

**BRISBANE DISTRICT  
BOWLING ASSOCIATION**

***HIGH PERFORMANCE  
TRAINING  
WORKSHOP 2014/2015***

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**District & Advanced Coach**

**Acknowledgements:**

Bowls Aust. Coaching Manuals

Bowls Qld. Coaches & Players

Wide Range of Resources from Internet

# FORMAT

## **1. THE SKILLS & DEMANDS**

. TECHNICAL . TACTICAL . PHYSICAL . MENTAL . ENVIRONMENTAL

## **2. LEARNING STYLES**

. VISUAL . AUDITORY . READ/WRITE . KINAESTHETIC . IMPLICIT  
. EXPLICIT

## **3. GOAL SETTING – SMART PLAN**

. OUTCOME . PERFORMANCE . PROCESS

## **4. TECHNICAL TRAINING – FORCE IN DELIVERY**

. METHODOLOGY . CONSTANTS & VARIABLES . DRAW . CONVERSION  
. DRIVE

## **5. ASSESSMENT OF NEEDS & CAPABILITIES**

. FORMAL . VIDEO TESTING . QUESTIONING . SELF-ASSESSMENT  
. TEAM MATE ASSESSMENT . PLAYER DEVELOPMENT

## **6. GAME BASED TRAINING**

. COMPETING AGAINST SELF . COMPETING AGAINST A SCORE  
. COMPETING AGAINST A STANDARD . COMPETING AGAINST AN OPPONENT  
. SIMULATION . CROSS TRAINING

## **7. PURSUIT OF EXCELLENCE**

. PSYCHOLOGICAL STEPS  
. PRACTICAL STEPS

# 1. THE SKILLS & DEMANDS

- TECHNICAL SKILLS – HOW TO EXECUTE THE DRAW SHOT, THE CONVERSION SHOT, THE RUN/WEIGHTED SHOT & THE DRIVE.
- TACTICAL SKILLS – SHOT SELECTION, HEAD BUILDING, TEAM PLAY, STRATEGY & DECISION-MAKING.
- PHYSICAL DEMANDS – ENDURANCE, FLEXIBILITY, STRENGTH, BALANCE, HEALTH & FITNESS.
- MENTAL SKILLS – AROUSAL, FOCUS, RELAXATION, CONFIDENCE, MOTIVATION, FEARS, CONCENTRATION & VISUALISATION.
- ENVIRONMENTAL – HEALTH (Personal), WORK/SCHOOL (Life & Sport) AND HOW WE CAN GET A BALANCE.

## 2. LEARNING STYLES

- **VISUAL LEARNERS** PREFER INFORMATION PRESENTED VISUALLY. PARTICULARLY THROUGH GRAPHS, CHARTS MIND MAPS/FLOW CHARTS & IMAGES. TEND TO LIKE COLOURS, FONT STYLE, FONT SIZE, HIGHLIGHTS & BOLDNESS.
- **AUDITORY LEARNERS** PREFER LISTENING TO OTHERS OR BY TALKING THEMSELVES. TEND TO ENJOY GROUP DISCUSSIONS, ASKING QUESTIONS, REPLAYING KEY POINTS THAT HAVE BEEN RECORDED. LIKE CUE WORDS THEY CAN SAY IN COMPETITION.
- **READ/WRITE LEARNERS** PREFER LISTS, HEADINGS, WRITTEN CUE WORDS/PHRASES, BIOGRAPHIES ON SPORT.
- **KINAESTHETIC LEARNERS** PREFER ACTION & MOVEMENT. DOING THE ACTIVITY, HANDS ON, LEARNING BY EXPERIENCE, VIDEO FEEDBACK & VISUALISATION.
- **EXPLICIT LEARNING** HAS A PREFERENCE FOR TRADITIONAL COACHING WHERE VERBAL INSTRUCTION IS USED BY THE COACH ON HOW TO PERFORM THE DRILL. THIS PROCESS USUALLY RESULTS IN THE LEARNER EVALUATING EACH PRACTICE ATTEMPT.
- **IMPLICIT LEARNING** CONTAINS LITTLE OR NO FORMAL INSTRUCTION ABOUT THE MECHANICS OF A SKILL, YET RESULT IN THE SKILL BEING PERFORMED DESPITE NOT BEING ABLE TO VERBALLY DESCRIBE IT.

