



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Lawn Bowls

COMPANION BOOK



BOWLS
AUSTRALIA



Acknowledgments

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Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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For general enquiries:

Tel: (02) 6214 1111

Fax: (02) 6251 2680

Email: asc@ausport.gov.au

Web site: www.ausport.gov.au

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About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
 - » How many different jumps can you perform in 30 seconds?
 - » Where will you stand to field the ball?
 - » How can you work together to stop the opponents scoring?
 - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

Remember!

The activity sets
the challenge

The game asks the
questions, and

The players' response
is the answer

» **ASK THE PLAYERS** —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C

Coaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

How you score or win e.g. introduce zones for batting or target games

A

Area (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

N

Number of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

Game rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

Equipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

I

Inclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

T

Time e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working.... CHANGE IT!!

How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



When and how to apply the CHANGE IT principles



PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

OBSERVATION

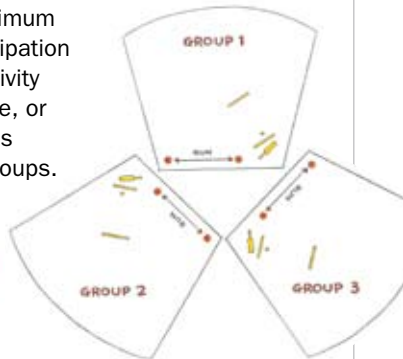
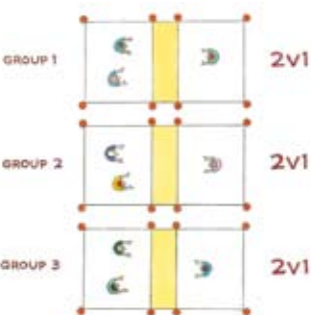
Play the game

Observe player involvement and responses:

- Is the purpose being achieved?
- Are all players engaged?
- Are players coping with the skills required?
- Is it safe?
- Are players enjoying the game?

Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





LAWN BOWLS

Introduction to lawn bowls



What is lawn bowls

- » Lawn bowls is a precision sport, where the aim of the game is for players to roll their bowl from a mat to the target ('the jack'), closer than their opponent is able to do.
- » It is usually played on a large, rectangular, precisely levelled and manicured grass or synthetic surface known as a bowling green, but an indoor variation on carpet is also played.
- » The size of the bowl ranges from sizes 00–7 to cater for all ages (from children through to adults) and to the size of players' hands.
- » Bowls are biased, so they do not roll in a straight line but in a curve. This makes the skill of bowling more challenging, as it relies on bowlers judging the distance, weight and aim (or line).

Modified lawn bowls rules

The modified lawn bowls rules that are used for the purposes of this book are very simple and can be adjusted based on the age and skill level of the participants. Following is a summary of the key modifications you can make:

- » Change the length of each end to between 15 and 20 metres.
- » Spot the jack rather than rolling it.
- » Reduce the number of ends per match.
- » Rotate positions within the team.
- » Rotate the team that bowls first, regardless of who wins the previous end.

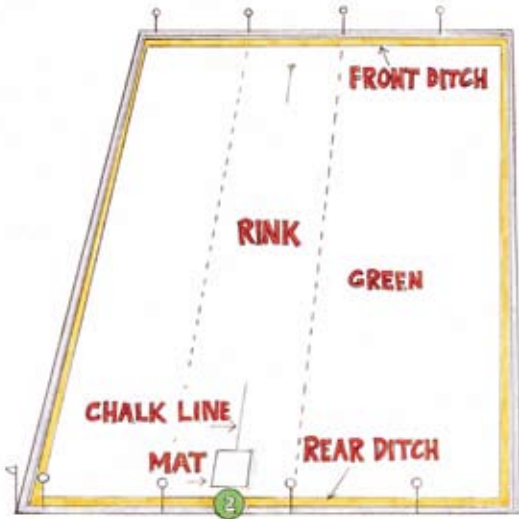
Tips for delivering lawn bowls

- » While very few centres will have access to the specific equipment and facilities used for lawn bowls (such as bowls, a jack and a lawn or synthetic playing surface), it is still possible for the sport to be experienced through the use of similar equipment, such as tennis balls, cricket balls, softballs or similar, and facilities such as any level playing surface.
- » Where this book refers to using various balls, coaches and leaders need to consider that whatever ball is used needs to be able to roll in a satisfactory manner. Concrete or wooden flooring may require a matting or carpet to provide enough 'drag' to ensure balls (bowls) come to rest within a reasonable distance. If using a grassed area, the area should be mowed, and perhaps rolled, to avoid the opposite effect.
- » There is also a new product called the hard court bowl which is a compressed rubber bowl that is designed to replicate the speed and bias of a traditional bowl. This new product can be played on any hard, flat, smooth surface such as gymnasium floors and school halls. It can be purchased through Bowls Australia.
- » The effect of a biased bowl can be created by adding a lump of Blu-tack® to a tennis ball. The ball needs to be delivered with the lump facing either the forehand or backhand to create a curve.

