



BOWLS
SA



BOWLS SA

Schools Coaching Guide





Introduction

Coaching is a diverse craft that can lead you to dealing with a wide variety of bowlers with varying levels of skill and experience as well as many different age demographics.

In this booklet we will focus on some principal elements of teaching school sessions ranging from basics of planning, preparation and delivery of bowls to session plans and activity examples.

Most coaches find it easier to coach already established bowlers however it is essential that we don't neglect the juniors or school students as this will be where our next batch of pennant bowlers come from. For most school students they will be a blank canvas and this will be their first experience with the sport so the coach's main aim should be to leave them with a positive experience that will see them return to the sport.

Coaches' Goals when running sessions

- Encourage enjoyment of sport
- Cater for varying levels of ability so that all juniors have a 'fair go' (in practice & competition)
- Provide equal encouragement to girls and boys to participate, acquire skills and develop confidence
- Recognise and cater for groups with special needs
- Recognise talented juniors and give them the opportunity to develop their full potential
- Prepare and conduct sessions based on sound coaching principles
- Set realistic standards and objectives for their juniors
- Put more stress on effort than outcome
- Provide safe playing conditions
- Ensure that the consequences of inappropriate behaviour are clearly understood
- Set an example for good sporting behaviour

The Planning Stage

Type/ Purpose of the Session

It is essential to know the purpose/type of session(s) and the number of students at the booking stage. This will help you to plan activities and give you an idea of amount of equipment and rink space required. Examples may be:

Come 'n' Try or social days (a once off session) should have a higher focus on the basic skills of the game, such as line and weight. Activities should have more of a fun element and more game or activity orientated.

Primary and middle school sessions (1-4 week program) could be structured similar to come 'n' try or social days for the first 1 or 2 sessions of the program. Once the participants are familiar with the basics they could be introduced to the more tactical elements of the game such as the replacement shot and drive. The program can be concluded with a series of games or a mini tournament.

SACE High school program (4-8 week program) these groups have SACE requirements that they will be marked on. With programs usually running from 4-8 weeks there should be enough time to work through the stages to be able to participate in match play comfortably by the end of the program. Once familiarity with the basics has been established coaches should look to move students through more tactical elements including variety of shots and technical elements of delivery for improved performance. Modified games can be used as pathways up to the students being familiar with the full rules of a game of bowls by the final sessions for a tournament or game basis to be conducted and moderation completed.



Preparation for the session(s)

With the info in mind of what kind of session you are conducting, plan the flow of each session keeping in mind the unknown background of the group (some groups may progress quicker than others). Activities should flow into one another and always plan more activities than you need as you don't want the students standing around not participating and losing interest. The more work and planning you do prior to the session, the less you will have to do whilst the session is on and can spend more time working personally with the students.

- Ask the staff if there are any special needs students
- Have enough equipment for all students to be involved at once
- Have enough allocated green/ rink/ court space
- Have drills or activities set up prior to the students arriving so that they can jump straight into it.
- Have an activity plan including back up plan if poor weather is encountered
- If the session is part of a program to be held over multiple weeks, plan the program as a whole taking into account progression and variety of activities.
- Have a reward or fun activity planned for the end of each session, if the group has a really good session and gets through the activities quickly and accurately reward them with some fun.




Equipment

Bowls SA has a wide variety of equipment available for hire or most clubs will have equipment that can be used. It is important that the bowls available be size appropriate size (00-2) bowls will be most popular. Using bowls that juniors cannot handle properly may lead to a negative experience. Juniors also respond positively to modern colourful bowls if they are available as this gives a more unique view of the sport and a point of difference.

Running sessions you would like to ensure that all participants have 2 bowls each to keep them involved continuously. At least 1 mat and jack or aiming target per rink and use as many rinks as possible so students are continuously involved in the game.

Other Equipment that may also be useful for conducting sessions may be: Tennis Balls (whole and half) cones, markers, skittles, chalk, hoops

Note: Costs subject to change. Confirm costs with Bowls SA

<u>Item</u>		<u>Cost</u>
Bowls (Sizes: 00,0,1,2)		\$2 per set of 4 per week
Hardcourt Bowls (small, medium)		\$2 per set of 4 per week
Target mats		\$10 per mat per week
Indoor Bowls (use on soft surfaces only)		\$2 per set per week
Jacks (box of 6)		\$1 per set of 6 per week
Coloured Markers		



Contacting Schools

The best way to go about getting school sessions into your club is to be proactive and try to initiate it yourself. Speaking to the school sport co-ordinator directly either by phone or in person will help you to establish a relationship. Come prepared and present what the program will look like, how it will satisfy the SACE criteria and the benefits to the school. If the school has other ideas of activities they would like to incorporate, take them on board and try to figure your program so both parties get the desired results. Provide qualifications highlighting Coaching accreditations and how Coaches will be Police check qualified.

Outline that coaches will be there to instruct and provide activities for bowling however the school teacher is still in control for discipline and management of the students involved. Teachers need to assist coaches where required for managing students.

Ensure you can deliver on the program you present to a high degree with confidence. Also make sure you have checked with your club that they are happy to host a school program and consider taking times to the school that your club are able to fit them in, this will often need to be flexible as the school calendar can be very busy. Liaise with your club and take a timetable to the school and highlight all the session times available.

Remember to exchange details when you meet with schools as they are often quite busy and will wait to be contacted with a follow up. Send a friendly emailing thanking them for what you discussed and how you look forward to providing their school kids with some fantastic sessions.

Getting Started

Upon arrival of juniors to the session - Discussion

It is important to establish initial guidelines once the groups arrive to ensure they are comfortable with the facility and have access to all required amenities

- Have initial introduction of members involved with the session (coaches, volunteers, administrators)
- Indicate facility locations (water, toilets, sunscreen etc.)
- Establish any rules to be followed e.g. no sitting on the edge of the green; no running; only flat shoes or bare feet, no scuffing of the green, no dumping/lobbing of the bowl etc.
- Safety first -no driving unless instructed and all students are aware –risk of injury to ankles and feet if students are not aware it is coming.
- Talk about the purpose of the game- Basic rules etc.
- Describe the boundaries of the game-bank; boundary pegs; lines; ditch
- Describe some of the basic terminology this will make it easier when you are trying to explain how to conduct an activity.



Everything you need to know to get started with social lawn bowls

BOWLS LINGO

Aiming Line	An imaginary line that the player aims along to allow for the bias of the bowl.
Bank	The area above the ditch, not a part of the green.
Boundary Pegs	Cylindrical white, orange or yellow poles, situated on the bank, that indicate the boundary of each rink.
Centre Line	Marked line at each end of the rink that indicates the middle of the rink. The jack is straightened to rest on the line after it has been rolled.
Ditch	Sand filled gutter around the outside edge of the green.
Draw Shot	Standard shot in bowls in which the players aims to deliver their bowl as close to the jack as possible.
Drive	A shot in which the player aims to hit a jack or bowl with a significant amount of weight.
End	The time encompassing the placement of the mat, the delivery of the jack and the subsequent playing of all the bowls of all players in the same direction on a rink.
Green	The rectangular playing surface, between 31 and 40 metres long, covered with grass or synthetic grass.
Head	The group of bowls consisting of the jack and all played bowls that have come to rest within the boundaries of the rink.
Jack	A small, white unbiased ball which is the target for the game of lawn bowls.
Mat	Rubber backed mat from where each player delivers their bowl – players must have some part of their foot touching the mat upon releasing their bowl.
Rink	The playing area for each game that runs the length of the green and is roughly 5 metres wide – the green is usually divided into 6-7 rinks.
Toucher	A draw shot that touches the jack without moving it a long way.
Weight	The amount of force (or power) applied to the bowl when the player delivers it.

“Too heavy” The Bowl went further past the target than desired.

“Short” The Bowl didn’t reach the desired amount of Weight for the target.

“Too Narrow” Not enough bias was allowed and the bowl turned too far away from the target. **“Too Wide”** Too much Bias was allowed and the bowl didn’t turn back enough for the desired target.

Into the Action

Have students/Juniors pick out a set of bowls that suits them, consider sizing for boys/girls and different age groups.

Initial activities should be about getting the students comfortable with the process of delivering the bowl. Most School groups will need to start here to learn the basics of the game and become familiar with the equipment/ playing conditions.

- Ask if there any left handers –for demo purposes
- Demonstrate the different types of grip, get the students to use the one they are comfortable with

GRIP 1

- Place your middle finger and thumb on middle of bowl with your other fingers resting on the bottom of the bowl. Fingers should be close together.



GRIP 2

- Cradle your hand along the bottom of the bowl and your thumb resting off to the side



TIP:

* Make sure your little finger isn't around the side of the bowl- this will make your bowl wobble

- Establish the basics of a pre shot routine (shot type, aiming line, practice swing etc.)
- Demonstrate the basics of delivering the bowl. Keeping in mind Feet, Grip, Stance, Bend, Step, Deliver, and Stay down.
- Now get the students started/ practicing following along with the program/ activity drills or using your own as you desire.

Important: When using drills that use a scoring or points system it is important to assess the group. A younger primary school group may not respond well if they are having trouble and not scoring as well as their peers. Make sure all activities are achievable and have variations if students are struggling so all can participate equally.



What to look for in a successful delivery

Grip: - Students to hold the bowl however comfortable but should aim to have Fingers placed down the running surface of the bowl. If a bowl is wobbling or coming out end over end when delivered then consider trying to change the position of the fingers on the bowl!

Feet: Feet should be placed on the mat and pointed along the aiming line. If a student is continuously bowling narrow or wide then try to consider lining their body up straighter or on more of an angle accordingly so they are stepping to the desired

Stance: Students should stand however they feel comfortable on the mat some prefer to stand upright some prefer a light bend in the body. If they are letting the bowl go from too high then encourage them to bend a bit lower or if they are letting it go too low and hitting the grass then perhaps stand a bit straighter.

Step: As the students step to deliver the bowl they should take a step of a comfortable size basically an extension of their normal walking step. If the students are struggling to bowl the bowl long enough then perhaps encourage a longer step, If the students are bowling too heavy are off balance when they bowl try shortening their step.

Deliver: Students should get nice and low and roll the bowl smoothly there should be no noise when the bowl is released onto the surface. The Bowl should be let go approximately in line with the front foot. Once Bowled Students should stay down in the bowling position for 2 seconds after release to assist feel and consistency.





Program Example

Come 'n' Try or Social Day





Come 'n' Try or Social days- Once off Session 60-90 minutes

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Activity	Goal	Method	Equipment	Time	Variety
Delivering the bowl (Refer Page 40)	To teach the process of delivering the bowl	Have as many mats as possible in play, facing the ditch instead of the green approx. 10m out. Have the students practice delivering the bowl. Doing it into the ditch will save time having students spending less time retrieving their bowls. Get them to practice the fundamentals of delivering the bowl smoothly and accurately	2 bowls per student, 1 mat per rink, spots or cones if desired	10mins	Add spots or Cones for them to aim for with their bowl on the way into the ditch as they progress. Try some on the forehand some on the backhand.
Delivering the bowl with bias (Refer Page 41)	To become familiar with bias	Turn around and have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes.	2 bowls per student, 1 mat per rink	15-20mins	Change the length of end (the longer the distance the more bias a bowl takes) Have a scoring system; 1 point for being within a metre of the centre line, 5 points for finishing on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to get their bowl to go through for visual purposes.
Delivering the bowl to a set distance (Refer Page 43)	To become familiar with weight control	Put the mat 21m from the ditch, bowl back towards the ditch. See how close you can get your bowl to the ditch without going in. Line doesn't matter where the bowl ends up.	2 bowls per student, 1 mat per rink	15-20mins	Move the mat further back from the ditch as the students become more skilled. Have a prize for the winner each end, run a tournament for whoever is furthest



					away each end is eliminated.
Stuck in the mud game (Refer Page 42)	To combine the use of weight and bias	Have students play in pairs or fours. One student at the opposite end of the green is the catcher, starting approximately 21m apart, Players delivering their bowl try to get their bowl to stop completely as close to their catcher as they can. The catcher are allowed one step in any direction if they can reach the bowl then they score 1 point for their team. Calculate the points for each team and reward the winners. Rotate positions so everyone plays some bowls and will be a catcher.	2 bowls per student, 1 mat per rink	15-20mins	Vary the distance of the catcher. Play some on Forehand/ some on backhand.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias	Using a Target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.
Perfect Square (Refer Page 54)	To bowl to 2 different targets on the same end	Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square'	2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)	15-20 mins	Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, if some show promise or extra interest then encourage them to come back or get into the GetBowledOver program.		5 mins	



Program Example

Primary and Middle School sessions



Primary and Middle school sessions- 1-4 week program 60-90 minutes (week 1)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Activity	Goal	Method	Equipment	Time	Variety
Delivering the bowl (Refer Page 40)	To teach the process of delivering the bowl	Have as many mats as possible in play, facing the ditch instead of the green approx. 10m out. Have the students practice delivering the bowl. Doing it into the ditch will save time having students spending less time retrieving their bowls. Get them to practice the fundamentals of delivering the bowl smoothly and accurately	2 bowls per student, 1 mat per rink, spots or cones if desired	10mins	Add spots or Cones for them to aim for with their bowl on the way into the ditch as they progress. Try some on the forehand some on the backhand.
Delivering the bowl with bias (Refer Page 41)	To become familiar with bias	Turn around and have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes.	2 bowls per student, 1 mat per rink	15-20mins	Change the length of end; Have a scoring system; 1 point for being within a metre of the centre line, 5 points for finishing on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to get their bowl to go through for visual purposes.
Delivering the bowl to a set distance (Refer Page 43)	To become familiar with weight control	Put the mat 21m from the ditch, bowl back towards the ditch. See how close you can get your bowl to the ditch without going in. Line doesn't matter where the bowl ends up.	2 bowls per student, 1 mat per rink	15-20mins	Move the mat further back from the ditch as the students become more skilled. Have a prize for the winner each end, run a tournament for



					whoever is furthest away each end is eliminated.
Stuck in the mud game (Refer Page 42)	To combine the use of weight and bias	Have students play in pairs or fours. One student at the opposite end of the green is the catcher, starting approximately 21m apart, Players delivering their bowl try to get their bowl to stop completely as close to their catcher as they can. The catcher are allowed one step in any direction if they can reach the bowl then they score 1 point for their team. Calculate the points for each team and reward the winners. Rotate positions so everyone plays some bowls and will be a catcher.	2 bowls per student, 1 mat per rink	15-20mins	Vary the distance of the catcher. Play some on Forehand/ some on backhand.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias	Using a Target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.
Perfect Square (Refer Page 54)	To bowl to 2 different targets on the same end	Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square'	2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)	15-20 mins	Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, if some show promise or extra interest then encourage them to come back or get into the GetBowledOver program.		5 mins	

Primary and Middle school sessions- 1-4 week program 60-90 minutes (week 2)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Activity	Goal	Method	Equipment	Time	Variety
Introduction to the Jack (Refer Page 44)	To become familiar with the Jack and rolling it to distances	Have students practice delivering the Jack. Have 3 different zones set out (Short, medium, long).	1 mat per rink, cones to set out zones for distances, as many jacks as available per rink.	10 mins	Have students practice rolling jacks into the different zones in different sequences. Make the zones smaller/ bigger. Extra points for stopping closer to the cones
Delivering the bowl with bias (Refer Page 41)	To become familiar with bias on the particular day (greens always different each session)	Have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes.	2 bowls per student, 1 mat per rink	10 mins	Change the length of end (the longer the distance the more bias a bowl takes) Have a scoring system; 1 point for being within a metre of the centre line, 5 points for finishing on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to get their bowl to go through for visual purposes.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias	Using a Target Mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.