For your information research:

[www.vark-learn.com/english/index.asp](http://www.vark-learn.com/english/index.asp)

# 3. GOAL SETTING – THE SMART PLAN

- **SPECIFIC** - CLEAR AND UNAMBIGUOUS GOALS THAT MAKE IT OBVIOUS WHEN THEY ARE ACHIEVED e.g. DRAW 15 – 30cm OF THE JACK 15 – 20 TIMES DURING DRILL PRACTICE.
- **MEASURABLE** – GOALS MUST BE MEASURABLE AND THEY ARE REVISITED TO KNOW IF EVERYTHING IS ON TRACK.
- **ACTION/ORIENTATED** – IN YOUR CONTROL AND SHOULD BE ATTAINABLE THROUGH THE PLAYERS PERSONAL EFFORTS. THEY SHOULD BE CONTROLLABLE.
- **REALISTIC/RELEVANT** – SHOULD BE CHALLENGING BUT WITHIN THE CAPABILITIES OF THE INDIVIDUAL.
- **TIMED/TARGETED** – MUST PROVIDE IMMEDIATE & LONG TERM INCENTIVE.
- **EVALUATED** – REVIEWED REGULARLY TO MAKE SURE OF THE PROGRESS BEING MADE.
- **RECORDED** – “INK IT, DON’T JUST THINK IT”. DOCUMENT THE GOALS, RECORD THE PROGRESS BEING MADE IN A DIARY. PUT WHERE IT CAN BE SEEN DAILY.

**OUTCOME GOALS** RELATE TO ACTUAL RESULTS AND COMPARISONS OF SOME KIND MADE WITH OTHERS.

**PERFORMANCE GOALS** REFER TO THE NUMBERS REQUIRED TO ACHIEVE THE OUTCOME e.g. NUMBER OF SHOTS/POINTS ACHIEVED LAST 5 ENDS.

**PROCESS GOALS** (Stepping-stone Goals) ARE THE CONROLLABLE BEHAVIOURS REQUIRED TO DELIVER PERFORMANCE GOALS e.g. TACTICS & STRATEGIES, ATTITUDE & THINKING PROCESSES.

# 4. TECHNICAL TRAINING –

## FORCE IN DELIVERY

- **METHODOLOGY** IS THE PLAN FORMULATED BY THE COACH TO GET TECHNICAL RESULTS INTO PRACTICAL USE.
- **CONSTANTS** ARE FOUND IN ALL SPORTS ESPECIALLY IN THE PERFORMANCE OF A BOWLS DELIVERY. THEY INCLUDE:-
  1. INTENDED LINE – Feet, body, head & eyes pointing where the bowl needs to go.
  2. BALANCE & STABILITY – Start by being balanced, proceed through the sequence of action, have stability at different stages, particularly at point of release.
  3. CONTROL MOMENTUM – Keep the sequence of action with rhythm & timing. Too much speed can influence the result.
  4. SMOOTH RELEASE – Put the bowl correctly onto the running surface.
  5. CONSISTENCY in all the above.
- **VARIABLES** ARE THE INDIVIDUAL METHOD A PLAYER HAS OF DELIVERING A BOWL.
  1. FEET – Placed on the mat in a definite position with the desired result in mind. Understanding the minor change in angle to gain the correction required.
  2. GRIP – Holding the bowl comfortably in the hand so the bowl can be released on the running surface eliminating any wobble which will affect consistency.
  3. STANCE – Can be upright, bent or combination stance. Helpful if bowler has a slight knee-bend with head slightly in front of toes.
  4. BEND – Fundamental to a successful delivery is to stay down at release and during the follow-through.