Introduction to basic lawn bowls terms and skills

General

- » **GREEN** — a four-sided grass or synthetic playing area surrounded by a ditch. The green is divided into playing areas known as rinks. The chalk line marks the centre of the rink.



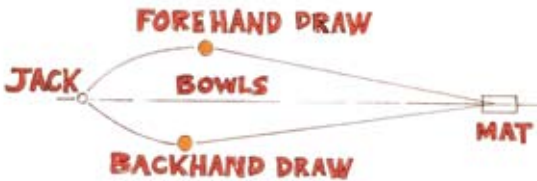
- » **MAT** — the rubber or plastic surface you deliver the bowl from.
- » **JACK** — a small, white ball that you use as the target.
- » **BOWL** — a large black or coloured ball which is slightly radially asymmetrical and has a small logo or ring on one side and a large icon or ring on the opposite side. Always keep the small icon on the inside of your delivery.
- » **BIAS** — weighting of the bowl. For a bowl to curve from right to left, the bias must be on the left-hand side. For a bowl to curve from left to right, the bias must be on the right-hand side (generally indicated by a dot or indent on the bowl).

Types of delivery

- » **DRAW** — a shot where the bowl is rolled to a specific target (the jack).

- » **FOREHAND DRAW** — for a right-handed player, a bowl aimed to the right of the jack, curving from right to left (with the bias on the left-hand side of the bowl).

- » **BACKHAND DRAW** — for a right-hander, a bowl aimed to the left of the jack, curving from left to right (with the bias on the right-hand side of the bowl).



- » **DRIVE** — a bowl delivered with considerable force with the aim of knocking the jack or another bowl out of play. A drive shot is delivered so it does not curve but goes almost straight.
- » **RESTING BOWL** — a bowl that is leaning, or resting, on the jack when it stops.

- » **SWING** — when the bowling arm is swung backward in a pendulum motion to ensure a smooth delivery of the bowl.



- » **RELEASE** — the method of letting go of the bowl onto the playing surface. Release of the bowl should be just forward of the toes and should be smooth so the bowl does not bounce.



Types of grip

- » **CLAW GRIP** — when the bowl is gripped with the middle fingers spread out under the bowl and the thumb on the top of it.



- » **CRADLE GRIP** — when the bowl rests in the hand with the middle fingers placed fairly close together with the thumb, which is much lower down the side of the bowl than in the claw grip.



What you need from the kit...



START OUT

WILDCARD

START OUT WC 01A	Form a group
START OUT WC 01B	Birthday groups
START OUT WC 02A	Two halves
START OUT WC 04A	Throw, throw, throw
START OUT WC 06	How many bean bags?
START OUT WC 07	Tunnel and laps
START OUT WC 08B	Low 5s, high 5s
START OUT WC 10A	Fun on the spot

COOPERATIVE PLAY

START OUT CP 06A	Triangle roll
START OUT CP 07A	Hit the square

TARGET GAMES

START OUT TG 01	Speed gate
START OUT TG 02	Bullseye
START OUT TG 03	Snakes alive
START OUT TG 04	Kolap
START OUT TG 05	Target relay

GET INTO IT

TARGET GAMES

GET INTO IT TG 01	Corner bowls
GET INTO IT TG 02	Boccia
GET INTO IT TG 03	Weme
GET INTO IT TG 04	Throlf
GET INTO IT TG 05	Roll a course
GET INTO IT TG 06	Koolchee
GET INTO IT TG 07	Gorri
GET INTO IT TG 08	Bombard
GET INTO IT TG 09	Hit the target
GET INTO IT TG 12	D1 and D2

INVASION GAMES

GET INTO IT INV 11	Roll a ball
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STRIKING & FIELDING

GET INTO IT SF 06	Beat the bucket
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FINISH UP

FINISH UP

FINISH UP 01	Put it away! What did you learn? Let's see it!
FINISH UP 04	What's ahead? Four corners Puppeteer Video ref



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.




This companion book cross-references these cards throughout the 8-week lesson plan.

Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Delivering the jack	Aiming for the jack	Distance and accuracy	Understanding bias	Drive shot	Control weight	Bowling accuracy	Rules and tactics of modified lawn bowls
START OUT	Two halves START OUT WC 02A Throw, throw, throw START OUT WC 04A	Fun on the spot START OUT WC 10A Hit the square START OUT CP 07A Snakes alive START OUT TG 03	Form a group START OUT WC 01A Bullseye START OUT TG 02	Birthday groups START OUT WC 01B	Low 5s, high 5s START OUT WC 08B Roll a ball GET INTO IT INV 11 Roll a course GET INTO IT TG 05	Tunnel and laps START OUT WC 07 Snakes alive START OUT TG 03	How many bean bags? START OUT WC 06 Corner bowls GET INTO IT TG 01	Form a group START OUT WC 01A
GET INTO IT	Bombard GET INTO IT TG 08 Gorri GET INTO IT TG 07 Triangle roll START OUT CP 06A	Koolchee GET INTO IT TG 06 Triangle roll START OUT CP 06A	Kolap START OUT TG 04 Corner bowls GET INTO IT TG 01	Triangle roll START OUT CP 06A Speed gate START OUT TG 01 Weme GET INTO IT TG 03	Speed gate START OUT TG 01 Koolchee GET INTO IT TG 06	Target relay START OUT TG 05 Hit the target GET INTO IT TG 09	D1 and D2 GET INTO IT TG 12 Beat the bucket GET INTO IT SF 06	Throlf GET INTO IT TG 04 Boccia GET INTO IT TG 02
FINISH UP	Put it away! FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01	Four corners FINISH UP 04 Put it away! FINISH UP 01	Video ref FINISH UP 04 Put it away! FINISH UP 01	What's ahead? FINISH UP 04 Put it away! FINISH UP 01	Let's see it! FINISH UP 01 Put it away! FINISH UP 01	Puppeteer FINISH UP 04 Put it away! FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01

How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
- 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
- 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
- 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
 
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the Active After-school Communities preferred supplier. To order, visit our web site at www.ausport.gov.au/aasc.
- 6 Deliver the lesson using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
- 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

Lesson 1

OBJECTIVE	Delivering the jack
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define the playing areas» 1 target ball (e.g. an inflated beach ball or similar)» 2 tennis balls per player» 1 netball per player

Card summary

- » **Start Out WC 02A**
- » **Start Out WC 04A**
- » **Get Into It TG 08**
- » **Get Into It TG 07**
- » **Start Out CP 06A**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

1

Two halves

START OUT WC 02A
5 MINUTES

Used for dividing the group in two. You call out a habit, such as 'Who kicks with their left leg?' These players group together and the remainder form a second group.

SKILL FOCUS *Warm up/energiser activity*

Refer to the activity card...

Throw, throw, throw

START OUT WC 04A
10 MINUTES

Two groups of equal size face each other. On a signal, players roll their ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

SKILL FOCUS *Short sharp energiser that practises rolling*

ADDITIONAL EQUIPMENT *Tennis balls
Netballs*

Use the activity card PLUS...

- » Balls are rolled instead of thrown.
- » Balls have to roll through the 'no-go zone.'



- TIPS**
- » When rolling the ball, players should release it just forward of the toes and be as low to the ground as possible.



ASK THE PLAYERS » Which ball is easier to roll most accurately?

SAFETY » Balls should remain in contact with the ground as they are rolled.

Bombard

GET INTO IT TG 08
15 MINUTES

Two or more teams working in parallel roll tennis balls at a large target ball and try to move the target ball over a goal line. (Play with 2 or more teams of 4–6.)

SKILL FOCUS *Improves rolling accuracy*

Use the activity card, PLUS...

- » Roll the balls instead of throwing them.

Gorri

GET INTO IT TG 07
15 MINUTES

A large ball is rolled and players try to hit it with a tennis ball.

SKILL FOCUS *Improves rolling accuracy*

Use the activity card, PLUS...

- » Roll the balls instead of throwing them.
- » Have players experiment with different ways of rolling.
- » Use different size and weighted balls.



**EXERCISE
BALL**



**BEACH
BALL**



**SOCCER
BALL**

Easier:

- » Move the target ball closer to the players.

- TIPS**
- » Use player role models to highlight effective rolling methods.
 - » When rolling the ball, players should bend their knees then step with the opposite leg to their bowling arm.

- ASK THE PLAYERS**
- » Does it matter how quickly you roll the ball at the target?
 - » How can you make the ball roll faster?

Triangle roll

START OUT CP 06A
10 MINUTES

Players stand in threes on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

SKILL FOCUS *Practises rolling with accuracy and different bowling grips*

Use the activity card, PLUS...

- » Players try to roll the tennis ball so it stops at a point of the triangle.
- » Have players experiment with different grips.
- » Vary the width of the cones to make a gate for players to aim at.



CLAW GRIP



CRADLE GRIP

Harder:

- » Increase the distance players have to roll the ball.

- TIPS** » The grip on the ball should be relaxed and comfortable.
» Players should point their feet in the direction they are aiming.

ASK THE PLAYERS » How can you make the ball roll straight?