Round 'em' up (Refer Page 45)	To Bowl accurately to different positions on the rink	Amongst each rink divide the students into two different teams. Have 4 or 5 cones of 2 different colours spread out on the rink and the mat on the centre line on the 'T' down the other. The two different teams aiming for one colour each. Players take turns trying to draw bowls to touch cones of their colour. Once they touch a cone it is picked up, first team to remove all their cones from the rink wins.	2 bowls per student, 1 mat per rink, 5 cones of 2 different colours per rink	15-20 mins	Spread the cones out for greater difficulty, Add more cones, and add obstacles for students to have to negotiate.
Goal Kicking (Refer Page 46)	To learn the use of the trail shot	Have a mat on the 'T' place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone	15-20mins	Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, Recap session and things learnt.		5 mins	

Primary and Middle school sessions- 1-4 week program 60-90 minutes (week 3)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forgot to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Poison Bowl (Refer Page 47)	To Bowl accurately navigating opposition bowls	Set up a Jack or cone as a target. Spread 3-4 cones or bowls around the Jack somewhat in the way to represent "opposition bowls" Have students attempt to draw within a metre of the target without touching the opposition bowls.	2 bowls per student, 1 mat per rink, 3-4 cones per rink	15-20 mins	Spread the cones out for greater difficulty, Add more cones, and place the jack in different positions. Have the students think about how they can go under or around the obstacles. Have a scoring system and a consequence for running into the poison bowls.
Hit and sit (Refer Page 48)	To learn the use of the replacement shot	Have a mat on the 'T' set up a Jack with a bowl on each side of it. Have the students attempt to sit on the bowl and take its place.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, 2 bowls per rink for targets	15-20mins	Vary the distance of the end, Place more or less bowls as targets, Score points for executing shots, Add obstructions for students to navigate around/ under



Jack into the ditch (Refer Page 49)	To learn the use of the weighted shot	Have a Jack on the centre line at one end and the mat on the centre line at the other, have students attempt to move the jack into the ditch with their bowl.	2 bowls per student, 1 mat per rink, 1 jack per rink	15-20 mins	Vary the length of the end, add cones as obstructions that students have to go under/ around with more or less weight.
Match play (Refer Page 56)	Teach the students how a game works	Divide the students into equal teams amongst all the rinks (triples usually works best), run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head and starting the next end etc.	2 bowls per student, 2 mats per rink, 1 jack per rink	20-30 mins	Vary the format of the game (e.g. pairs, fours etc.) Have players swap positions every 2 ends, have teams swap rinks to vary opposition and company.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit,. Recap session and things learnt.		5 mins	



Primary and Middle school sessions- 1-4 week program 60-90 minutes (week 4)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forget to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Perfect Square (Refer Page 54)	To bowl to 2 different targets on the same end	Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square'	2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)	10mins	Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.
Goal Kicking (Refer Page 46)	To learn the use of the trail shot	Have a mat on the 'T' place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone	10mins	Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.



Jack into the ditch (Refer Page 49)	To learn the use of the weighted shot	Have a Jack on the centre line at one end and the mat on the centre line at the other, have students attempt to move the jack into the ditch with their bowl.	2 bowls per student, 1 mat per rink, 1 jack per rink	10 mins	Vary the length of the end, add cones as obstructions that students have to go under/ around with more or less weight.
Tournament	To summarize all the skills learnt into a tournament	Divide the students into triples teams. Run a mini tournament, 3 ends per game, students play 1 end in each position. Keep switching opposition and keep track of results. Have a play off for the championship at the end.	2 bowls per student, 2 mats per rink, 1 jack per rink	45-60 mins	Vary the format of the game (e.g. pairs, fours etc.) Add a different rule for every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up etc.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, if some show promise or extra interest then encourage them to come back or get into the GetBowledOver program. Thank the students/ teachers for their participation In the program		5 mins	



Program Example

SACE High school program

These sessions are run as part of the school curriculum and have SACE Criteria that students will be assessed on. Try to include activities that refer back to the SACE criteria to give students the best chance of being successful in their moderation. Below is an example of a program that encompasses the SACE criteria throughout. THE SACE criteria can be found at the back of this document or by clicking [here](#)



SACE High school programs- 4-8 week program 60-90 minutes (week 1)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forget to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Delivering the bowl (Refer Page 40)	To teach the process of delivering the bowl	Have as many mats as possible in play, facing the ditch instead of the green approx. 10m out. Have the students practice delivering the bowl. Doing it into the ditch will save time having students spending less time retrieving their bowls. Get them to practice the fundamentals of delivering the bowl smoothly and accurately	2 bowls per student, 1 mat per rink, spots or cones if desired	10mins	Add spots or Cones for them to aim for with their bowl on the way into the ditch as they progress. Try some on the forehand some on the backhand.
Delivering the bowl with bias (Refer Page 41)	To become familiar with bias	Turn around and have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes.	2 bowls per student, 1 mat per rink	15-20mins	Change the length of end (the longer the distance the more bias a bowl takes) Have a scoring system; 1 point for being within a metre of the centre line, 5 points for finishing on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to get their bowl to go through for visual purposes.



Stuck in the mud game (Refer Page 42)	To combine the use of weight and bias	Have students play in pairs or fours. One student at the opposite end of the green is the catcher, starting approximately 21m apart, Players delivering their bowl try to get their bowl to stop completely as close to their catcher as they can. The catcher are allowed one step in any direction if they can reach the bowl then they score 1 point for their team. Calculate the points for each team and reward the winners. Rotate positions so everyone plays some bowls and will be a catcher.	2 bowls per student, 1 mat per rink	15-20mins	Vary the distance of the catcher. Play some on Forehand/ some on backhand.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias	Using a Target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.
Perfect Square (Refer Page 54)	To bowl to 2 different targets on the same end	Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square'	2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)	15-20 mins	Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, if some show promise or extra interest then encourage them to come back or get into the GetBowledOver program.		5 mins	



SACE High school programs- 4-8 week program 60-90 minutes (week 2)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Activity	Goal	Method	Equipment	Time	Variety
Introduction to the Jack (Refer Page 44)	To become familiar with the Jack and rolling it to distances	Have students practice delivering the Jack. Have 3 different zones set out (Short, medium, long).	1 mat per rink, cones to set out zones for distances, as many jacks as available per rink.	10 mins	Have students practice rolling jacks into the different zones in different sequences.
Delivering the bowl with bias (Refer Page 41)	To become familiar with bias on the particular day (greens always different each session)	Have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes.	2 bowls per student, 1 mat per rink	10 mins	Change the length of end (the longer the distance the more bias a bowl takes) Have a scoring system; 1 point for being within a metre of the centre line, 5 points for finishing on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to get their bowl to go through for visual purposes.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias (Help students get back in the rhythm of the sport)	Using a target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.
Round 'em' up (Refer Page 45)	To Bowl accurately to different	Amongst each rink divide the students into two different teams.	2 bowls per student, 1 mat per rink, 5 cones	15-20 mins	Spread the cones out for greater difficulty, Add more cones, and



	positions on the rink	Have 4 or 5 cones of 2 different colours spread out on the rink and the mat on the centre line on the 'T' down the other. The two different teams aiming for one colour each. Players take turns trying to draw bowls to touch cones of their colour. Once they touch a cone it is picked up, first team to remove all their cones from the rink wins.	of 2 different colours per rink		add obstacles for students to have to negotiate.
Goal Kicking (Refer Page 46)	To learn the use of the trail shot	Have a mat on the 'T' place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl. Ensuring the bowl doesn't go into the ditch.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone	15-20mins	Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.
Feedback	Pack up session	Get the students to help you put equipment away. Provide feedback to any students as you see fit, Recap session and things learnt.		5 mins	



For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Activity	Goal	Method	Equipment	Time	Variety
Poison Bowl (Refer Page 47)	To Bowl accurately navigating opposition bowls	Set up a Jack or cone as a target. Spread 3-4 cones or bowls around the Jack somewhat in the way to represent “opposition bowls” Have students attempt to draw within a metre of the target without touching the opposition bowls.	2 bowls per student, 1 mat per rink, 3-4 cones per rink	15-20 mins	Spread the cones out for greater difficulty, Add more cones, and place the jack in different positions. Have the students think about how they can go under or around the obstacles. Have a scoring system and a consequence for running into the opposition bowls.
Goal Kicking (Refer Page 46)	To learn the use of the trail shot	Have a mat on the ‘T’ place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone	15-20mins	Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.
Hit and sit (Refer Page 48)	To learn the use of the replacement shot	Have a mat on the ‘T’ set up a Jack with a bowl on each side of it. Have the students attempt to sit on the bowl and take its place.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, 2	15-20mins	Vary the distance of the end, Place more or less bowls as targets, Score points for



			bowls per rink for targets		executing shots, Add obstructions for students to navigate around/ under
Jack into the ditch (Refer Page 49)	To learn the use of the weighted shot	Have a Jack on the centre line at one end and the mat on the centre line at the other, have students attempt to move the jack into the ditch with their bowl.	2 bowls per student, 1 mat per rink, 1 jack per rink	15-20 mins	Vary the length of the end, add cones as obstructions that students have to go under/ around with more or less weight.
Match play (Refer Page 56)	Teach the students how a game works (triples)	Divide the students into equal teams amongst all the rinks (triples usually works best), run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head and starting the next end etc.	2 bowls per student, 2 mats per rink, 1 jack per rink	20-30 mins	Vary the format of the game (Add a different rule for every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up, double points etc.) Have players swap positions every 2 ends, have teams swap rinks to vary opposition and company.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, Recap session and things learnt.		5 mins	

SACE High school programs- 4-8 week program 60-90 minutes (week 4)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible



Don't forget to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/ throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Quiz on Bowls Lingo (Refer Page 30)	Recap students' knowledge	Using the sheet below (Print off or photocopy extra) give students a quiz to do, reward the winners.	Quiz sheet, Pen/pencils, Answer sheets	10mins	
Perfect Square (Refer Page 54)	To bowl to 2 different targets on the same end	Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square'	2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)	10mins	Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.
Goal Kicking (Refer Page 46)	To learn the use of the trail shot	Have a mat on the 'T' place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl.	2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone	10mins	Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.
Jack into the ditch	To learn the use of the weighted shot	Have a Jack on the centre line at one end and the mat	2 bowls per student, 1 mat	10 mins	Vary the length of the end, add cones as obstructions that



(Refer Page 49)		on the centre line at the other, have students attempt to move the jack into the ditch with their bowl.	per rink, 1 jack per rink		students have to go under/ around with more or less weight.
Match play (Refer Page 56)	Teach the students how a game works (Fours)	Divide the students into equal teams amongst all the rinks, run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head and starting the next end etc.	2 bowls per student, 2 mats per rink, 1 jack per rink	20-30 mins	Vary the format of the game (Add a different rule for every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up, double points etc.) Have players swap positions every 2 ends, have teams swap rinks to vary opposition and company.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit.		5 mins	



- THE FACTS -

Everything you need to know to get started with social lawn bowls

Fill in the missing word



BOWLS LINGO

An imaginary line that the player aims along to allow for the bias of the bowl.

The area above the ditch, not a part of the green.

Cylindrical white, orange or yellow poles, situated on the bank, that indicate the boundary of each rink.

Marked line at each end of the rink that indicates the middle of the rink. The jack is straightened to rest on the line after it has been rolled.

Sand filled gutter around the outside edge of the green.

Standard shot in bowls in which the players aims to deliver their bowl as close to the jack as possible.

A shot in which the player aims to hit a jack or bowl with a significant amount of weight.

The time encompassing the placement of the mat, the delivery of the jack and the subsequent playing of all the bowls of all players in the same direction on a rink.

The rectangular playing surface, between 31 and 40 metres long, covered with grass or synthetic grass.

The group of bowls consisting of the jack and all played bowls that have come to rest within the boundaries of the rink.

A small, white unbiased ball which is the target for the game of lawn bowls.

Rubber backed mat from where each player delivers their bowl – players must have some part of their foot touching the mat upon releasing their bowl.

The playing area for each game that runs the length of the green and is roughly 5 metres wide – the green is usually divided into 6-7 rinks.

A draw shot that touches the jack without moving it a long way.

The amount of force (or power) applied to the bowl when the player delivers it.



SACE High school programs- 4-8 week program 60-90 minutes (week 5)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forget to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Measuring Practice (Refer Page 63)	Teach the students how to use the measure	Have a couple of Different types of heads set up so the students can learn to use the measuring tape (Standard, Callipers, jack in ditch etc.)	Bowls set up for a different head on each rink, a measuring tape for each rink	10mins	This can be done inside as a variation if inclement weather occurs.
Target Mat Game (Refer Page 55)	To combine the use of weight and bias	Using a Target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible.	2 bowls per student, 1 mat per rink, 1 target mat per rink	15-20 mins	Vary the distance of the target mat. Play some on Forehand/ some on backhand.
Around the world game (Refer Page 50)	To learn to bowl to an off centre Jack	Split rinks into 2 teams, Have students aim for different targets spread out amongst the rink. Have a sequence of which Jack they need to aim for 1 st , 2nd, 3rd etc. Once they get within a metre or mat length they move on to the next target. First team to complete all the targets wins.	2 bowls per student, 1 mat per rink, 3 or 4 cones for targets per rink.	15-20 mins	Vary the distance of the end, Vary the location of the targets, Try some forehand and some backhand.
Drive/ Draw	To teach the adaptation	Have a mat on the 'T' and one Jack on	2 bowls per student, 1 mat	15-20mins	Vary the distance of the end, vary the



(Refer Page 51)	between drawing and driving	the centre line then another one out to the side. Have players bowl their 2 bowls consecutively firstly trying to move the Jack on the centre into the ditch then adjusting to draw as close to the jack on the side of the rink as they can	per rink, 2 jacks per rink.		location of the targets (drive for the off centre Jack then draw to the centre line jack) Have a points system (1 point for hitting the drive, 1 point for drawing within a mat, 5 points for doing both in the same end) Try some on forehand, some on backhand.
Match play (Refer Page 56)	Teach the students how a game works (Pairs)	Divide the students into equal teams amongst all the rinks, run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head and starting the next end etc.	2-4 bowls per student, 2 mats per rink, 1 jack per rink	20-30 mins	Vary the format of the game (Add a different rule for every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up, double points etc.) Have players swap positions every 2 ends, have teams swap rinks to vary opposition and company. Try different kinds of pairs (2x4x2) (3x3) (2x2x2x2)
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit.		5 mins	



SACE High school programs- 4-8 week program 60-90 minutes (week 6)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forget to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Delivering the bowl to a set distance (Refer Page 43)	To become familiar with weight control	Put the mat 21m from the ditch, bowl back towards the ditch. See how close you can get your bowl to the ditch without going in. Line doesn't matter where the bowl ends up.	2 bowls per student, 1 mat per rink	10mins	Move the mat further back from the ditch as the students become more skilled. Have a prize for the winner each end, run a tournament for whoever is furthest away each end is eliminated.
Circuit drills (Refer Page 52)	To adapt to different types of shots	Set up a different drill on every rink (2 different types of draw shots, 2 different trail/replacement shots and 2 different weighted/drive drills) have students play an end on each then move to the next rink. This will test their concentration when it comes to adapting to different shots and thinking about it before they play it.	2 bowls per student, different drills/targets and equipment for every rink.	20-30 mins	Do 1 round of the circuit on Forehand and 1 on backhand, reverse the order. Have a point system for successful execution of shots and highest scores for completing the whole circuit.
Match play	Teach the students how	Divide the students into equal teams	2-4 bowls per student, 2 mats	20-30 mins	Vary the format of the game (Add a different rule for



(Refer Page 56)	a game works (Singles)	amongst all the rinks, run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head and starting the next end etc.	per rink, 1 jack per rink		every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up, double points etc.)
Kings & Queens (Refer Page 53)	A variation of match play (whichever format works best depending on numbers (Singles, Pairs, Triples, Fours etc.)	Have one end of the rink as the 'King' and the opposite as the 'Dunce' end. Teams play 1 end against each other. The team that wins the end moves up the green towards the 'King' rink the loser moves towards the 'Dunce' rink. Play for 20-30 minutes and see who finishes as the king team	2-4 bowls per student, 2 mats per rink, 1 jack per rink	20-30 mins	Vary the rules of each one end game, The challenger gets to choose where the jack is placed and who bowls first etc.
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit.		5 mins	

SACE High school programs- 4-8 week program 60-90 minutes (week 7)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forgot to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
How to fill in the scorecard (Refer Page 64)	To teach students how to fill in the scorecard correctly so they can score their tournament correctly	Have students run through a few practice ends of a game. Getting each student to fill in their own scorecard as they go.	Scorecard for each student Example provided below doesn't have to be an official scorecard), heads set up for different scoring (cones to represent different teams 2 different colours)	10mins	Go around and check they are filling it in correctly matching up with the results of each head.
Circuit drills (Refer Page 52)	To adapt to different types of shots	Set up a different drill on every rink (2 different types of draw shots, 2 different trail/ replacement shots and 2 different weighted/drive drills) have students play an end on each then move to the next rink. This will test their concentration when it comes to adapting to different shots and thinking about it before they play it.	2 bowls per student, different drills/targets and equipment for every rink.	20-30 mins	Do 1 round of the circuit on Forehand and 1 on backhand, reverse the order. Have a point system for successful execution of shots and highest scores for completing the whole circuit.