5. STEP – A comfortable distance within your style, recognising the link between length of step and speed of delivery. A normal walking step is recommended avoiding a short step.
6. DELIVER – The delivery is a pendulum action of the arm. The palm of the hand should follow the path of the bowl in a natural follow through. During the backswing it is recommended that:-
  - i) The backswing is begun prior to stepping
  - ii) The step is taken as the bowling arm is straightened beside the body or later transferring body weight to the front foot.
  - iii) The arm swing comes forward when the front foot is stable and the bowl is released beneath the player's head thus assisting smooth release.

DIFFERENT FORCES ARE REQUIRED IN THE DELIVERY OF A LAWN BOWL AS PER NEWTONS LAWS OF MOTION 1, 2 & 3. SEVERAL PARTS OF A PERSON'S BODY MOVE IN A SEQUENCE OF ACTION TO MAKE THE FORCE AND IN THE CASE OF THE DRIVE MAXIMISE THE FORCE. WHEN ATTEMPTING A DRIVE A SUMMATION OF FORCE OCCURS WHEN ALL BODY PARTS ACT SIMULTANEOUSLY. IN PRACTICE THE STRONGEST AND LOWEST PARTS AROUND THE CENTRE OF GRAVITY (e.g. trunk & thighs) MOVE FIRST, FOLLOWED BY THE WEAKER, LIGHTER AND FASTER EXTREMITIES (e.g. legs & arms). THIS IS KNOWN AS SEQUENTIAL ACCELERATION. TO OBTAIN MAXIMUM FORCE SEQUENTIAL ACCELERATION OF BODY PARTS AT POINTS ARE REQUIRED WHILE OTHER PARTS PRODUCE EFFECTIVE FORCE BY MOVEMENT. THIS IS WHERE CORRECT RHYTHM & TIMING ARE PRODUCED. DYNAMIC BALANCE IS REQUIRED THROUGHOUT THE ACTION.

FORCE IN DELIVERY HAS TO APPRECIATE THE FOLLOWING:-

- (a) Weight of the bowl.
- (b) Point of application of the force.
- (c) Direction of the force.
- (d) Time over which the force is applied.

# 5. ASSESSMENT OF NEEDS & CAPABILITIES

- **FORMAL ASSESSMENT** IS MADE BY A COACH WHO WATCHES, LISTENS AND CONTRIBUTES IMMEDIATE FEEDBACK TO THE PLAYER WITH REGARD TO THE TECHNIQUES OF THE STAGES OF THE DELIVERY. THIS COACH WILL KEEP A MENTAL OR WRITTEN NOTE OF SIGNIFICANT OBSERVATIONS AND ASSESSMENTS.
- **VIDEO ANALYSIS** IS A POWERFUL TOOL. IT CAN PROVIDE THE PLAYER ACTUALLY SEEING THE PERFORMANCE AND UNDERSTANDING THE CONSEQUENCES OF THE PERFORMANCE.
- **QUESTIONING** A PLAYER IN A NORMAL CONVERSATION AS TO A SEQUENTIAL MOVEMENT IS AN IMPORTANT PART OF ASSESSMENT.
- **PLAYERS SELF ASSESSMENT** CAN INCREASE A COACH'S UNDERSTANDING OF EACH PLAYER. IT CAN ALSO REINFORCE AN ACHIEVEMENT IN A PERSONAL GOAL THE PLAYER HAS BEEN STRIVING FOR. CORRECT PLAYER SELF ANALYSIS IS IMPORTANT SO PERSONAL EXPECTATIONS ARE NOT INFLATED NOR ARE THEY OVER CRITICISED.
- **TEAM MATE OR PEER ASSESSMENT** IS INTERESTING:-
  - ❖ It estimates a player's effect on other players.
  - ❖ It evaluates the role in the team as most suited to the player's abilities.
  - ❖ It reflects how well the player has performed in pressure situations.