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 2

OBJECTIVE	Aiming for the jack
TIME	60 minutes
AREA	Area the size of a tennis court with a surface suitable for rolling
EQUIPMENT	» Marker cones to define the playing areas » 2 skittles per player » 2 tennis balls per player » 1 softball per team

Card summary

- » **Start Out WC 10A**
- » **Start Out CP 07A**
- » **Start Out TG 03**
- » **Get Into It TG 06**
- » **Start Out CP 06A**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

2

Fun on the spot

START OUT WC 10A
5 MINUTES

A quick energiser with the emphasis on short bursts of fun. You call 3 or 4 running on the spot variations

SKILL FOCUS Warm up/energiser

Refer to the activity card...

Hit the square

START OUT CP 07A
10 MINUTES

Two pairs of players on opposite sides of a square bowl a ball so it stops in the target. The first team to score 10 points is the winner. (Play in groups of 4.)

SKILL FOCUS Practises bowling with accuracy

Use the activity card, PLUS...

- » Increase the size of the square playing area to 8–10 metres wide with a 1-metre square target.
- » Players take a step back each time the ball stops in the target area.

Easier:

- » Use a bigger target.



- TIPS**
- » Use role models to demonstrate good bowling technique.
 - » Players should release the ball low to the ground and as smoothly as possible.
 - » The forward and backward arm swing should be in alignment.

ASK THE PLAYERS » How is it possible to change the speed of a ball when bowling?

Snakes alive

START OUT TG 03
10 MINUTES

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. (Play with 4 or more per team.)

SKILL FOCUS *Improves bowling accuracy and hand-eye coordination*

Refer to the activity card...

TIPS » To alter the distance of a bowl, players need to adjust their swing and follow through when delivering.

ASK THE PLAYERS » What difference does it make if players deliver their bowl without moving their feet?

Koolchee

GET INTO IT TG 06
15 MINUTES

A ball rolling game. Koolchees are rolled either to hit other koolchees or to knock over a skittle. (Play in pairs.)

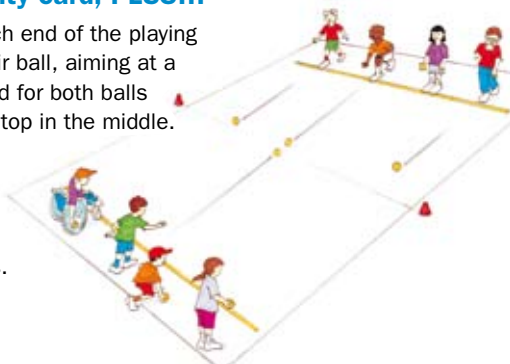
SKILL FOCUS *Improves bowling accuracy and hand-eye coordination*

Use the activity card, PLUS...

» Players at each end of the playing area bowl their ball, aiming at a centre line and for both balls to meet and stop in the middle.

Harder:

» Increase the distance between pairs.



TIPS » When delivering the bowl, players should point their feet along the aiming line and release the bowl close to the ground.

Triangle roll

START OUT CP 06A
10 MINUTES

Players in threes stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

SKILL FOCUS *Focuses on rolling with accuracy*

ADDITIONAL EQUIPMENT 2 skittles per player
2 tennis balls per player

Use the activity card, PLUS...

- » Increase the distance between players to 6–8 metres apart.
- » Place a skittle at each point of the triangle.
- » Players try to roll a ball so it stops next to a skittle.
- » Add a second skittle at a different distance. Players bowl one ball at each skittle.

TIPS » When releasing the ball from their hand, players should step forward with the opposite foot to provide better balance.



ASK THE PLAYERS » What changes have to be made for bowling towards skittles at varying distances?

What did you learn?

FINISH UP 01
5 MINUTES

Reinforce key skills or tactical points and link this back to previous experiences.

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 3

OBJECTIVE	Distance and accuracy
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define the playing area» Tape/chalk for markings» Colour marking implement» 1 ground target (mat or hoop) per pair» 1 cricket ball or similar as a target» 4 tennis balls or similar per player» Blu-tack©

Card summary

- » **Start Out WC 01A**
- » **Start Out TG 02**
- » **Start Out TG 04**
- » **Get Into It TG 01**
- » **Finish Up 04**
- » **Finish Up 01**



3

Remember, if the game isn't working **CHANGE IT**

Form a group

START OUT WC 01A
5 MINUTES

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size. Finish in groups of 4 and assign each group an area for follow-up activity.

SKILL FOCUS Warm up/energiser used to form groups

Refer to the activity card...



Bullseye

START OUT TG 02
15 MINUTES

Players try to roll a ball to a target, aiming to score maximum points. (Play in small groups.)

SKILL FOCUS Improves aiming accuracy

Use the activity card, PLUS...

- » Ask players to release the ball from different heights to find the most accurate method of bowling.
- » After each player has had a turn, start the next turn at the original target and move the target to a new spot.

Easier:

- » Increase the size of the target.

Harder:

- » Add Blu-tack© to the side of the tennis ball to make it roll on a curve.

ASK THE PLAYERS » What changes do you have to make when the ball rolls on a curve?