Tournament	Run a mini tournament over two weeks to summarize all skills learnt and test abilities.	Divide the students into equal teams amongst all the rinks, etc.	2-4 bowls per student, 2 mats per rink, 1 jack per rink	45-60 mins	Pick the format that has best worked over the previous sessions, vary the rules for each game that students have best enjoyed. Run games to 3 ends or 10 minutes rotate
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit.		5 mins	

SACE High school programs- 4-8 week program 60-90 minutes (week 8)

For all activities divide the students equally amongst the amount of rinks available so that students can play the most amount of bowls possible

Don't forgot to do a warm up before every session. Bowls still uses many different muscle groups and it is important for students to be properly warmed up before sessions. Simple ball games or light running/throwing activities will get the leg and arm muscles warmed up and ready for the methods used whilst playing bowls.

Activity	Goal	Method	Equipment	Time	Variety
Drive/ Draw (Refer Page 51)	To teach the adaptation between drawing and driving	Have a mat on the 'T' and one Jack on the centre line then another one out to the side. Have players bowl their 2 bowls consecutively firstly trying to move the Jack on the centre into the ditch then adjusting to draw as close to the jack on the side of the rink as they can	2 bowls per student, 1 mat per rink, 2 jacks per rink.	15-20mins	Vary the distance of the end, vary the location of the targets (drive for the off centre Jack then draw to the centre line jack) Have a points system (1 point for hitting the drive, 1 point for drawing within a mat, 5 points for doing both in the same end) Try some on forehand, some on backhand.
Tournament	Run a mini tournament over two weeks to summarize all skills learnt and test abilities.	Divide the students into equal teams amongst all the rinks, etc.	2-4 bowls per student, 2 mats per rink, 1 jack per rink	60 mins	Pick the format that has best worked over the previous sessions, vary the rules for each game that students have best
Corner to Corner	Bit of fun to end the program	Bowl from one corner of the green to the other	1 bowl per student, 1 mat, 1 jack,	10 mins	Have 2 sessions going from each corner then have



(Refer Page 58)		getting as close to the Jack as possible. Have a marker for the "closest to Jack" which is only replaced if it is bettered. Can't drive the marker out you must stop inside it. A prize for the winner			a grand final between the two champions.
Spider (Refer Page 59)	Bit of fun to end the program	Everybody takes a place around the edge of the green, A jack is placed in the centre everybody bowls at the same time to get as close to the jack as they can. The winner gets a prize.	1 bowl per student, 1 Jack	5 mins	
Feedback	Pack up session	Get the students to help you put equipment away .Provide feedback to any students as you see fit, if some show promise or extra interest then encourage them to come back or get into the GetBowledOver program. Thank the students/ teachers for their participation In the program		5 mins	

Activity Diagrams

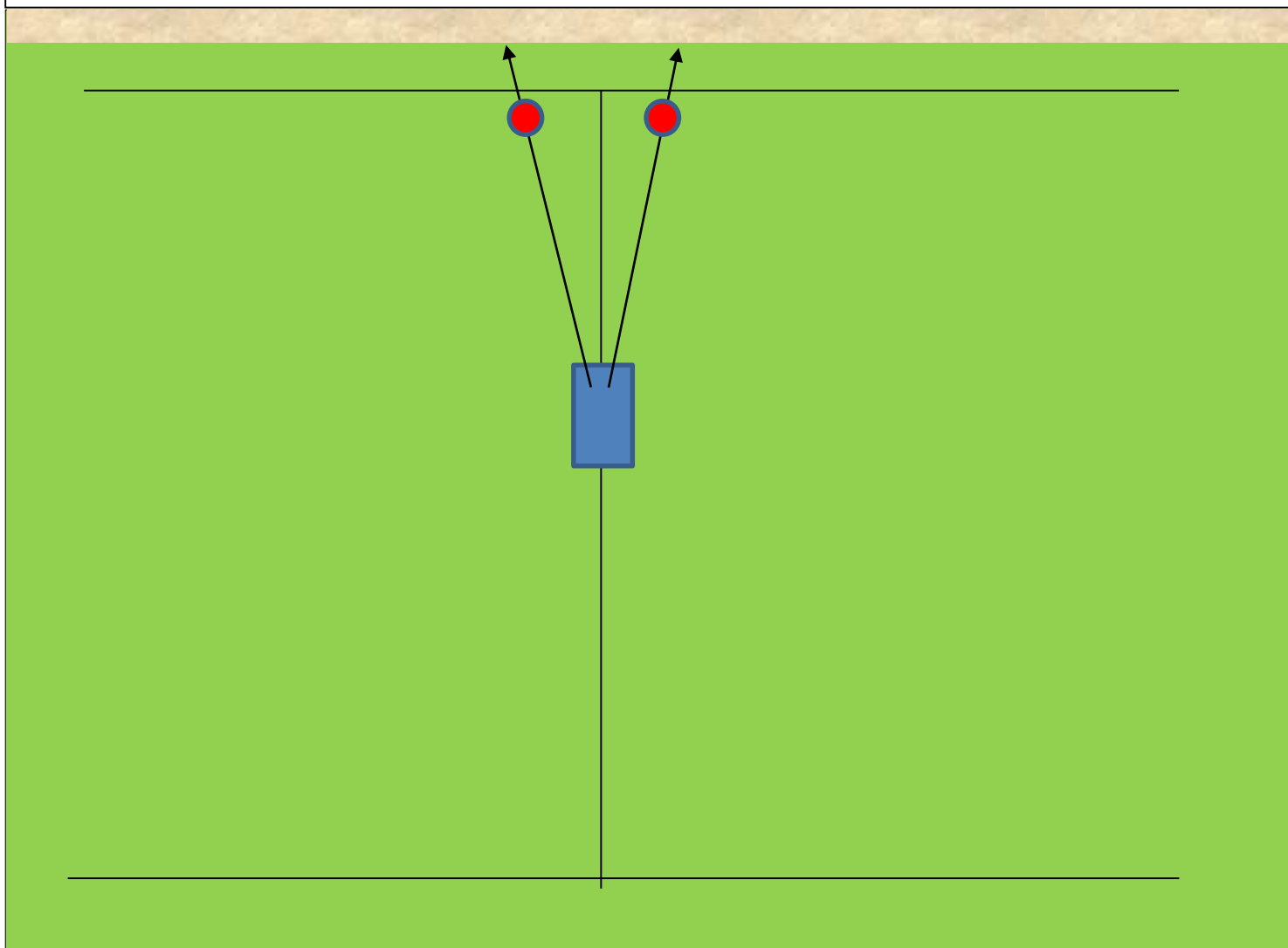




Activity: Delivering the bowl

Goal: To teach the process of delivering the bowl

Equipment: 2 bowls per student, 1 mat per rink, spots or cones



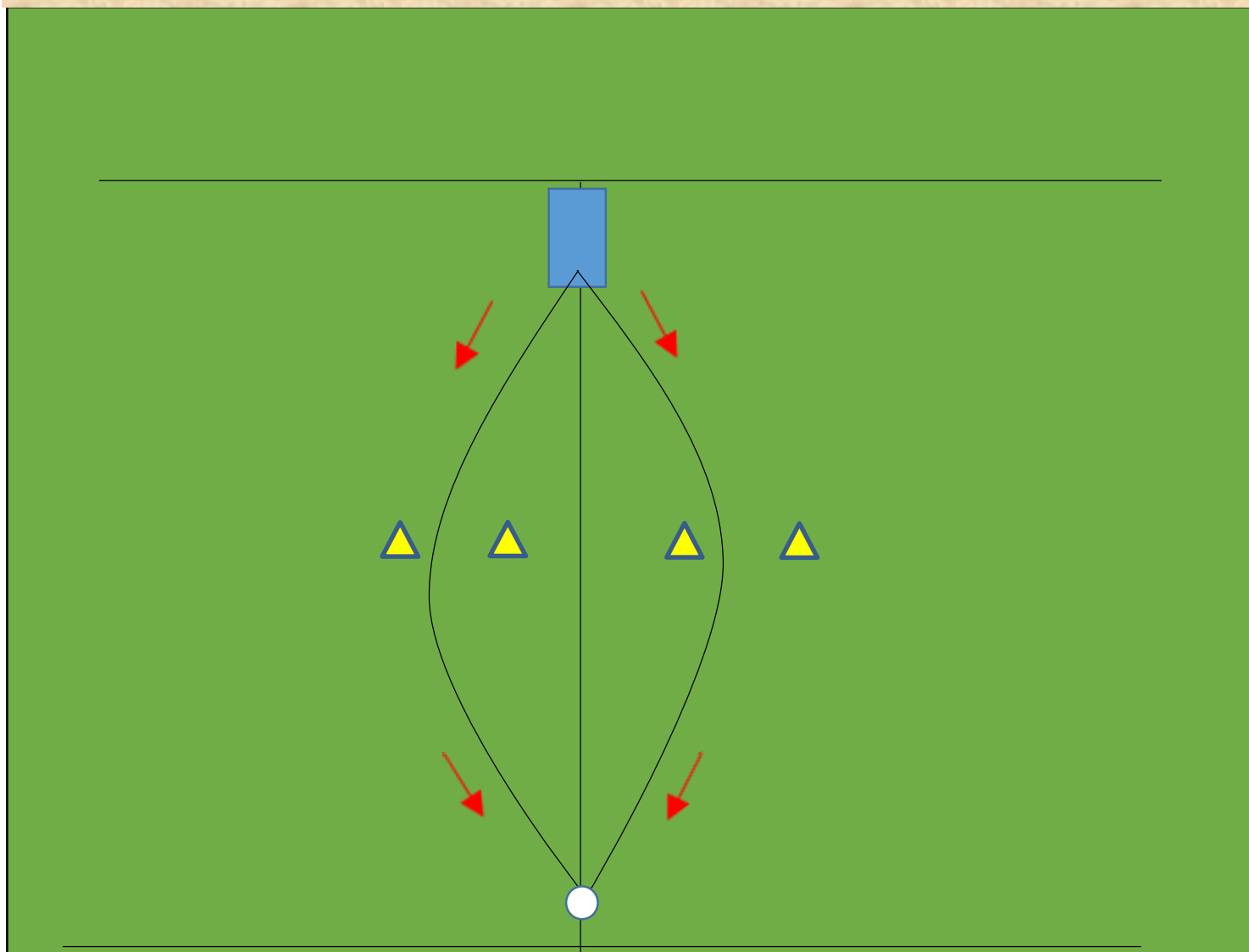
Method: Have as many mats as possible in play, facing the ditch instead of the green approx. 10m out. Have the students practice delivering the bowl. Doing it into the ditch will save time having students spending less time retrieving their bowls. Get them to practice the fundamentals of delivering the bowl smoothly and accurately. (Example of 1 rink shown, duplicate across as many rinks as available.

Variety: Add spots or Cones for them to aim for with their bowl on the way into the ditch as they progress. Try some on the forehand some on the backhand.

Activity: Delivering the bowl with bias

Goal: To become familiar with bias

Equipment: 2 bowls per student, 1 mat per rink



Method: Have the students face the traditional way on the rink. Have the students aim for their bowl to finish as close to the centre line as possible (over 20-25m but not too important about length) This will teach them the amount of bias a bowl takes. (Example of 1 rink shown, duplicate across as many rinks as available).

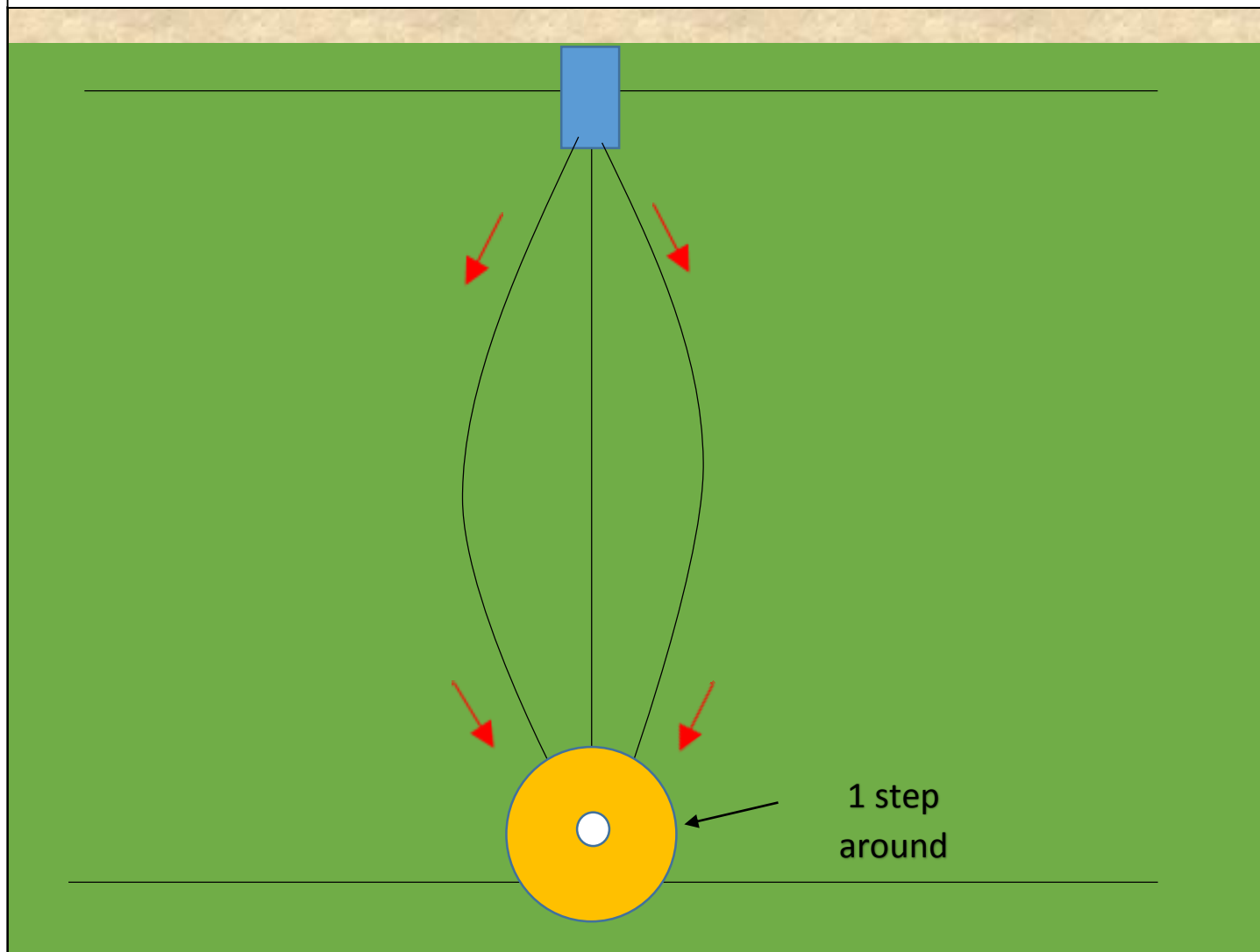
Variety: Change the length of end (the longer the distance the more bias a bowl takes) Have a scoring system; 1 = within a metre of the centre line, 5 points = finish on the centre line. See who wins. Try some on the forehand, some on the backhand. Place cones on the green for students to bowl through for visual purposes.