- **PLAYER DEVELOPMENT** INCLUDING INDEPENDENCY AND SELF-RESPONSIBILITY COMES FROM:-

- 1) An ordered, sequential and linear (A – Z) way such as highly structured programs and reality based activities.
- 2) Use a kinetics trial and error style training.
- 3) By absorbing ideas, information and impressions and organising these through reflection. This would be done with personal anecdotes of past experiences.
- 4) By generating ideas and concepts allowing the player to research and analyse, thus generating improvement.

ULTIMATELY PLAYERS ARE RESPONSIBLE FOR THEIR PERFORMANCE.

# **6. GAME BASED TRAINING**

THIS IS DIFFERENT FROM SKILL BASED. THE SKILL APPROACH FOCUSES ON ACCELERATING THE ABILITY TO EFFICIENTLY PERFORM AN ESSENTIAL COMPONENT OF A SPECIFIC MOVEMENT. THE GAME BASED FOCUSES ON EFFICIENTLY PERFORMING COMPONENTS OF THE PERFORMANCE UNDER CONDITIONS THAT ARE TYPICALLY EXPERIENCED IN A GAME.

- **COMPETING AGAINST SELF**

A target is set up resembling the typical area of a head with a point score allocated to a particular shot to be played. The player is given 20 bowls to score as many points as possible. Players must then strive to continually beat this score.

- **COMPETING AGAINST A SCORE**

The Coach gets the player to play 5 ends in a typical head. They must score a nominated amount e.g. 10 shots.

- **COMPETING AGAINST A STANDARD**

This is where the Coach gets a player to play 3 ends against an opponent without committing more than 4 errors i.e. delivery faults or technical faults.

- **COMPETING AGAINST AN OPPONENT**

Players to compete against each other. One of the players to use only the draw shot, the other player to use only conversion, run or drive shots. The nominated draw player had to work out strategies to combat this. Variation is for players to be doing flexibility exercises between deliveries.

- **CROSS TRAINING**

Other sports e.g. Golf, Tennis.

- **SIMULATION**

High intensity repeat game situations with emphasis on correcting errors and developing new strategies.

# 7. PURSUIT OF EXCELLENCE

## PSYCHOLOGICAL STEPS

### 1. MOTIVATION

The driving force behind player behaviour having 3 central components:-

- DIRECTION – Choosing to participate
- INTENSITY – Amount of effort players are willing to expend
- PERSISTENCE – Continual effort over time, especially in the face of obstacles.

INTRINSIC MOTIVATION involves 5 components:-

- a. Desire to overcome problems
- b. Development of correct habits and skills
- c. Rehearsal of successful habits and skills
- d. A feeling of pride and enjoyment in performing the skill
- e. Repeated goal setting in order to progress and maintain.

EXTRINSIC MOTIVATION are the material things that encourage athletes:-

- ❖ Tangible – Money and Medals
- ❖ Intangible – Praise, Recognition and Achievements.

### 2. INTENSITY (Arousal & Anxiety)

Positive association with performance. Must be controlled.

- ❖ Intensity can range from very low to extremely high and can be experienced POSITIVELY, leading to improved confidence, motivation, stamina and strength and/or NEGATIVELY, leading to extreme nervousness, muscle tension and loss of confidence.