Kolap

START OUT TG 04
15 MINUTES

Pairs roll balls (kolaps) to stop on a target. If the ball goes outside of the target, the player tries again from where the ball stops. The game continues until all balls are in the target. Players aim to reach a set score. (Play in teams of 2.)

SKILL FOCUS *Focuses on bowling with accuracy*

Use the activity card, PLUS...

- » Play in pairs, and each player has 4 kolaps.
- » One at a time, players roll the kolap at a target.
- » If the kolap lands outside of the target, the player tries again from where the kolap stopped.
- » Continue until all kolaps are within the target.
- » Score one point for each roll made.
- » The team with the lowest score wins.



Harder:

- » Increase the distance to the target each round.

Corner bowls

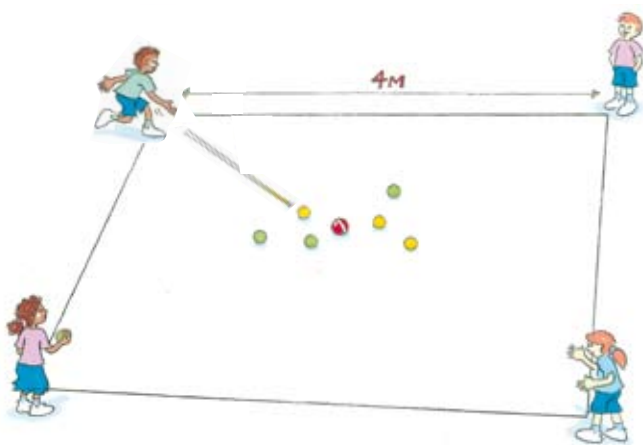
GET INTO IT TG 01
15 MINUTES

Two players work together to outscore opponents by accurately placing balls close to the target and displacing opponents' balls to deny access to the target. (Play in groups of 4.)

SKILL FOCUS *Focuses on aiming at a target and placement of the bowls*

Use the activity card, PLUS...

- » Players bowl balls towards the target.



Harder:

- » Increase the distance to the target each round.
- » Place obstacles that players must manoeuvre their balls around.

TIPS

- » Encourage players to use a smooth action low to the ground, as this will help with accuracy.
- » Highlight the use of tactics by players to block opponents.

ASK THE PLAYERS

- » Does good technique help with accuracy?
- » Why is the game more difficult when all players bowl from the same starting point?

Four corners

FINISH UP 04
5 MINUTES

Players choose a corner to stand in and, as the game continues, must move to the middle.

SKILL FOCUS *Cool down, fun activity*

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 4

OBJECTIVE	Understanding bias
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define the playing area» Tape/chalk for markings» 1 cricket ball between 2» 1 softball per player» 1 tennis ball per player» Blu-tack©

Card summary

- » **Start Out WC 01B**
- » **Start Out CP 06A**
- » **Start Out TG 01**
- » **Get Into It TG 03**
- » **Finish Up 04**
- » **Finish Up 01**



4

Remember, if the game isn't working **CHANGE IT**

Birthday groups

START OUT WC 01B
5 MINUTES

Birth dates are used in a variety of ways to form groups.

SKILL FOCUS Warm up/energiser to form a number of groups

Use the activity card, PLUS...

- » Finish in groups of 3.

Triangle roll

START OUT CP 06A
15 MINUTES

Players in threes stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

SKILL FOCUS Focuses on rolling with accuracy

ADDITIONAL EQUIPMENT Blu-tack®

AREA Area that enables players to be spaced 6–8 metres apart

Use the activity card, PLUS...

- » Players try to roll a ball to the point of the triangle and avoid contacting an obstacle (e.g. cones).
- » Add a lump of Blu-tack® to each player's tennis ball and repeat the activity.



- TIPS**
- » Introduce the concept of bias in bowls.
 - » Remind players to stay down immediately after delivering the bowl and watch its progress.
 - » When players want the ball to curve, their feet and body should face the angle they are aiming at rather than straight ahead.

- ASK THE PLAYERS**
- » How can you bowl to get around the obstacle?
 - » What change did the Blu-tack® make?
 - » Does the ball curve towards the side the Blu-tack® is on or the other way?

Speed gate

START OUT TG 01
15 MINUTES

Players in teams roll a ball through a gate to an end line. The ball that passes through the gate and stops closest to the end line wins the point for that round. (Play in teams of 2 or 3.)

SKILL FOCUS *Focuses on rolling with accuracy*

Use the activity card, PLUS...

- » Set up an end line rather than a wall.
- » Players aim to bowl the ball to go through the gate and land closest to the end line.
- » The player with the ball closest to the end line, wins the point.



Easier:

- » Widen the gate or move the gate closer to the starting position.

Harder:

- » Add a second gate to pass through.
- » Vary the angle of the gates (e.g. 30 degrees).
- » Place a target on the end line. The aim is to pass through both gates and be the closest to the target.