Activity: Stuck in the mud game

Goal: To combine the use of weight and bias

Equipment: 2 bowls per student, 1 mat per rink



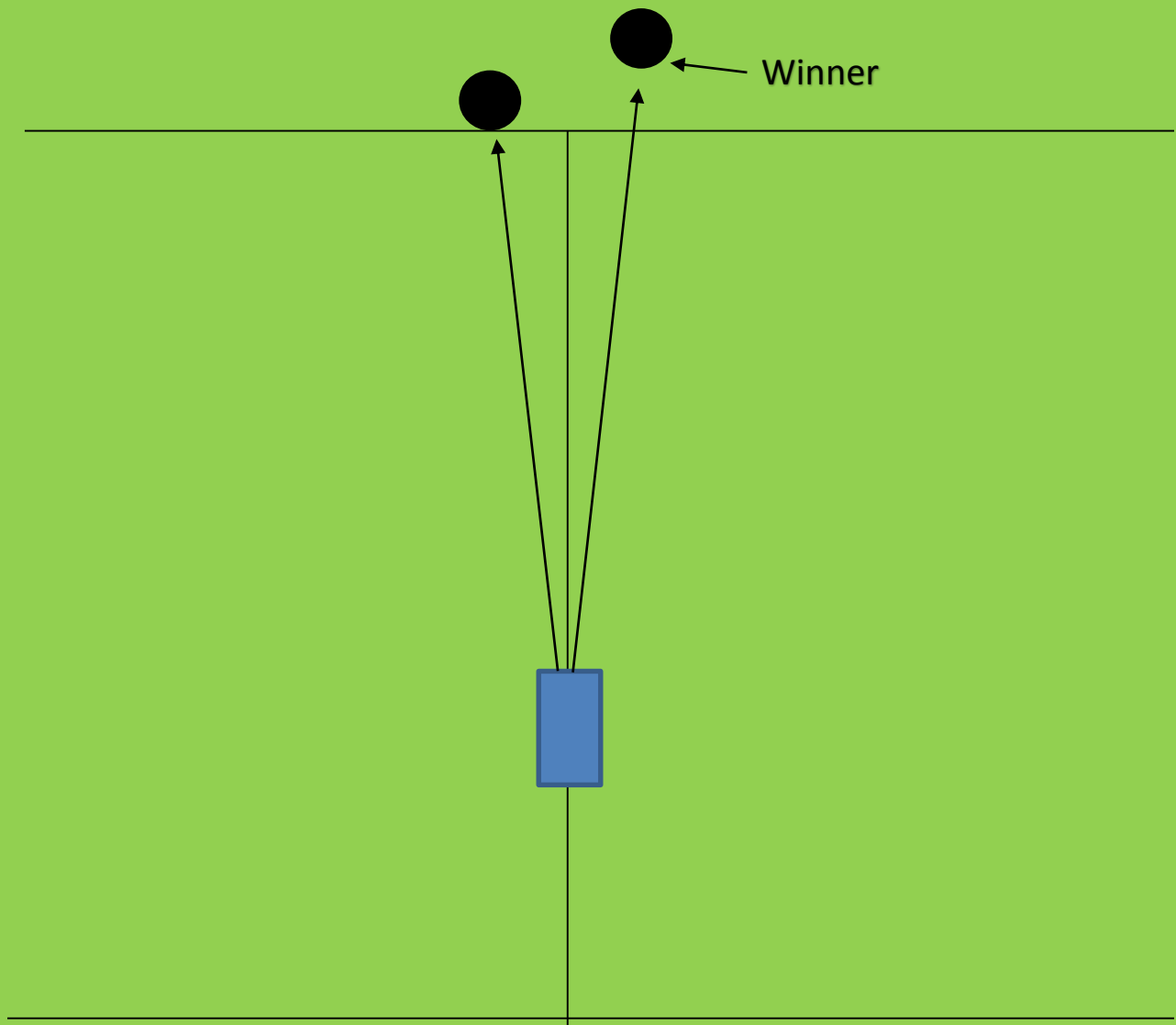
Method: Have students play in pairs or fours. One student at the opposite end of the green is the catcher, starting approximately 21m apart. Players delivering their bowl try to get their bowl to stop completely as close to their catcher as they can. The catcher are allowed one step in any direction if they can reach the bowl then they score 1 point for their team. Calculate the points for each team and reward the winners. Rotate positions so everyone plays some bowls and will be a catcher. (Example of 1 rink shown, duplicate across as many rinks as available.)

Variety: Vary distance of the catcher. Forehand & Backhand

Activity: Delivering the bowl to a set distance

Goal: To become familiar with weight control

Equipment: 2 bowls per student, 1 mat per rink



Method: Put the mat 21m from the ditch, bowl back towards the ditch. See how close you can get your bowl to the ditch without going in. Line doesn't matter where the bowl ends up. (Example of 1 rink shown,

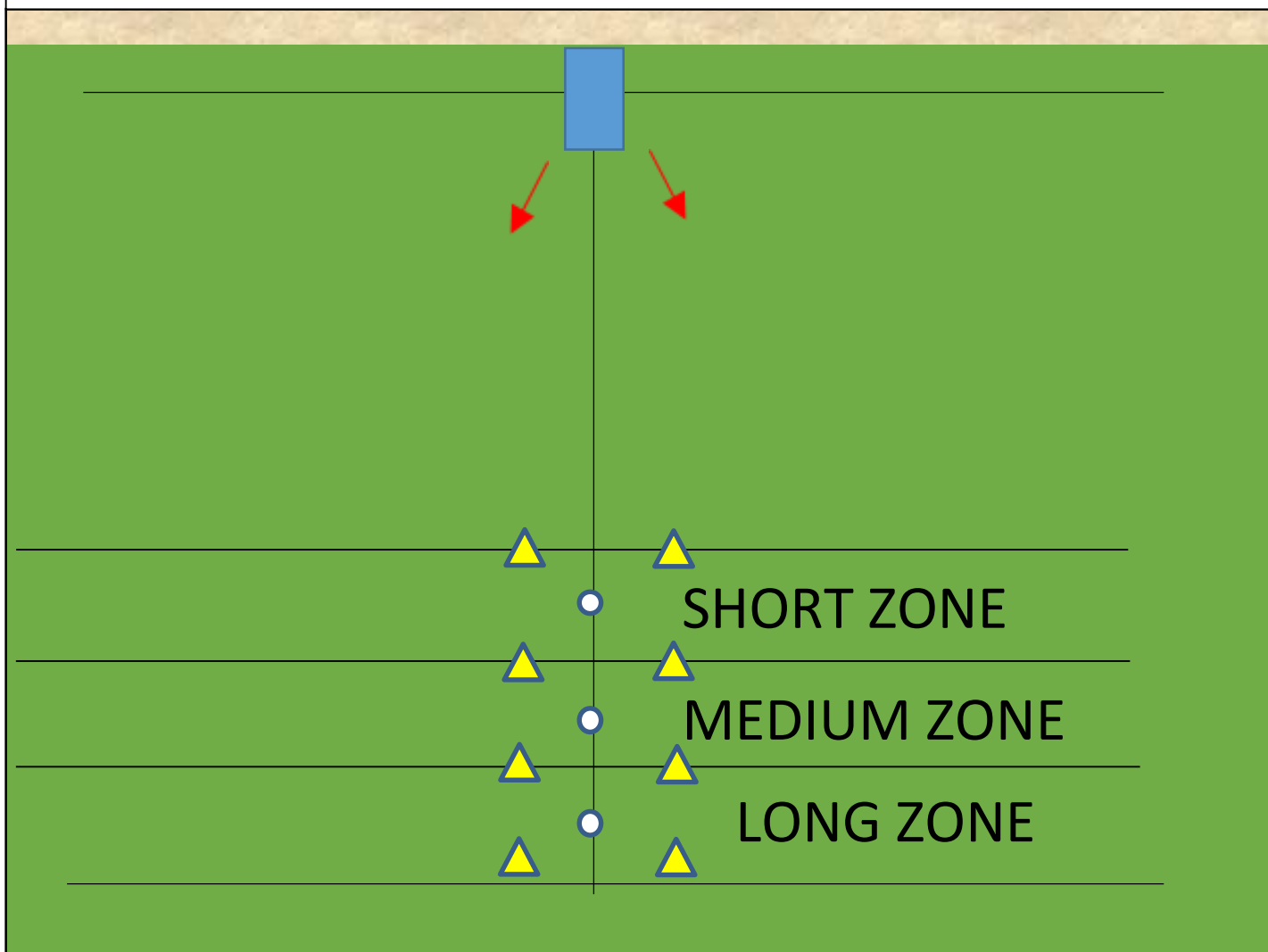
Variety: Move the mat further back from the ditch as the students become more skilled. Have a prize for the winner each end, run a tournament for whoever is furthest away each end is eliminated.



Activity: Introduction to the Jack

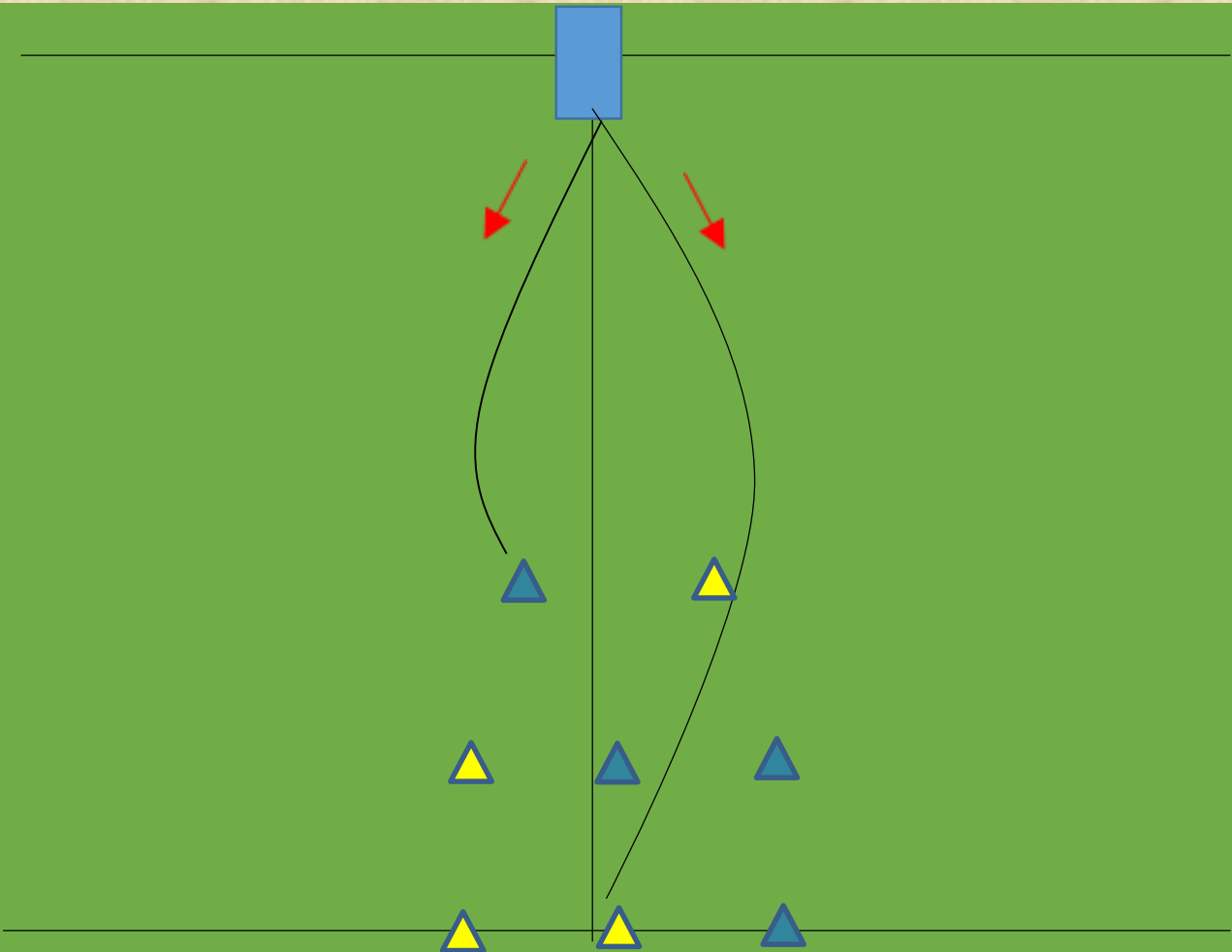
Goal: To become familiar with the Jack and rolling it to distances

Equipment: 1 mat per rink, cones to set out zones for distances, as many jacks as available per rink.