- ❖ Over-Intensity is usually caused by a belief that something is stressful e.g. an upcoming event, a particular opposition or being exposed to selectors. This belief triggers butterflies, breathing difficulties, excessive perspiration, negative thoughts or self-talk, fear, anger or frustration. It can also include lack of confidence and expectations from parents, team mates and friends.
- ❖ Under-Intensity is caused by an interaction of how players perceive themselves and their playing abilities in certain situations. This includes over-confidence, perceived lack of importance, low motivation and physical symptoms such as fatigue and sleep difficulties.
- ❖ Optimal-Intensity is the medium or best level as such it is a personal thing for individual players. It improves by reflecting on past performances identifying your best and your worst. Write down your thoughts that you had, your response and how you behaved. Maintaining optimal intensity is about staying task-aware, thinking about only that moment and implementing and trusting the performance routines developed in practice.

### **3. FOCUS**

Focus is one of the most powerful tools in sports psychology. Whatever sport you compete in, the ability to focus is essential to success. When you're in the middle of a practice or competition, does your mind ever wander? If so, your performance is taking a hit, because you aren't completely focused on the task at hand. You can improve your focus by following these tips:-

- Know what you need to focus on. The clearer you are about what you want to focus on, the more likely you'll be to stay focused on the factors that contribute to your success.

- Focus on what you can control. You have control over yourself and your own actions and attitudes – nothing more. Keep your focus here. If you focus on outcomes (things you have no control over), you're creating unnecessary anxiety. Focus on the process and you increase the likelihood of positive results happening.
- Stay relaxed under pressure. When you're stressed and anxious, your focus drops. Find ways to stay calm in high-pressure situations, such as taking deep breaths, stretching muscles to loosen them, engaging in effective routines to keep your focus where it needs to be, or listening to music that keeps you centred.
- Use cue words. Cue words are simple words and phrases that remind you of your focus points. Repeating words and phrases such as *relax*, *play hard*, or *quick feet* will remind you to focus on what you need to do. If your mind is focused on your cue words, your body will follow.
- Develop effective routines. A routine is like a funnel – it channels your focus and gets you ready to compete. Your routines help you maintain your focus on the right things and prevent many potential distractions from entering your mind. For example, listen to three or four songs on your iPod before games to get yourself ready, or eat a certain meal, arrive at the playing field in enough time to get prepared, or go through a specific type of warm-up.
- Use mental imagery. Practice seeing yourself perform exactly as you want to perform, focusing exactly as you want to focus. The more you train your mind to focus on the right things, the more it will respond. Mental imagery is simply seeing yourself perform as you desire long before you even step on the field of play. Imagery prepares you to see how you'll perform, trains you to think about what's most important in great performance,

and allows you to relax by being focused on things within your control and that matter to great performance.

- Rate your focus daily. Keep a journal in which you rate your level of focus before and after each practice or competition. Simple daily evaluations are critical to improving your focus. By consistently being consciously aware of improving and evaluating your focus, you'll automatically do so. This type of daily "mental muscle" work will gradually improve your focus in practice and games.

#### **4. SPORT IMAGERY TRAINING**

What is imagery?

- ❖ Imagery is also called visualization or mental rehearsal
- ❖ Imagery means using all of your senses (e.g. see, feel, hear, taste, smell) to rehearse your sport in your mind.

Why should you use imagery?

- 1) To help you get the most out of training.
- 2) To compete more effectively.
- 3) To speed up your progress on the road to the top.
- 4) To help stay motivated along the way.
- 5) To keep in top form when training is not possible.

How do the best athletes use imagery? From studying how the best athletes use imagery, we know that imagery is most beneficial when it is:-

- Vivid and detailed
- Incorporates all senses (see, feel, hear, smell and taste)
- Occurs in "real-time".

## **KEYS TO QUALITY MENTAL IMAGERY**

There are four factors that impact the quality of mental imagery: perspective, control, multiple sense and speed. You can develop each of these areas so you can get the most out of your imagery.

**Imagery perspective.** Imagery perspective refers to where the “imagery camera” is when you do imagery. The internal perspective involves seeing yourself from inside your body looking out, as if you were actually performing your sport. The external perspective involves seeing yourself from outside your body like on video. Research indicates that one perspective is not better than the other. Most people have a dominant perspective with which they’re most comfortable. Use the perspective that’s most natural for you and then experiment with the other perspective to see if it helps you in a different way.