TIPS

- » Focus the players on accuracy before speed. A slow, smooth bowl is more likely to be more accurate than a fast bowl.

ASK THE PLAYERS

- » How can you make sure the ball is rolled between the gate?

Weme

GET INTO IT TG 03
15 MINUTES

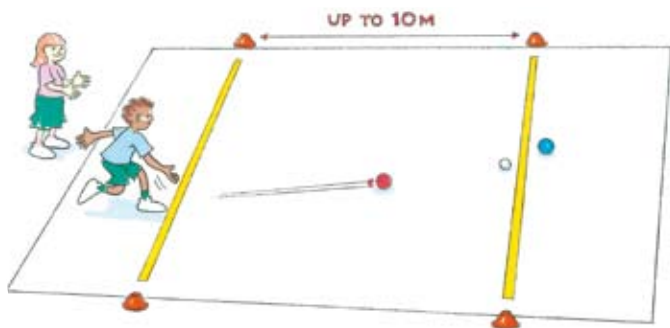
One player throws a stone (the jack) which is used as a target by the other players. Players alternate turns, with each aiming at the other person's stone. In the variations described, balls replace stones. (Play in groups of 2.)

SKILL FOCUS Accuracy of bowling

ADDITIONAL EQUIPMENT 1 cricket ball per game
Blu-tack®

Use the activity card, PLUS...

- » Both players attempt to bowl their ball as close to the jack as possible.
- » One point is scored for the player who bowls the ball the closest to the jack.
- » Players receive a bonus point if their ball contacts the jack in its resting position.
- » Repeat the activity with Blu-tack® on one side of the ball.



- TIPS**
- » Players should use the bias to curve around any blocking balls.
 - » Players should point their feet along the aiming line.
 - » It is best to deliver the bowl from as low as possible to ensure a smooth delivery.

ASK THE PLAYERS » What are some different ways to use a ball that curves in?

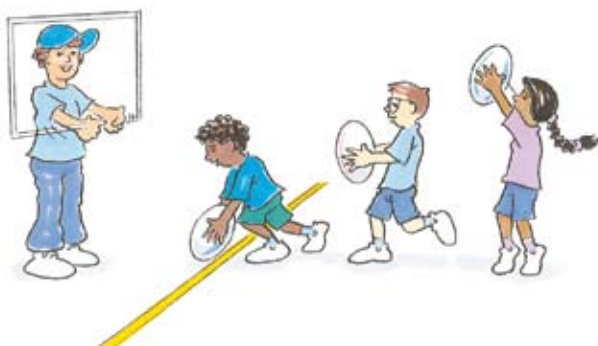
Video ref

FINISH UP 04
5 MINUTES

Children mime specific sporting actions (running, passing, catching, kicking) in slow motion.

SKILL FOCUS *Cool down, fun activity*

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 5

OBJECTIVE	Drive shot
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define the playing area» Tape/chalk for markings» 1 skittle per player» 1 cricket ball or similar per player» 3 tennis balls per group» 1 volleyball per player

Card summary

- » **Start Out WC 08B**
- » **Get Into It INV 11**
- » **Get Into It TG 05**
- » **Start Out TG 01**
- » **Get Into It TG 06**
- » **Finish Up 04**
- » **Finish Up 01**



5

Remember, if the game isn't working **CHANGE IT**

Low 5s, high 5s

START OUT WC 08B
5 MINUTES

Pairs of players perform the nominated low 5s or high 5s.

SKILL FOCUS *Warm up activity/energiser*

Refer to the activity card...



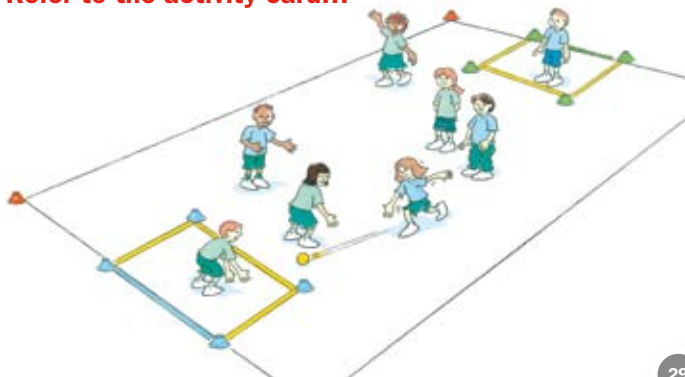
Roll a ball

GET INTO IT INV 11
10 MINUTES

Using a playing area with a goalkeeper at each end, attackers roll a ball to each other and try to score a goal while defenders try to intercept. (Play with 2 teams of 3 or more.)

SKILL FOCUS *Warm up activity that practises the correct rolling technique*

Refer to the activity card...