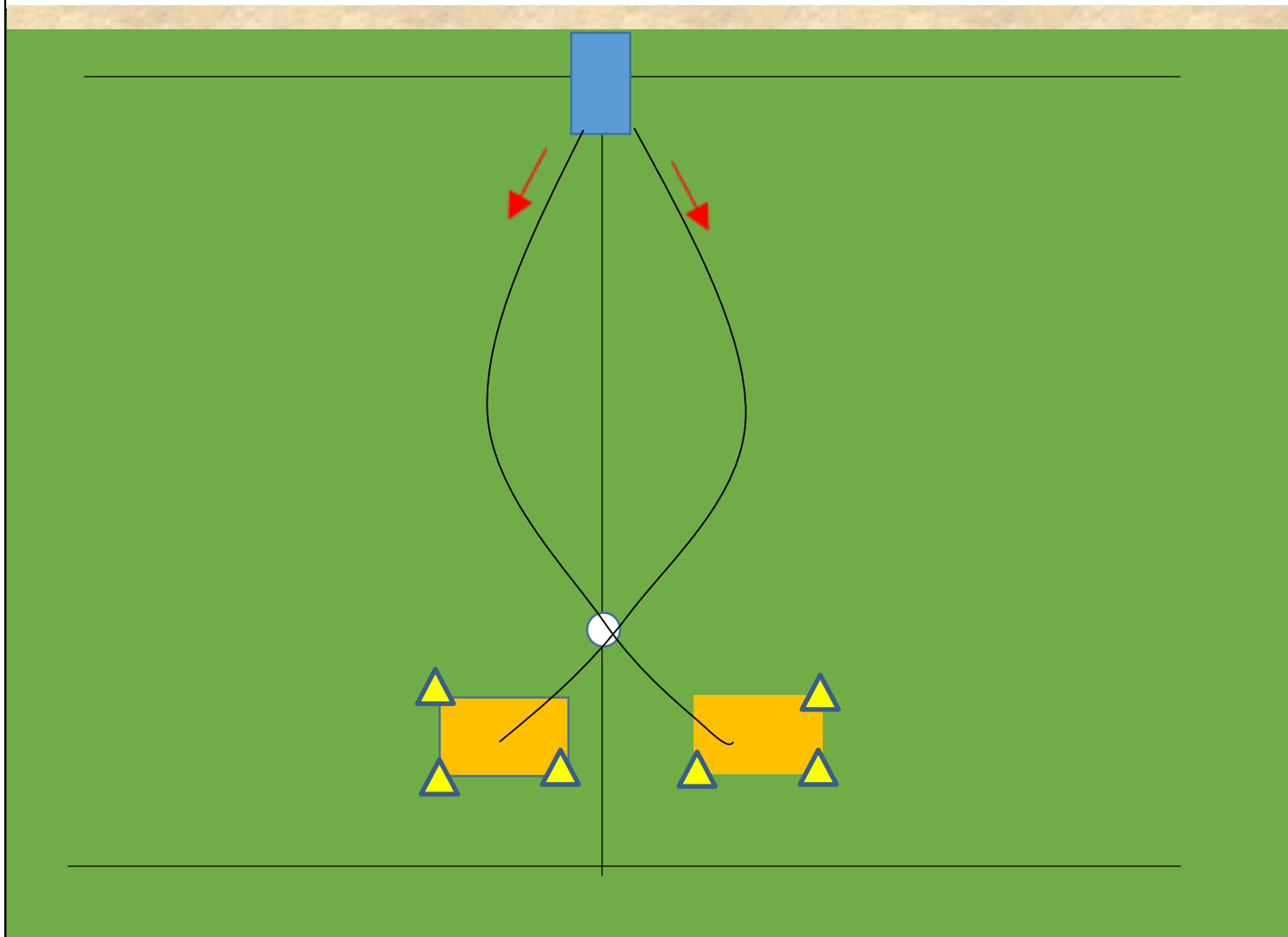
Method: Have students practice delivering the Jack. Have 3 different zones set out (Short, medium, long). (Example of 1 rink shown, duplicate across as many rinks as available).

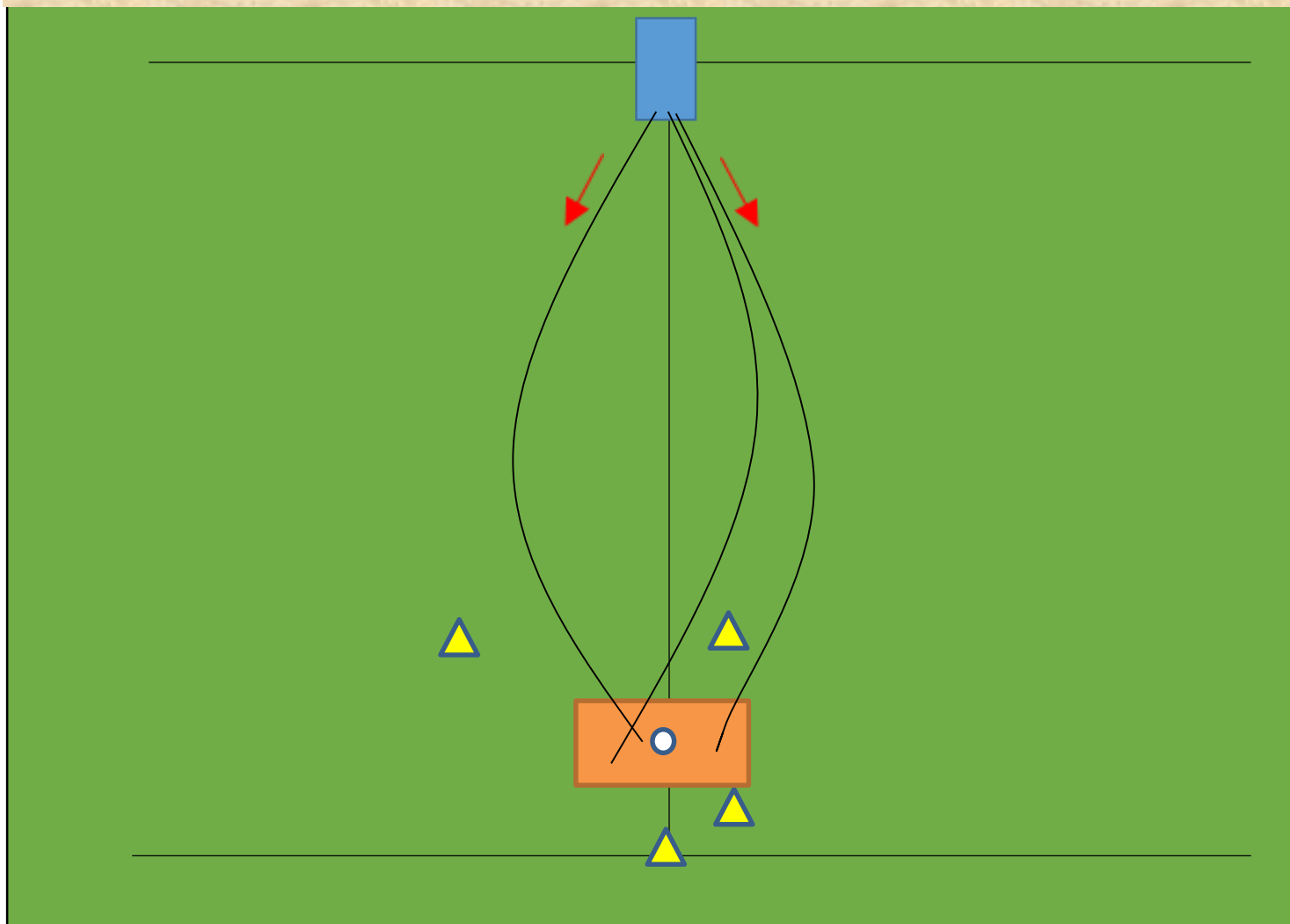
Variety: Have students practice rolling jacks into the different zones in different sequences. Make the zones smaller/ bigger. Extra points for stopping closer to the cones

Activity: Round 'em' up**Goal:** To Bowl accurately to different positions on the rink**Equipment:** 2 bowls per student, 1 mat per rink, 4 cones of 2 different colours per rink

Method: Amongst each rink divide the students into two different teams. Have 4 or 5 cones of 2 different colours spread out on the rink and the mat on the centre line on the 'T' down the other. The two different teams aiming for one colour each. Players take turns trying to draw bowls to touch cones of their colour. Once they touch a cone it is picked up, first team to remove all their cones from the rink wins. (Example of 1 rink shown, duplicate across as many rinks as available).

Variety: Spread the cones out for greater difficulty, Add more cones, and add obstacles for students to have to negotiate.

Activity: Goal Kicking**Goal:** To learn the use of the trail shot**Equipment:** 2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, cones or chalk to mark out the trail zone**Method:** Have a mat on the 'T' place a jack or tennis ball on the centre line at the opposite end. Set up a goal or scoring zone that the students try to trail the jack into with their bowl. (Example of 1 rink shown, duplicate across as many rinks as available.)**Variety:** Vary the distance of the end, make the trail zone bigger or smaller, and add bowls to act as visual targets, have a scoring system: -1 for falling short, 1 point for moving the jack, 5 for moving it into the goal or trail zone. Tally up the winners.

Activity: Poison Bowl**Goal:** To Bowl accurately navigating opposition bowls**Equipment:** 2 bowls per student, 1 mat per rink, 3-4 cones per rink

Method: Set up a Jack or cone as a target. Spread 3-4 cones or bowls around the Jack somewhat in the way to represent “opposition bowls”. Have students attempt to draw within a metre of the target without touching the opposition bowls. (Example of 1 rink shown, duplicate across as many rinks as available).

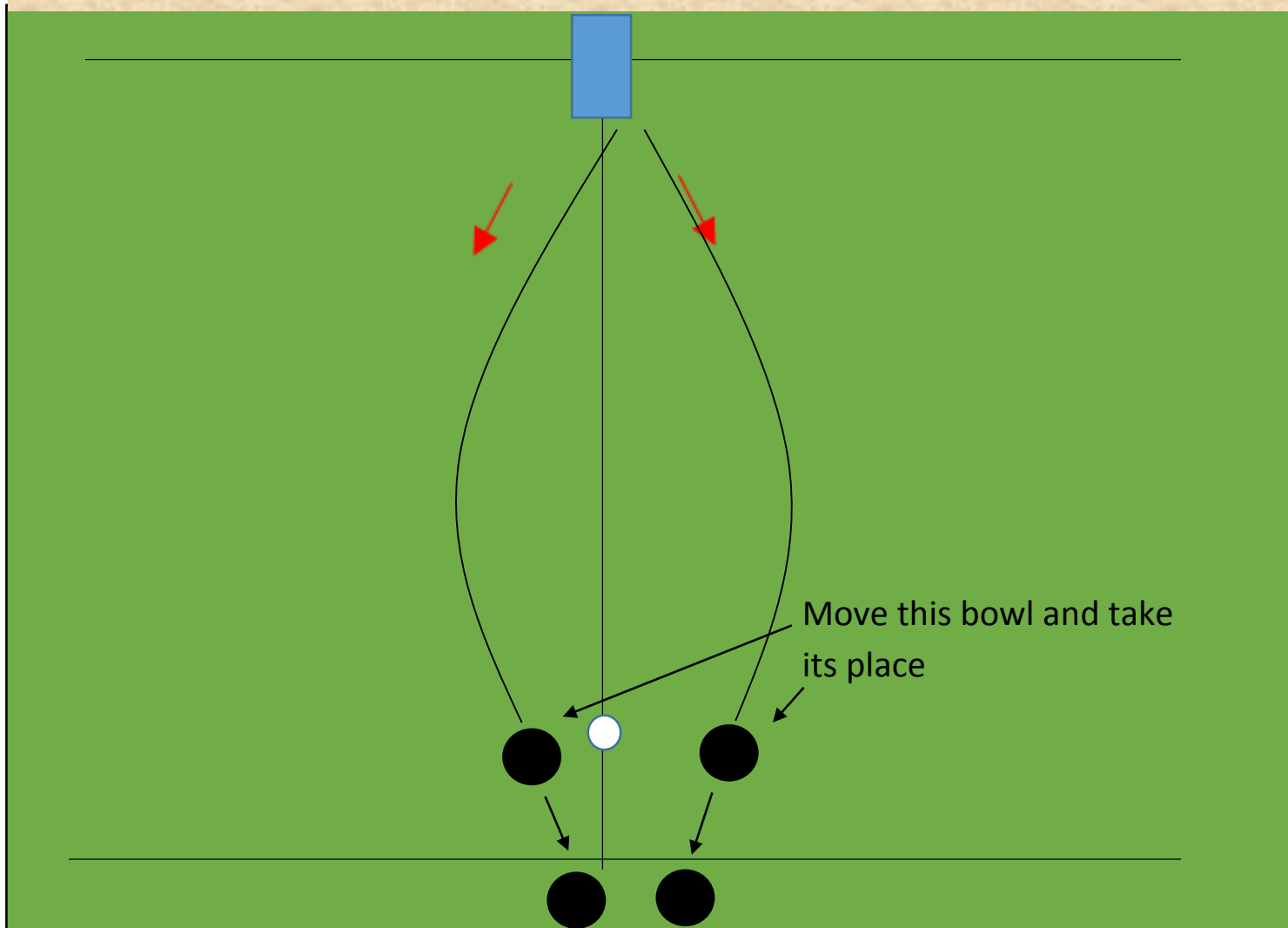
Variety: Spread the cones out for greater difficulty, Add more cones, and place the jack in different positions. Have the students think about how they can go under or around the obstacles. Have a scoring system and a consequence for running into the poison bowls.



Activity: Hit and sit

Goal: To learn the use of the replacement shot

Equipment: 2 bowls per student, 1 mat per rink, 1 jack or tennis ball per rink, 2 bowls per rink for targets



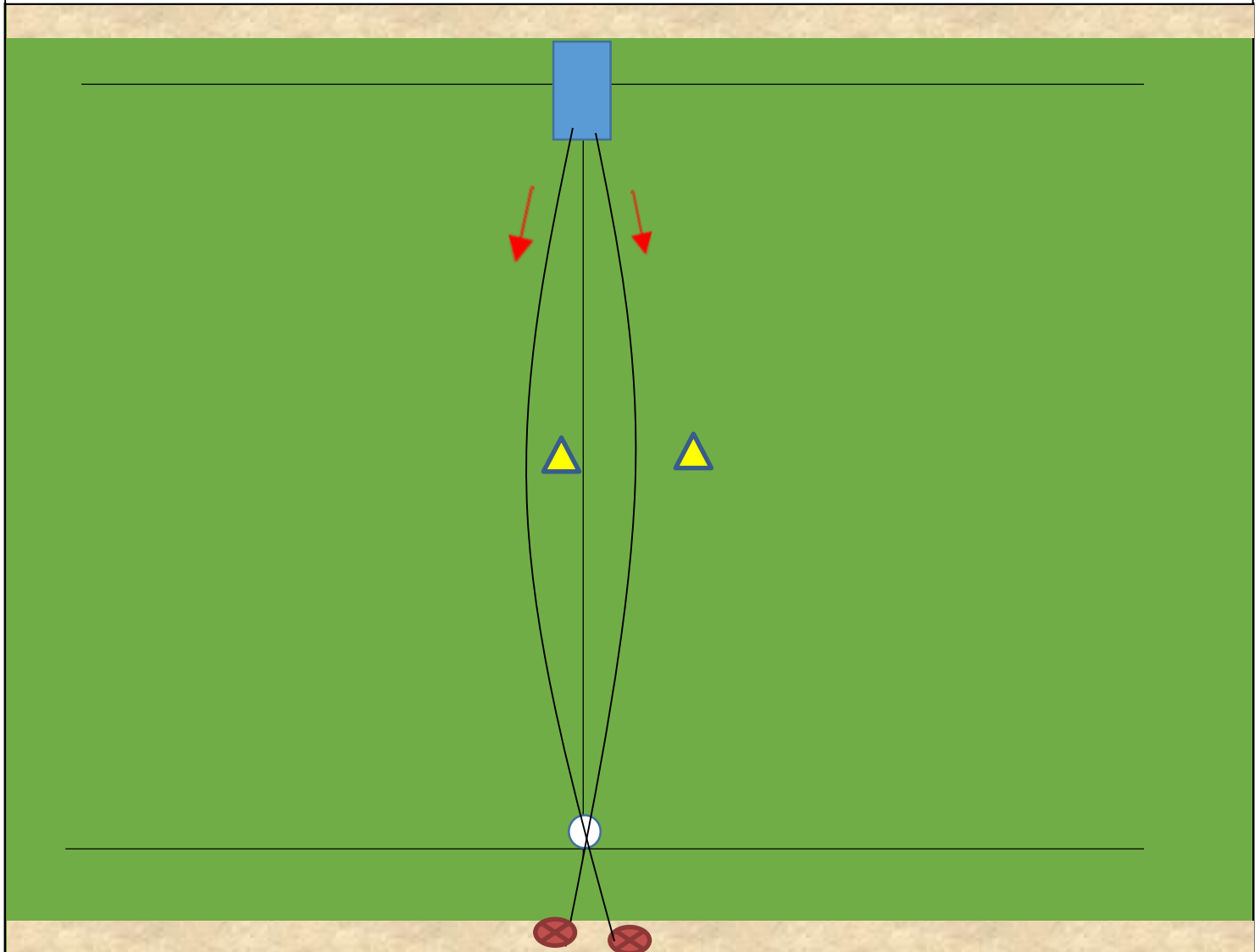
Method: Have a mat on the 'T' set up a Jack with a bowl on each side of it. Have the students attempt to sit on the bowl and take its place. (Example of 1 rink shown, duplicate across as many rinks as available).