**Control.** Have you ever been doing imagery and you keep making mistakes, e.g. hitting a short bowl, going through a hole or a gap? This problem relates to imagery control, which is how well you’re able to imagine what you want to imagine. It’s not uncommon for athletes to perform poorly in their imagery and it often reflects a fundamental lack of confidence in their ability to perform successfully.

If mistakes occur in your imagery, you shouldn’t just let them go by. If you do, you’ll further ingrain the negative image and feeling which will hurt your performances. Instead, when you perform poorly in your imagery, immediately rewind the “imagery video” and edit the imagery video until you do it correctly.

**Multiple senses.** Good imagery is more than just visual, that’s why we don’t like to call it visualization. The best imagery involves the multi-sensory reproduction of the actual sport experience. You should duplicate the sights, sounds, physical sensations, thoughts and emotions that you would experience in an actual competition.

Visual imagery involves how clearly you see yourself performing. If sounds such as the Skip or Third calling a shot are important, you would want to generate them in your imagery. If you get nervous before an actual competition, you should get nervous in your imagery (and then take steps to relax).

The most powerful part of mental imagery is feeling it in your body. That's how you really ingrain new technical and mental skills and habits. A useful way to increase the feeling in your mental imagery is to combine imagined and real sensations. Imagine yourself performing and move your body along with the imagery. You see world-class athletes doing this before competitions.

**Speed.** The ability to adjust the speed of your imagery will enable you to use imagery to improve different aspects of your sports performance. Slow motion is effective for focusing on technique. When you first start to work on technique in your imagery, slow the imagery video down, frame by frame if necessary, to see yourself executing the skill correctly. Then, as you see and feel yourself performing well in slow motion, increase the speed of your imagery until you can perform well at "real-time" speed.

### BE REALISTIC IN YOUR IMAGERY

Imagine realistic conditions. Imagine yourself performing under realistic conditions, in other words, always do imagery under those conditions in which you normally compete. That is, if you're usually competing in difficult conditions (e.g. cold or hot weather, snow or rain), imagine yourself performing under those conditions. Only imagine yourself performing under ideal conditions if you typically compete in ideal conditions.

Imagine realistic performance. If you're a young athlete, don't imagine yourself performing like a Pro or Olympian. Instead, imagine performing the way you normally do, but incorporate positive changes that you are working on.



## DEVELOPING AN OFF-SPORT IMAGERY PROGRAMME

The key to getting the most out of mental imagery is consistency. You wouldn't expect to get stronger by lifting weights once every few weeks. You wouldn't expect to get better technically by practicing your sport once in a while. The same holds true for mental imagery. The only way to gain the benefits of mental imagery is to use it consistently in a structured way.

- **Set Imagery Goals.** Set specific goals for what areas you want to work on in your imagery. Goals can be technical, tactical, mental, or overall performance.
- **Climb Imagery Ladders.** Create a ladder of practice and competitive scenarios in which you will be performing.
- **Begin Your Imagery on the Lowers Level of the Imagery Ladder.** Stay at that rung until you reach your imagery goal.
- **Training-and-Competition-Specific Imagery.** Select practice and competitive situations that are appropriate for your level of athletic development.
- **Imagery Content.** Every imagery session should be comprised of your pre-performance routine and your performance in practice or competition. If you compete in bowls you can imagine yourself performing in four or five key parts of the competition.
- **Imagery Sessions.** Imagery sessions should be done three to four times per week. It shouldn't be done too often as with any type of training you can get burnt out. Set aside a specific time of day when you do your imagery. Each session should last about 10 minutes in a quiet, comfortable area.

- **Imagery Journal.** The difficulty with imagery is that the results aren't tangible, therefore an effective way to deal with this is to keep a journal. This journal enables you to see progress in your imagery, thereby making it more rewarding.