Roll a course

GET INTO IT TG 05
10 MINUTES

In pairs, players push a larger ball with a smaller ball into a marked area. (Play in pairs.)

SKILL FOCUS *Teaches driving with power*

AREA *Playing area approximately 10m long x 3m wide with a target area 1m x 1m square at one end, per pair*

Use the activity card, PLUS...

- » Use a volleyball for the large ball and a cricket ball for the small ball.
- » Only do the 'Herd the sheep' activity.



Harder:

- » Increase the distance to the bowl.
- » Swap the volleyball for a tennis ball.

- TIPS**
- » A drive shot needs to be bowled with enough power to move the target ball out of play.
 - » Players can get more speed by using a bigger back swing.

- ASK THE PLAYERS**
- » Why is it more difficult trying to move the volleyball?
 - » Why do you need to drive the bowl in this activity?

Speed gate

GET INTO IT TG 01
10 MINUTES

Players in teams roll a ball through a gate to a target. After each successful hit, the target is moved back towards the end line. The first team to hit the target on the end line wins the game. (Play in teams of 2 or 3.)

SKILL FOCUS *Practises driving with speed and accuracy*

ADDITIONAL EQUIPMENT 1 skittle per team as a target
1 tennis ball or softball per person

Use the activity card, PLUS...

- » Set up a gate 3m from players, with an end line 10m away.
- » Start with the target 5m away.
- » Each time the target is hit, move it back 1–2 metres towards the end line.
- » The first team to hit the target on the end line wins the game.



- TIPS**
- » Have an extra team member collecting balls at the end line.
 - » Encourage players to focus on the speed and power of release, as well as accuracy.

ASK THE PLAYERS » What helps you with aiming at the target?

SAFETY » Have extra team members stand clear of the skittles being hit.

Koolchee

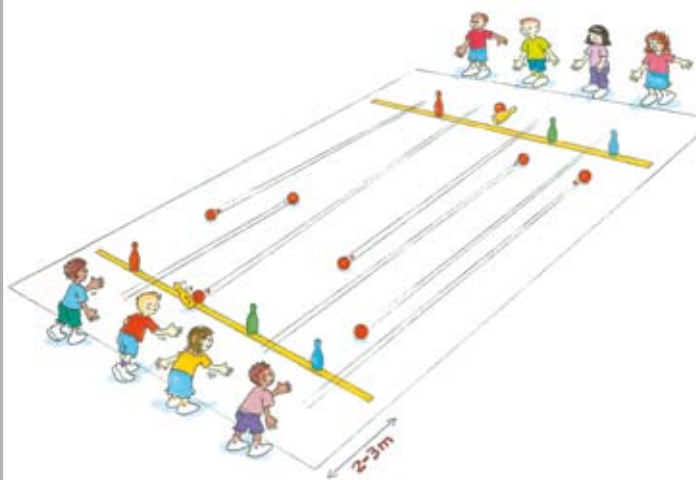
GET INTO IT TG 06
15 MINUTES

A ball rolling game. Koolchees are rolled either to hit other koolchees or to knock over a skittle. (Play in pairs.)

SKILL FOCUS *Teaches driving with accuracy and speed*

Use the activity card, PLUS...

- » Play competition koolchee.
- » Working in pairs, players at each end try to drive their ball so they are the first to knock over the skittle at the opposite end.



Harder:

- » Both players at the same end aim for one skittle.

TIPS

- » Players need to roll their ball down the right-hand side of their area to avoid contact with the ball coming from the opposite end.
- » When driving the ball, players must aim in a direct line with the skittle.

SAFETY

- » Players need to be careful of skittles rebounding when hit by balls.
- » Balls must be bowled at the skittles, not thrown.

What's ahead?

FINISH UP 04
5 MINUTES

Provide a brief explanation about the sessions to come and the Playing for Life program approach, that is, players learning skills by playing fun games that maximise involvement and include and challenge players of all ability levels.

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 6

OBJECTIVE	Control weight
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define the playing area » Tape/chalk for ground markings » Variety of targets e.g. cricket wicket, skittle, base, gym mat or hoop » 1 softball or cricket ball or similar per player » 1 tennis ball or similar per player » Blu-tack©

Card summary

- » **Start Out WC 07**
- » **Start Out TG 03**
- » **Start Out TG 05**
- » **Get Into It TG 09**
- » **Finish Up 01**



6

Remember, if the game isn't working **CHANGE IT**

Tunnel and laps

START OUT WC 07
5 MINUTES

A member of the striking team rolls a ball to fielders and then runs around team-mates, who are standing shoulder-to-shoulder, to score points. At the same time, the fielders come together to make a tunnel. The ball is rolled through the tunnel, then the last person runs to the front of the line with the ball and calls 'STOP!' (Play with 8 or more.)

SKILL FOCUS Warm up activity

Use the activity card, PLUS...