Variety: Vary the distance of the end, Place more or less bowls as targets, Score points for executing shots, Add obstructions for students to navigate around/ under

Activity: Jack into the ditch

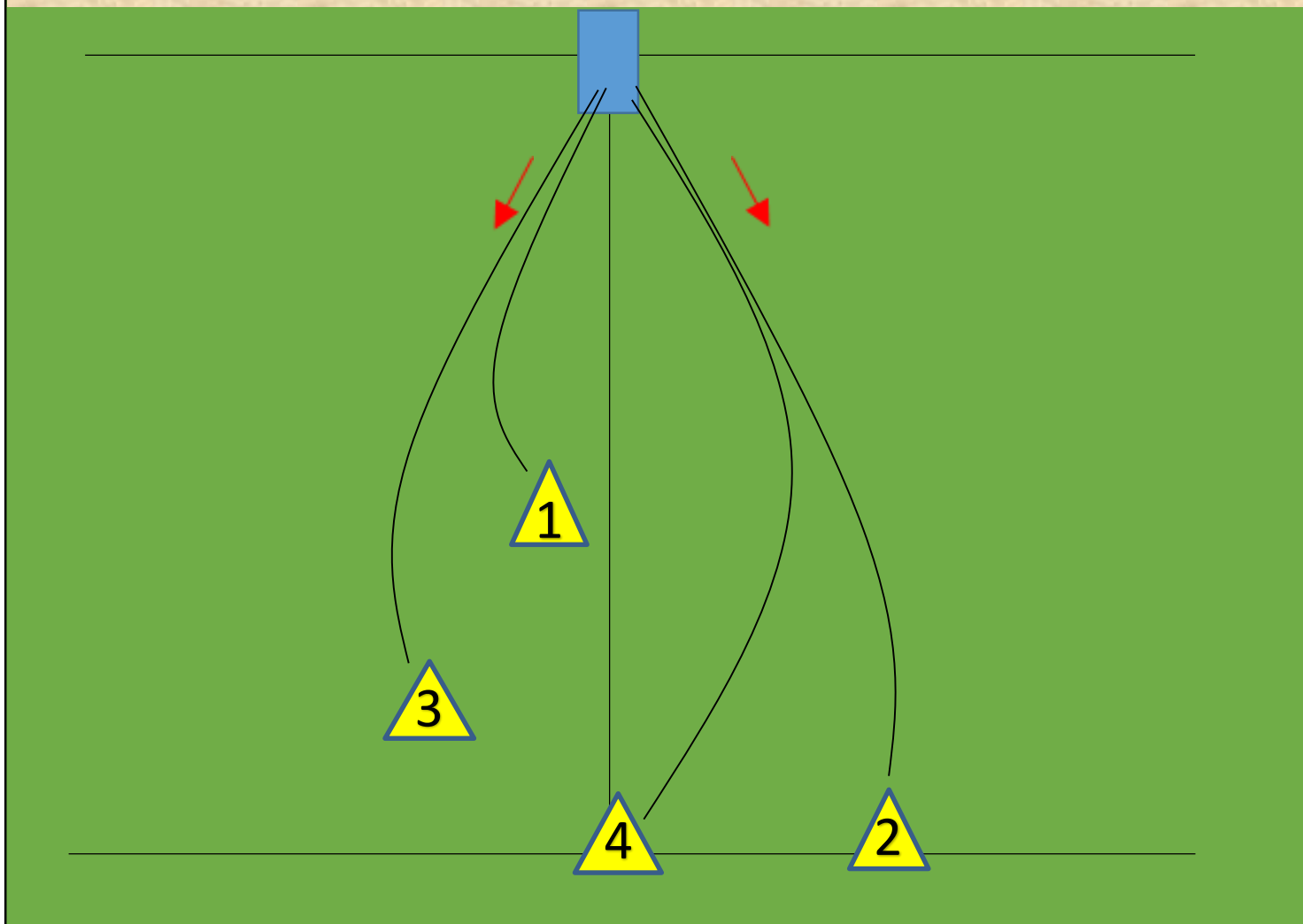
Goal: To learn the use of the weighted shot

Equipment: 2 bowls per student, 1 mat per rink, 1 jack per rink



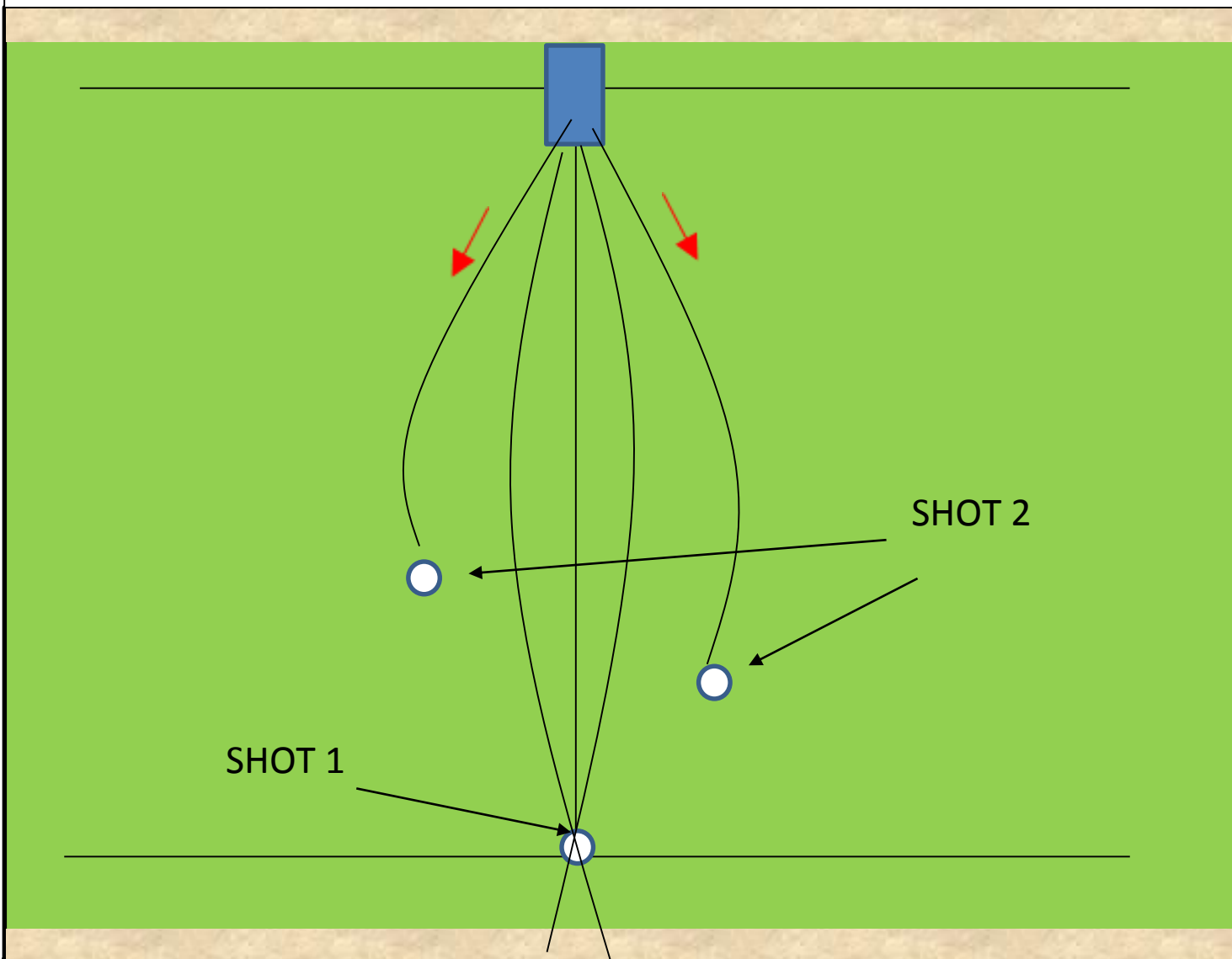
Method: Have a Jack on the centre line at one end and the mat on the centre line at the other, have students attempt to move the jack into the ditch with their bowl. (Example of 1 rink shown, duplicate across as many rinks as available.

Variety: Vary the length of the end, add cones as obstructions that students have to go under/ around with more or less weight.

**Activity:** Around the world game**Goal:** To learn to bowl to an off centre Jack**Equipment:** 2 bowls per student, 1 mat per rink, 3 or 4 cones for targets per rink.

Method: Split rinks into 2 teams, Have students aim for different targets spread out amongst the rink. Have a sequence of which target they need to aim for 1st, 2nd, 3rd etc. Once they get within a metre or mat length they move on to the next target. First team to complete all the targets wins. (Example of 1 rink shown, duplicate across as many rinks as available.)

Variety: Vary the distance of the end, Vary the location of the targets, Try some forehand and some backhand.

Activity: Drive/ Draw**Goal:** To teach the adaptation between drawing and driving**Equipment:** 2 bowls per student, 1 mat per rink, 2 jacks per rink.

Method: Have a mat on the 'T' and one Jack on the centre line then another one out to the side. Have players bowl their 2 bowls consecutively firstly trying to move the Jack on the centre into the ditch then adjusting to draw as close to the jack on the side of the rink as they can (Example of 1 rink shown, duplicate across as many rinks as available).

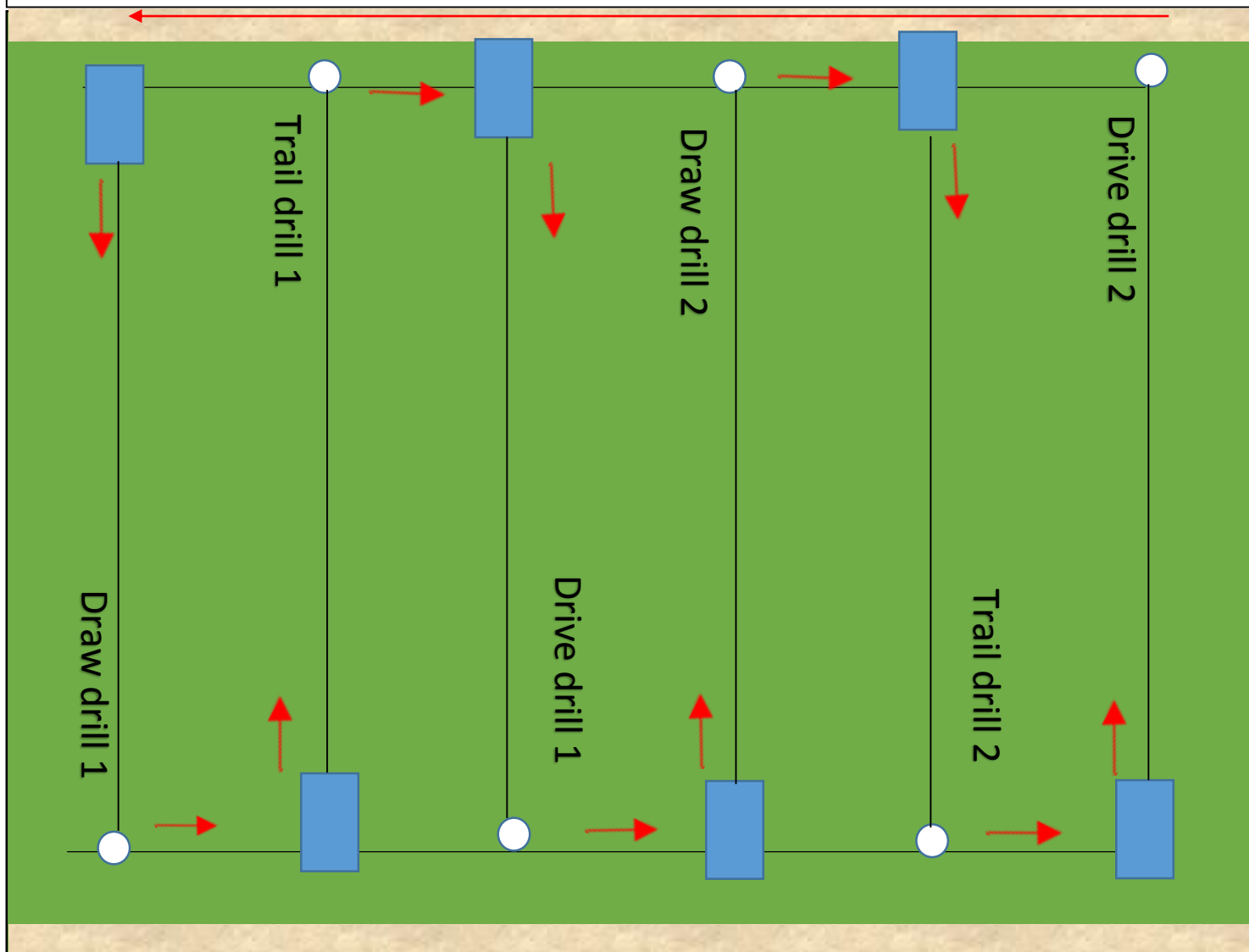
Variety: Vary the distance of the end, vary the location of the targets (drive for the off centre Jack then draw to the centre line jack) Have a points system (1 point for hitting the drive, 1 point for drawing within a mat, 5 points for doing both in the same end) Try some on forehand, some on backhand.



Activity: Circuit drills

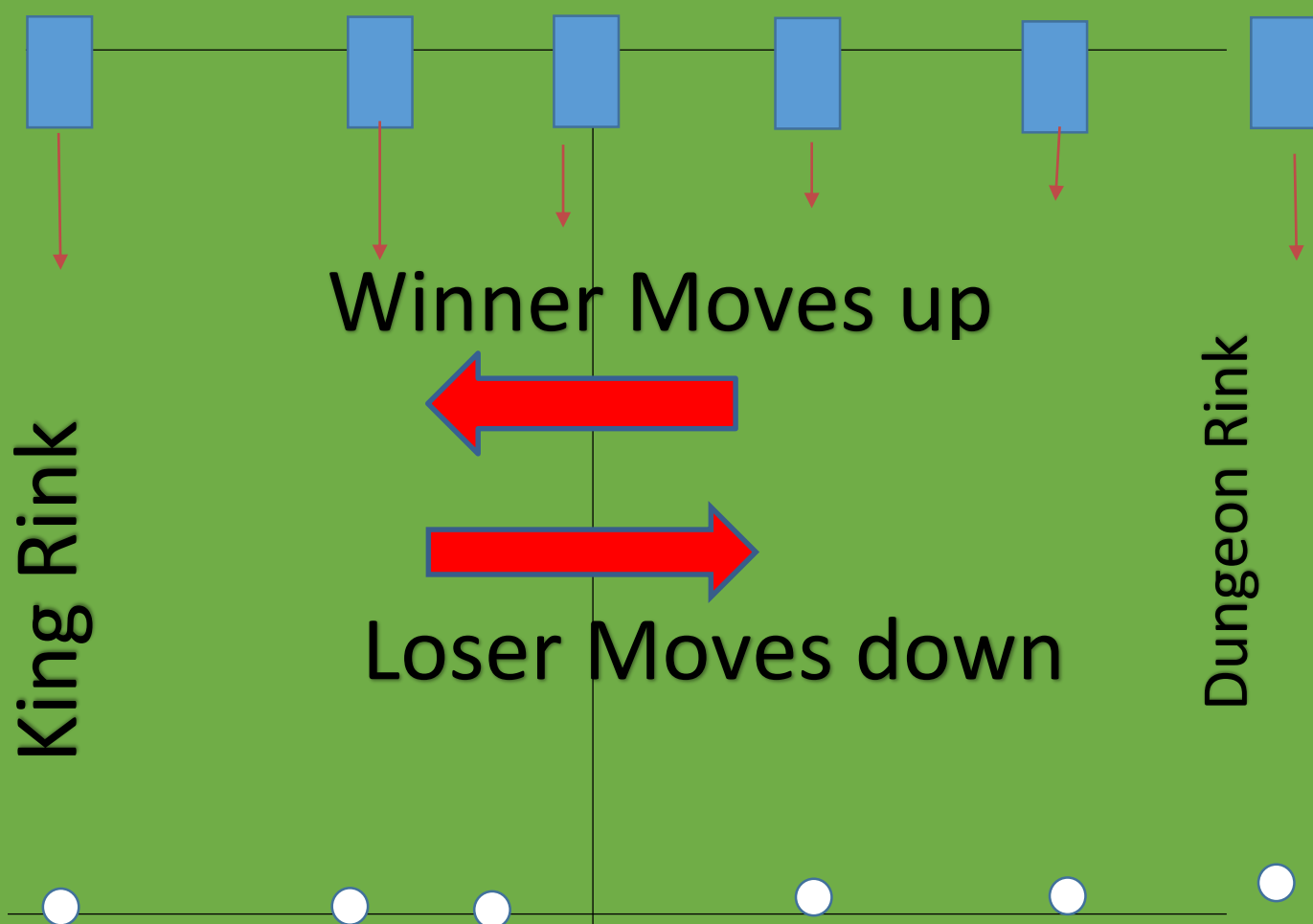
Goal: To adapt to different types of shots

Equipment: 2 bowls per student, different drills/targets and equipment for every rink.



