Debrief with the following questions:</p> <ul style="list-style-type: none"> ○ What did you find the most challenging part of the coaching process and why? ○ How is this process related to the material covered earlier in the day? More specifically, how is this process related to participant-centered coaching? ○ Where did the observer stand? Where did the coach stand? 	<p>Key points in the watching Process:</p> <ul style="list-style-type: none"> ○ Coaches need to move around to view performance from different points of view. ○ Coaches need to choose observation points that are safe for both coaches and participants

7 | Selecting and Implementing Purposeful Games and Drills

90 Minutes



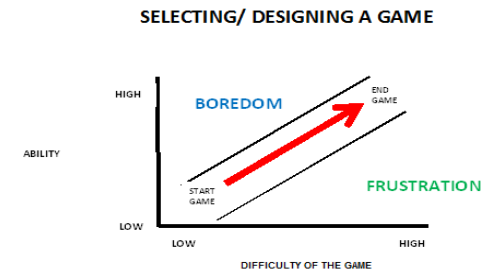
Time Duration/Resources	Lesson/Activity	Facilitator Notes
<p>Time Duration: 2 Minutes</p>	<p>Mini lecture: Introduction</p> <ol style="list-style-type: none"> 1. Start by outlining: <ul style="list-style-type: none"> ○ Rationale: Games and drills are a great way to develop skills and build confidence during practice. ○ Objective: To create/adapt/select an appropriate game or drill. ○ Process: Will involve a mini-lecture, pair’s task, and presentation to the group. 	<p>Explain that, depending on their experience and confidence, coaches may select or adapt an activity from their own collection of activities, the drills and games in the <i>Coach Workbook</i>, or create their own activity.</p>
<p>Time Duration: 8 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> □ <i>Coach Workbook</i>, pages 112-115 	<p>Mini lecture: Games</p> <ol style="list-style-type: none"> 1. Explain that effective games or drills are essential to developing skills and building confidence. <p>A game or drill is effective for children and youth when it meets the following criteria:</p> <ul style="list-style-type: none"> ○ It is enjoyable. ○ It is meaningful. ○ It is safe. 	<p>Use this diagram when explaining how to select/design a game with just the right degree of challenge. It illustrates the fine line that exists between boredom and frustration. It doesn't matter if it is a game or a drill. If success comes too easily, the participant is quickly bored, and we can draw the conclusion that they are not improving. If the task (game or drill) is too difficult, they get frustrated and may quit, again, not learning. We want our task (game or drill) to have a success rate whereby the participant succeeds</p>

- It offers a graduated challenge, starting from simple and working to the more complex.
- It is not so difficult that participants quit.
- It is not so easy that participants are bored.
- It is played in a supportive environment where participants encourage one another with compliments or even cheering.
- The rules of the game or the instructions of the drill are easily understood.
- The game encourages participation and does not eliminate players.

Adult learners get more out of a drill or purposeful game when:

- The relevance to real life game situations is explained and understood.
- The drills are observed by a coach or assistant who provides positive and constructive feedback.
- The duration and level of challenge is matched to the participants' age and LTAD stage. For example, a brand-new bowler may need a drill that focuses on a

2/3 times before the challenge is increased.



Source : Adapted from J. Brunelle, D. Drouin, P. Godbout, and M. Tousignant (1988), *La supervision de l'intervention en activité physique*.

	<p>single basic skill or technique, while a developing bowler will gain from drills involving challenging situations such as a weighted shot into the head.</p>	
<p>Time Duration: 15 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> ▣ <i>Coach Workbook</i>, pages 115-117 	<p>Small-group Task: Select/Create a Game</p> <ol style="list-style-type: none"> 1. Ask coaches to pair up with someone who coaches bowlers at a similar LTAD stage and chronological age (e.g., children, teens, young adults, Seniors, etc.). 2. Assign each group a skill that is appropriate for that LTAD stage. 3. Explain that each pair will select/adapt/create a 5-minute game or drill that will give their participants an opportunity to practice the assigned skill using pages 115-117 in the <i>Coach Workbook</i>. 4. Remind coaches to consider: <ul style="list-style-type: none"> ○ LTAD stage ○ Participants' needs ○ Participants' self-esteem ○ Participants' stage of life (e.g. children, teens, working adults, retired adults) ○ Safety 	<p>Circulate around the room, making sure that coaches understand the task.</p> <p>You may need to remind them that this section is not emphasizing specific skill development but is focusing on identifying/developing creative games and drills for new bowlers to practice and refine the skills that have been taught.</p>