## **5. DEALING WITH WINNING AND LOSING**

Players accept winning differently. Some approach each game with the perspective of doing one's best. The focus is having fun and learning and working hard on self-improvement. This as opposed to the defeat of one's opponent.

Others are highly competitive and winning means everything. They concentrate on the win at all costs. Self-improvement doesn't necessarily count. It is ego orientated and it is tied into a comparison with the opponent.

The first approach will in most cases lead to the player's performance improving each game. Whereas a loss by the other player can be very deflating.

Dealing with defeat helps build self-esteem. This can be achieved by asking:-

- ❖ Did you do the best to achieve your goal?
- ❖ Was your goal realistic given your preparation, focus and quality of the opposition?
- ❖ Was the outcome within or outside your control?
- ❖ Is the outcome now within or outside your control?
- ❖ Are there lessons you can extract that can help you in the future?
- ❖ How best can you act on those lessons?

## **PRACTICAL STEPS**

All skills are developed through performance practice. They are made up of seven steps in skills:-

- 1) Perform the skill
- 2) Perform the skill very well
- 3) Perform the skill very well, at the correct speed
- 4) Perform the skill very well, at the correct and under fatigue
- 5) Perform the skill very well, at the correct speed, under fatigue and under pressure
- 6) Perform the skill very well, at the correct speed, under fatigue, under pressure, consistently
- 7) Perform the skill very well, at the correct speed, under fatigue, under pressure, consistently in competition conditions.

The real issue now is performance practice makes for perfect performance. Practice consistently, under competition conditions and success will follow.

# **FIRST SESSION**

## **FORMAT**

- 1) On green – Methodology of Delivery
- 2) Competing against Self Drill:-

Specified Drill set up – 24 Bowls or 6 rotating ends. Must finish within a mat length of target. Score must be as high as you can get.

- 3) Constants
- 4) Motivation
- 5) Three important points from the Session.

# **SECOND SESSION**

## **FORMAT**

- 1) On green – Variables of Delivery
- 2) Competing against a score:-

Specified Drill set up – 24 Bowls or 6 rotating ends. Must score 12 or more shots within a mat length.

- 3) Goal Setting – Smarter.
- 4) Intensity – Anxiety & Arousal.
- 5) Three important points from Session.

# **THIRD SESSION**

## **FORMAT**

- 1) On green – The Conversion Shot with focus on force.
- 2) Competing against a Standard:-  
Specified Drill set up – 24 Bowls or 6 rotating ends. Must limit errors to 10.
- 3) Learning Styles.
- 4) Focus
- 5) Three important points from Session.

# **FOURTH SESSION**

## **FORMAT**

- 1) The Drive.
- 2) Competing against an opponent:-  
Play 6 Ends, one player to concentrate on playing the Draw Shot whilst the opponent attacks the head with Conversion, Run or Drive Shots. Player drawing must work out a way to combat the opposition's tactics.
- 3) Sports Imagery Training – The Key Elements.
- 4) Three important points from Session.

# **SESSION FIVE**

## **FORMAT**

- 1) On green – 40 Bowl Test.  
1 Mat Length Target Area. Must be better than 65%.
- 2) Realistic Imagery. Development of Imagery.
- 3) Three important points from Session.

# **SESSION SIX**

## **FORMAT**

- 1) Formal Player Assessment.
- 2) Simulation of Game Play:-  
Set up six realistic heads and play as an actual game at high competition level. Rotating short and long ends.
- 3) Dealing with Winning and Losing.
- 4) Team Mate Assessment.
- 5) Three important points from Session.

# **SESSION SEVEN**

## **FORMAT**

- 1) Practical Steps for becoming skilful.
- 2) Team play with focus on the three sections of a game:-  
First 5 ends      Middle 5 ends      Last 5 ends
- 3) Recap Self-Assessment.
- 4) Three important points from Session.