Method: Set up a different drill on every rink (2 different types of draw shots, 2 different trail/ replacement shots and 2 different weighted/drive drills) have students play an end on each then move to the next rink. This will test their concentration when it comes to adapting to different shots and thinking about it before they play it. (Example of 1 green shown, duplicate across as many greens as available).

Variety: Do 1 round of the circuit on Forehand and 1 on backhand, reverse the order. Have a point system for successful execution of shots and highest scores for completing the whole circuit.

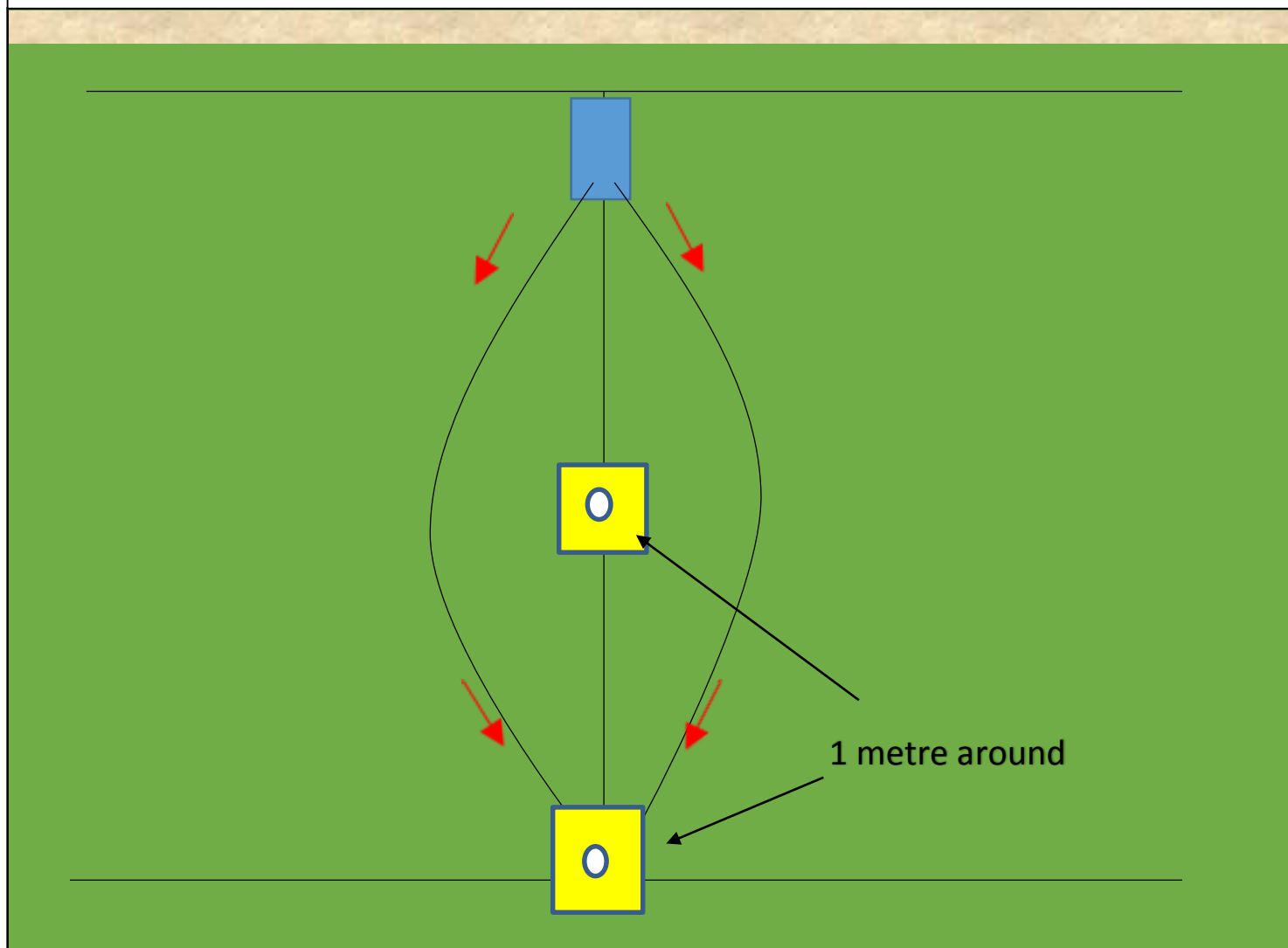
Activity: Kings & Queens**Goal:** A variation of match play (whichever format works best)**Equipment:** 2-4 bowls per student, 2 mats per rink, 1 jack per rink**Method:** Have one end of the rink as the 'King' and the opposite as the 'Dunce' end. Teams play 1 end against each other. The team that wins the end moves up the green towards the 'King' rink the loser moves towards the 'Dunce' rink. Play for 20-30 minutes and see who finishes as the king team (Example of 1 rink shown, duplicate across as many rinks as available).**Variety:** Vary the rules of each one end game, the challenger gets to choose where the jack is placed and who bowls first etc.



Activity: Perfect Square

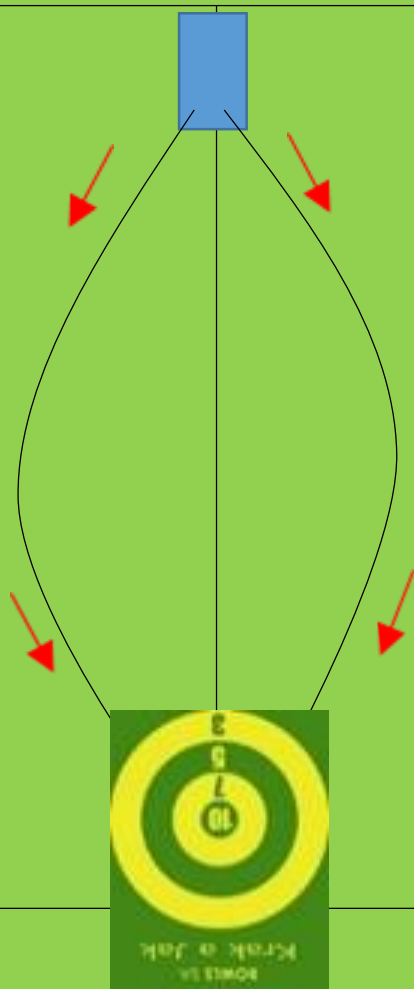
Goal: To bowl to 2 different targets on the same end

Equipment: 2 bowls per student, 1 mat per rink, 2 targets per rink (Jack, cone, spot)



Method: Have a target (Jack, Cone, Marker) on the centre line on a long end and another on the centre line on a short end. Have students place their mat on the back 'T' play one bowl to the long target then one to the short. Trying to finish within a square metre of the target. When they finish within a metre of both targets on the same end they have made the 'Perfect square' (Example of 1 rink shown, duplicate across as many rinks as available).

Variety: Have students work in a team within their rink, see which rink can get all of its players to make the perfect square first.

Activity: Target Mat Game**Goal:** To combine the use of weight and bias**Equipment:** 2 bowls per student, 1 mat per rink, 1 target mat per rink or chalk to draw**Method:** Using a target mat or Chalk drawing on the green. Set up a scoring zone around the Jack or cone. Have students try to score as many points as possible. (Example of 1 rink shown, duplicate across as many rinks as available).**Variety:** Vary the distance of the target mat. Play some on Forehand/ some on backhand.



Activity: Match Play

Goal: To teach the students how a game works (all formats)

Equipment: 2-4 bowls per student, 2 mats per rink, 1 jack per rink

Method: Divide the students into equal teams amongst all the rinks, run through the process of a proper end of bowls. Roll & spot the jack, delivering bowls in order of position, roles of each player, declaring the head, scoring and starting the next end.

Teaching Points:

Singles- Role of the marker. How students can utilize the marker. Building the head with first 2 bowls.

Pairs- Lead- Place the mat down and roll the jack, to set up the head and draw close bowls for the skipper, instruct the skipper on which shot to play, declare the head and measure the shot if required, Let the skipper know the result of the end.

Skipper- Spot the Jack onto the centre line, Instruct and encourage the lead, Play the appropriate shot as to how the head is set up for them after the lead has bowled, record the score as instructed by the lead. Pick up the mat so the next end can be started

Triples- Lead- - Place the mat down and roll the jack, to set up the head and draw close bowls for the skipper.

Second- Play the shot instructed by the skipper, instruct the skipper on which shot to play, declare the head and measure the shot if necessary, Let the skipper know the result of the end.

Skipper- Spot the Jack onto the centre line, Instruct and encourage their team, Play the appropriate shot as to how the head is set up for them after their team has bowled, record the score as instructed by the second. Pick up the mat so the next end can be started

Fours- Lead- - Place the mat down and roll the jack, to set up the head and draw close bowls for the skipper.

Second- Play the shot instructed by the skipper, record the score at the completion of the end

Third- Play the shot instructed by the skipper, instruct the skipper on which shot to play, declare the head and measure the shot if necessary, Let the skipper and second know the result of the end.

Skipper- Spot the Jack onto the centre line, Instruct and encourage their team, Play the appropriate shot as to how the head is set up for them after their team has bowled, Pick up the mat so the next end can be started

Variety: Vary the format of the game (Add a different rule for every game e.g. No driving, backhand only, every bowl that finishes short is picked up, every bowl that is narrow of the centre line is picked up, double points etc.) Have players swap positions every 2 ends, have teams swap rinks to vary opposition and company.