<p>Running Time: 25 Minutes</p> <p><i>Running time: 25 minutes</i></p>	<ul style="list-style-type: none"> ○ Purpose of the game <p>5. Remind coaches that each pair will be required to explain and demonstrate its game to the large group.</p>	
<p>Time Duration: 60 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> □ <i>Coach Workbook</i>, page 118 	<p>Small-group Task: Explain and Show the Games</p> <ol style="list-style-type: none"> 1. Ask each pair to explain and demonstrate (one coach explains and the other demonstrates). 2. Explain to coaches that they will be rating the appropriateness of the game/drill, as well as the explanation and demonstration (<i>Coach Workbook</i>, page 118). 3. After each demonstration, have coaches do 7.2.2, on page 118 of the <i>Coach Workbook</i>. 4. Debrief after each demonstration by asking two or three questions per group from the following list: <ul style="list-style-type: none"> ○ How would you have to adapt the activity in poor weather? ○ How could you adapt the activity if there was a shortage of equipment (e.g., bowls or Jacks)? 	<p>Keep this task moving along — don't let coaches go over the allotted time for their explanation and demonstration.</p> <p>Circulate around the room to ensure that coaches are completing their <i>Workbook</i> tasks. If coaches aren't doing their <i>Workbook</i> tasks, they won't benefit as much as they could from the task.</p> <p>Call on coaches at random to share what they have observed (checked off) in the explanation and demonstration. Look for a coach who has been doing a good job of completing <i>Coach Workbook</i> tasks. Calling on this coach should encourage other coaches to complete their assigned tasks.</p> <p>If time allows, let coaches play their game (using the other coaches as players). Coaches will be expected to provide</p>

	<ul style="list-style-type: none"> ○ How could you adapt the activity if the participants were unable to do the activity? ○ How could you adapt the activity for participants who have arthritis, a recent hip replacement, have bending issues? ○ How could you make the game more or less challenging for the participants? <p>5. Ask coaches to list the benefits of using games during practices and put their answers up on a flipchart.</p> <p>6. Ask coaches to list “red flags” (signs the game isn’t doing what it was designed to do) and describe how they would adapt the game/drill to overcome the red flags.</p>	<p>feedback to their “players.” Use this opportunity to reinforce:</p> <ul style="list-style-type: none"> ○ Safety and organization ○ Teaching points for fundamental skills ○ Components of effective explanations and demonstrations ○ The feedback sandwich <p>Refer coaches to the NCCP Resource Coaching Athletes with Disabilities for more information on adapting activities for various physical and intellectual challenges. This free resource is available to download at: http://coach.ca/resource-library-s15478</p>
<p>Time Duration: 5 Minutes</p>	<p>Conclusion</p> <ol style="list-style-type: none"> 1. Address any outstanding questions that came up during this section. 2. Conclude the section with this thought: <ul style="list-style-type: none"> ○ Games and drills can be an extremely useful tool during practice, but only when 	<p>Mention at the end of this module that Bowls Canada has a Learn to Bowl kit that includes colorful equipment, a leader guide, and activity cards that incorporate numerous fun activities and games to help new bowlers develop their skills. It’s a great program that can help coaches introduce the sport to beginners in a fun, vibrant manner.</p> <p>They can contact BCB to learn more</p>

	implemented purposefully and appropriately.	about the program and how to buy the kit. Refer to Appendix F of the Coach Workbook for the Learn to Bowl kit flyer.
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8 | Putting It All Together

30 Minutes



Time Duration/Resources	Lesson/Activity	Facilitator Notes
<p>Time Duration: 5 Minutes</p>	<p>Mini-lecture: Introduction</p> <ol style="list-style-type: none"> 1. State that now it is time to pull everything together into a complete practice plan. 2. Outline the following: <ul style="list-style-type: none"> ○ Rationale: Practices account for the bulk of the time Club Coaches spend with those they coach. ○ Objective: To read and modify practice plans. ○ Process: Will involve working in pairs and small groups. 	
<p>Time Duration: 20 Minutes</p> <p>Resources</p> <ul style="list-style-type: none"> □ <i>Coach Workbook</i>, pages 129-142 	<p>Small-group Task: Practice Plan</p> <ol style="list-style-type: none"> 1. Ask coaches to pair up with a coach who is coaching at the same LTAD stage. 2. Direct each pair to read pages 129-130 of the <i>Coach Workbook</i> and then complete page 142. 3. Have pairs join up and compare practice plans. 	<p>Focus on introducing coaches to the process of reading and modifying practice plans.</p> <p>Circulate around the room, observing the coaches, providing feedback, asking questions, and assisting the coaches with their work.</p>

		<p>Make sure that coaches understand how to read and modify practice plans, as well as how to create plans from scratch.</p>
<p>Time Duration: 5 Minutes</p>	<p>Closing</p> <ol style="list-style-type: none"> 1. Summarize what was covered in the workshop. 2. Call for questions, and deal with any outstanding issues in your parking lot. 3. Ask the coaches to take a few minutes and reflect on what they learned from the workshop. What are they going to: <ul style="list-style-type: none"> • Start doing based on today • Stop doing based on today • Continue doing based on today <p>If there is time, ask the coaches to share one of their reflections.</p> <ol style="list-style-type: none"> 4. Thank coaches for their participation. 5. Ask coaches to complete the workshop evaluation form. 	