Fun Activities

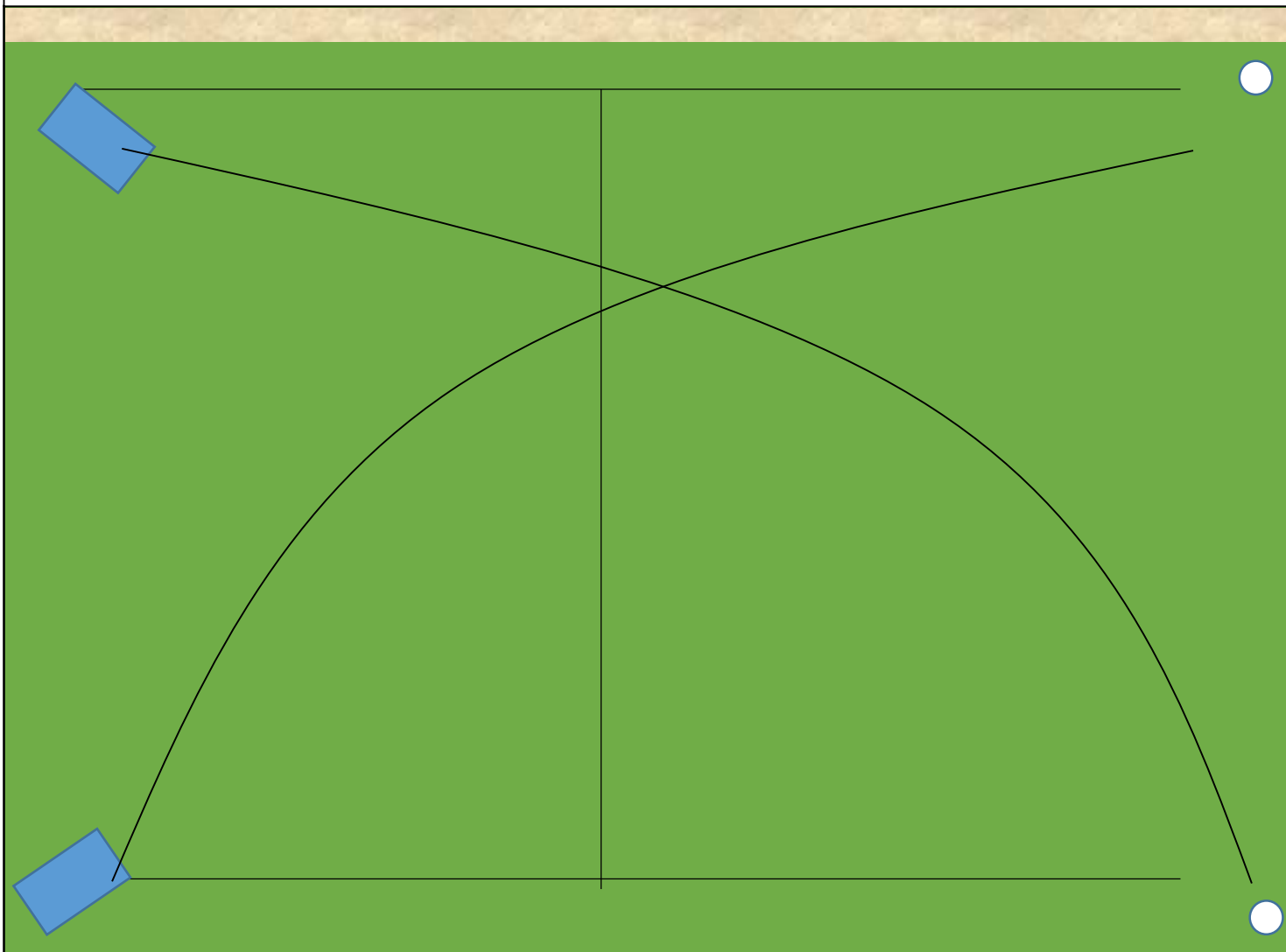




Activity: Corner to Corner

Goal: Bit of fun to end the program

Equipment: 1 bowl per student, 1 mat, 1 jack,



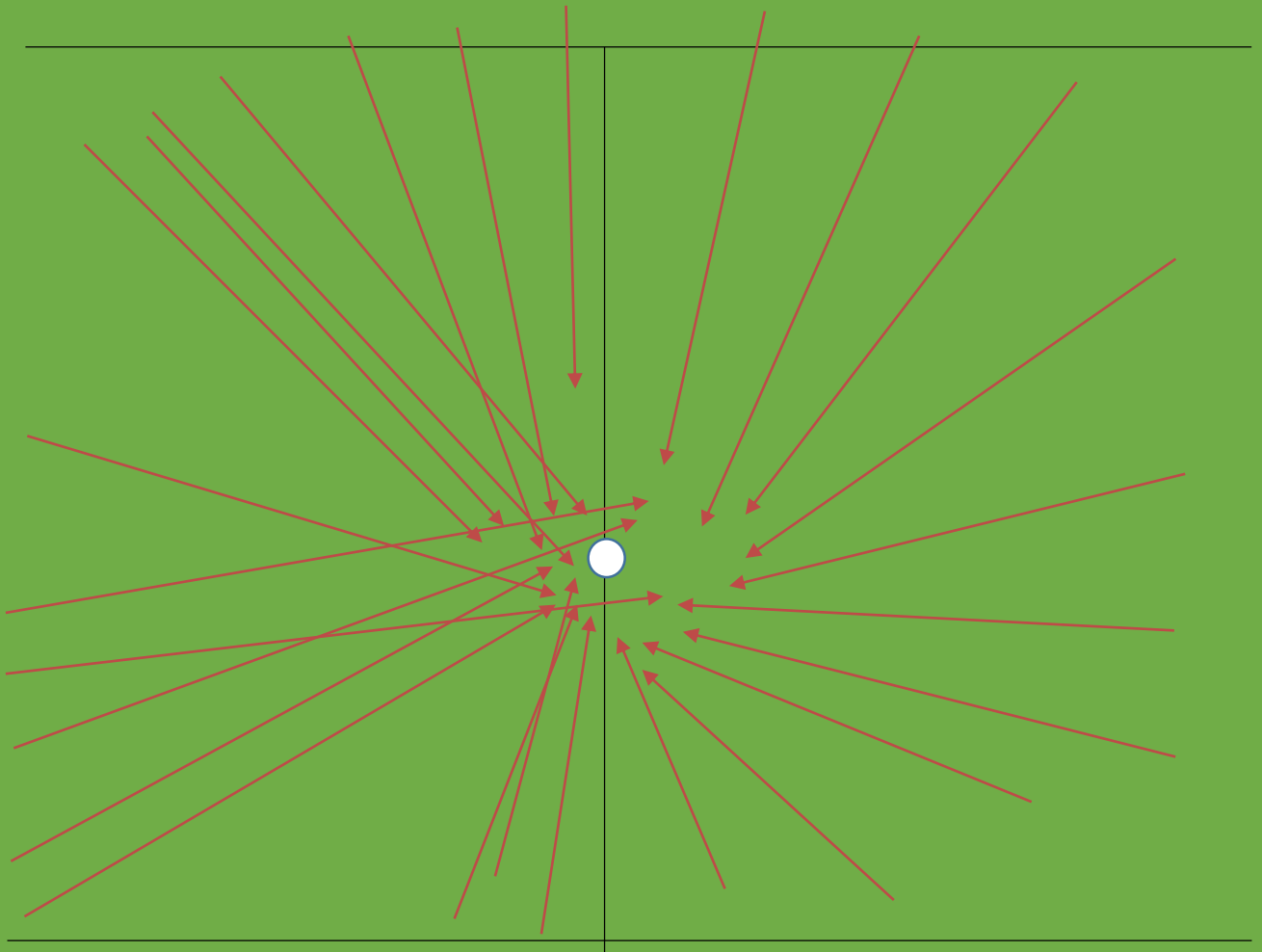
Method: Bowl from one corner of the green to the other getting as close to the Jack as possible. Have a marker for the “closest to Jack” which is only replaced if it is bettered. Can’t drive the marker out you must stop inside it. A prize for the winner

Variety: Have 2 sessions going from each corner then have a grand final between the two champions

Activity: Spider

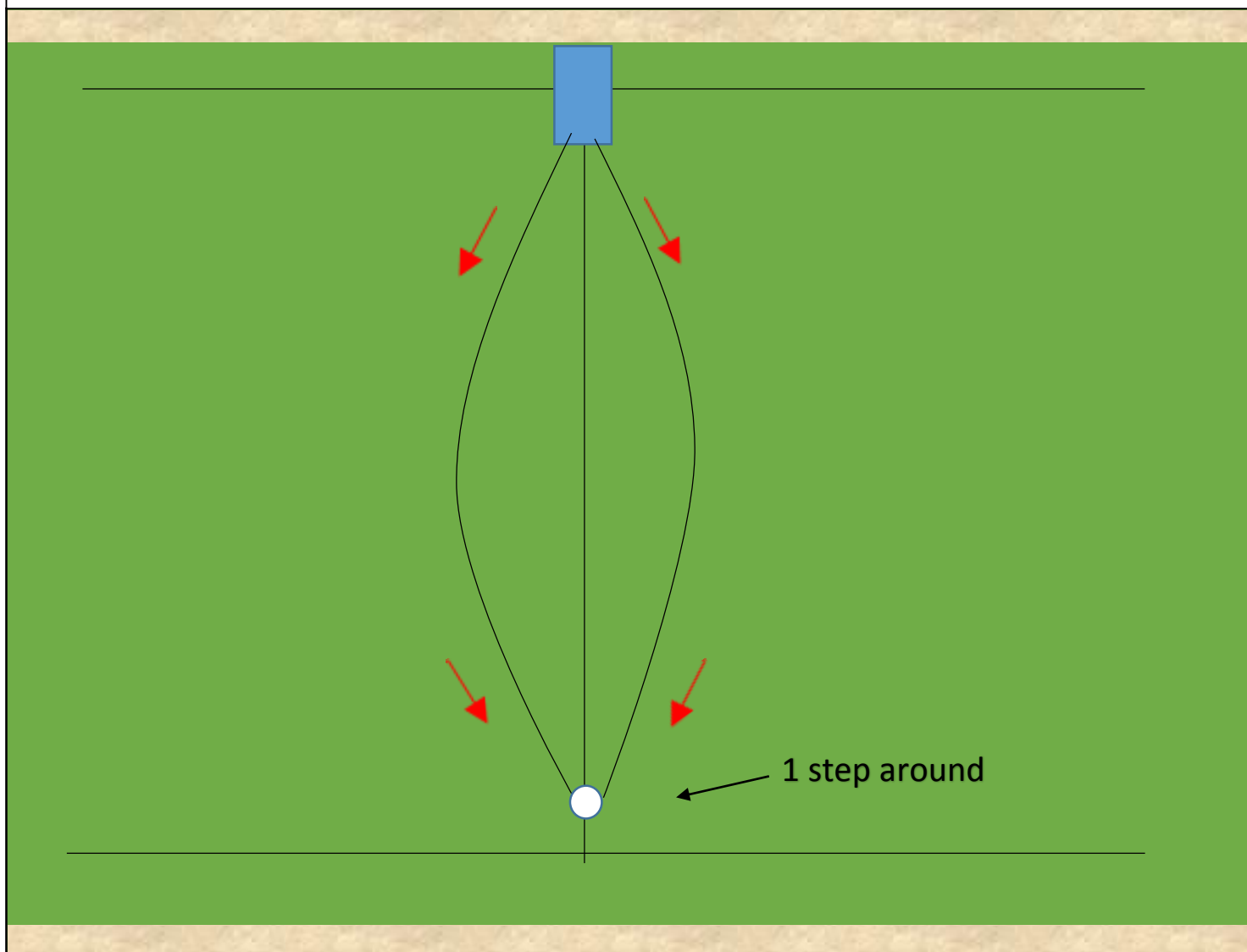
Goal: Bit of fun to end the program

Equipment: 1 bowl per student, 1 Jack



Method: Everybody takes a place around the edge of the green, A jack is placed in the centre everybody bowls at the same time to get as close to the jack as they can. The winner gets a prize.

Variety:

**Activity:** Blindfold Bowls**Goal:** Bit of fun to end the program**Equipment:** 2 bowls per student, 1 mat per rink

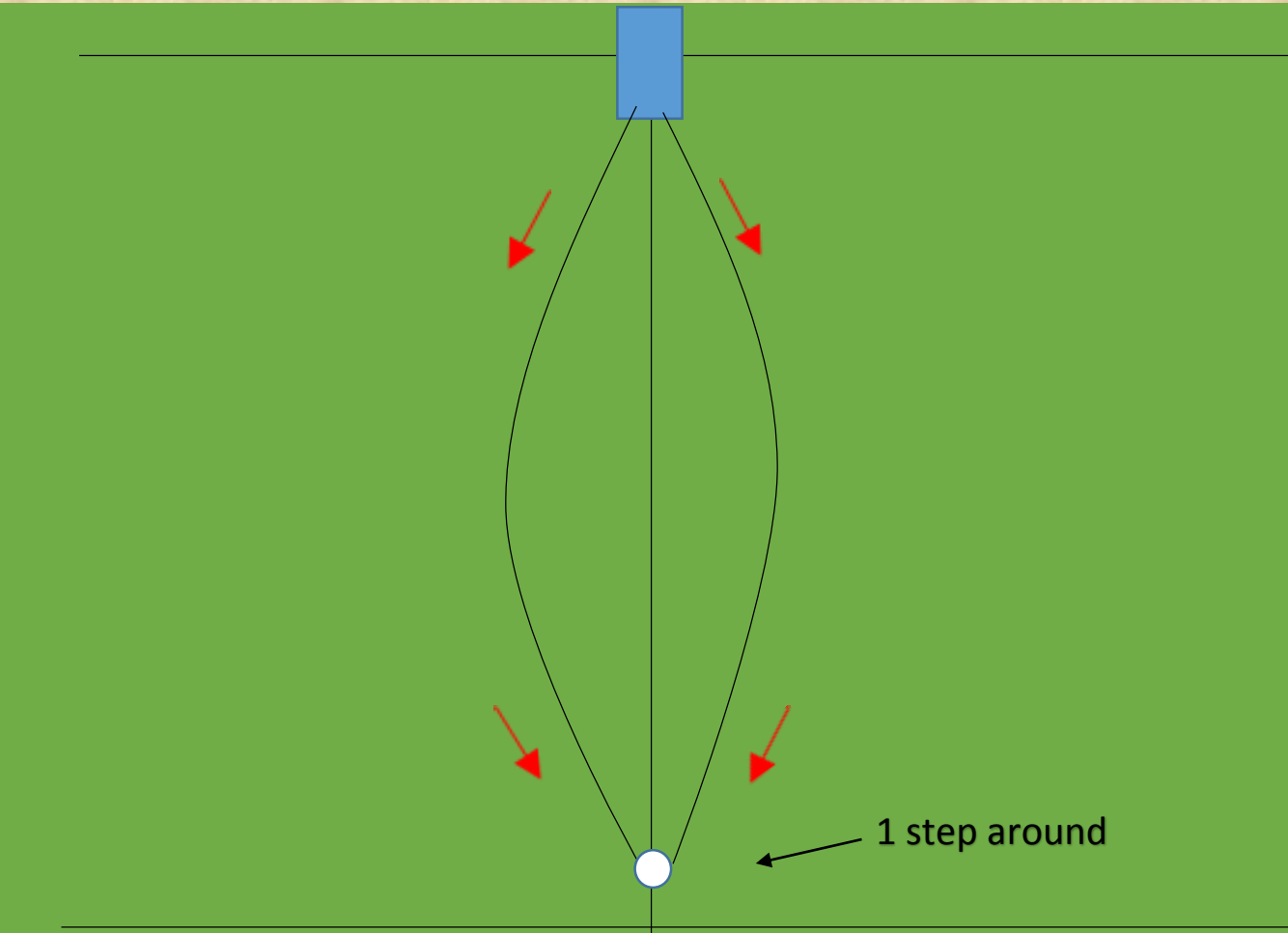
Method: Have students put into fours or pairs. Have students attempt to draw close to the jack with a blindfold or by closing their eyes. Every student using a blindfold or closing their eyes should be partnered with a spotter so they don't occur any injuries. Make sure there is no driving from any students and they are always bowling in the same direction. (Example of 1 rink shown, duplicate across as many rinks as available)

Variety: Forehand & Backhand

Activity: Opposite hand bowls

Goal: Bit of fun to end the program

Equipment: 2 bowls per student, 1 mat per rink



Method: Have students play a game with their opposite hand. This will prove challenging as the thought process is completely different and will provide some entertaining results. (Example of 1 rink shown, duplicate across as many rinks as available)

Variety: Vary distance of the catcher. Forehand & Backhand



Alternate Activities Quiz

What is the name of South Australia's Lawn Bowls Australian Premier League Team?

- A: Adelaide Crows B: Adelaide Reds C: Adelaide Endurance D: Adelaide Royals

What is it called when a bowl turns in the opposite direction to what was intended?

- A: Wrong 'un' B: Wrong Bias C: Reverse Swing D: A Pineapple

If a player hits the Jack and it ends up outside the boundary of the rink, what have they done?

- A: Won the end B: Lost the end C: Drawn the end D: Killed the end

In a game of fours what is the name of the player that places the mat and rolls the jack to start a new end?

- A: The Lead B: The skipper C: The starter D: The Beginner

In a game of Fours which player is responsible for deciding how many shots have been scored by either team at the completion of the end?

- A: The skipper B: The third C: The leader D: The decider

Which Australian Female bowler has played over 500 games for Australia?

- A: Linda Smith B: Karen Murphy C: Mavis Brown D: Lynsey Powell

What is the most amount of shots one team can score per end in a game of fours?

- A: 9 B: 6 C: 10 D: 8

Which of these is not a brand of Lawn Bowl?

- A: Henselite B: Drakes Pride C: Bias Master D: Aero

During an end, if your team is currently the closest to the Jack, what are you doing?

- A: Holding Shot B: Claiming Points C: Kicking goals D: Trailing

Which of these jobs is not performed by the skipper in a game of fours?

- A: Placing the Jack on the centre line B: Instructing and encouraging teammates
C: Bowling last in their team D: Filling out the scorecard

SCORE /10

Measuring Practice



Set up a few different examples where the students can use the standard measuring tape to practice deciding which bowl is shot.



Set up a few different examples where the students can use the callipers to practice deciding which bowl is shot.



Set up a few different examples where the students can use the standard measuring tape to practice deciding which bowl is shot when the jack is in the ditch.



Scorecard example

	US		THEM	
End	Shots	Total	Shots	Total
E.g.	1	1	0	0
	3	4	0	0
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

As a Club establish continued rapport with the school once the sessions are completed. Thank them for coming down and experiencing bowls, offer follow up sessions for the same classes next year or any additional classes they may have during this year. Remain in continued contact so they remain familiar with the facilities/ contact persons.

If you had a school kid in your sessions that showed promise and was keen to continue on with their bowling journey then there is a couple of options available prior to committing to bowls at the pennant level:

Primary and Secondary School Championships

Bowls SA offers the opportunity for school kids to play in a tournament for against all other school kids' state wide. It is another fun day to play bowls and kids can play in the singles or triples tournaments. More information about dates/venues and to register can be found at:

<http://www.bowlssa.com.au/Get-Involved/Schools-Universities>

GetBowledOver

The GetBowledOver program is an opportunity for kids to continue playing bowls in a structured environment amongst peers of their own age. Sessions are run across several different regions, If there is not a session in your region that you can refer kids too then why not start a program yourself? More information can be found at:

<http://www.bowlssa.com.au/GetBowledOver>

For any further information contact Bowls SA's development officer by email:
development@bowlssa.com.au or on 8234 7544



Conclusion

Hopefully this guide will have provided some ideas for you as a coach to go and run bowls programs with schools. Remembering preparation is Key: Ensure activities are set up before the school group arrives and you know the whole session planned prior to it commencing. Add your own flair and have variety for activities as you see fit. Most of all have fun and encourage the students to have a positive experience with Lawn Bowls.