- » Use a tennis ball, cricket ball or a ball of a similar size.

ASK THE PLAYERS » Does good bowling technique help when rolling the ball through the tunnel?

Snakes alive

START OUT TG 03
10 MINUTES

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. (Play with 4 or more per team.)

SKILL FOCUS Focuses on delivering a draw shot to a specific area or target

Refer to the activity card...

Harder:

- » Add Blu-tack© to the side of the tennis ball to make it roll on a curve.

TIPS » To change the distance of a bowl, players need to adjust their swing and follow through.

ASK THE PLAYERS » How can you ensure the ball travels smoothly along the ground?
» How can you adjust the distance the bowl travels?

SAFETY » Allow sufficient space between groups, especially if using Blu-tack©.

Target relay

START OUT TG 05
15 MINUTES

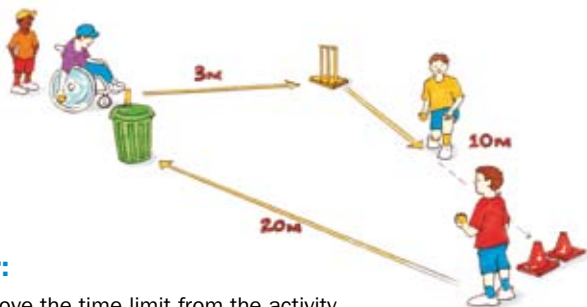
Target gates are set up over a course at varying distances. Players take turns to bowl their ball around a course, aiming to have their bowl rest next to each target gate. (Play in groups of 3 or 4.)

SKILL FOCUS *Bowling with controlled weight*

ADDITIONAL EQUIPMENT *2 balls per player, with Blu-tack® stuck on the side of each ball*

Use the activity card, PLUS...

- » Set up a relay course for each group of 3 or 4.
- » Each player starts at a different target.
- » Players bowl their first ball towards the target.
- » They bowl a second ball if the first one does not reach the target.
- » Players then collect their ball(s) and move to the next target, and so on.
- » Score one point for each bowl that rests against the target (to a maximum of one point per target).



Easier:

- » Remove the time limit from the activity.
- » Allow players to have more balls (e.g. 3 per target).
- » Players have to bowl the ball through a gate rather than at a target.

Harder:

- » Each player in the group bowls at the first target.
- » The group moves together to the next target.
- » The player closest to the target scores one point.

- TIPS**
- » Players need to adjust their swing and follow through to control the distance the ball rolls.
 - » A heavier ball will roll further before stopping.

- ASK THE PLAYERS**
- » How do you change your delivery to bowl at a target further away?

Hit the target

GET INTO IT TG 09
20 MINUTES

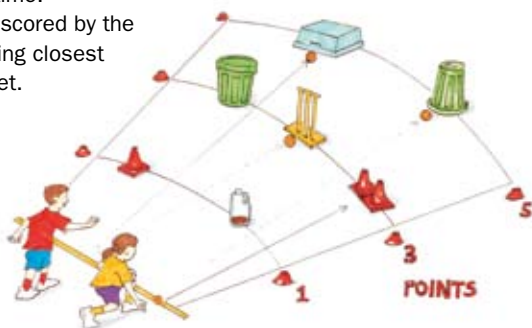
Targets are set up at varying distances from a bowling line. Players score points by bowling balls at the targets, aiming to have them come to rest as close as possible to the targets without hitting them. (Play in groups of 3 or 4.)

SKILL FOCUS *Practises bowling with controlled weight*

ADDITIONAL EQUIPMENT *2 balls per player, with Blu-tack® stuck on the side of each ball*

Use the activity card, PLUS...

- » Players bowl two balls each at any of the targets, trying to get them as close as possible to the targets without hitting them.
- » After the first round, two players bowl at the same target at the same time.
- » Points are scored by the player getting closest to the target.



Easier:

- » Players can bowl at any target.
- » Players drive at the targets to knock them over.

Harder:

- » Players must nominate a target.
- » Have players leave the balls that have been bowled in the playing area so players have to work around them.

TIPS » Players should try to use the bias on the bowl to make it curve around other bowls blocking the target.

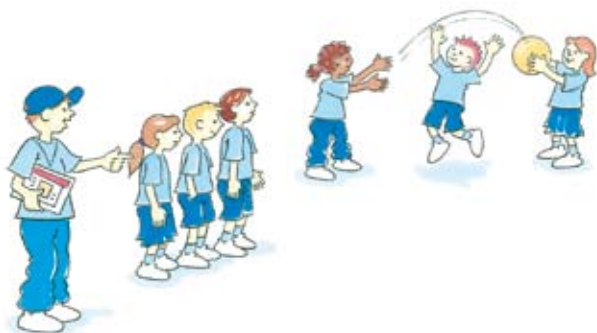
- ASK THE PLAYERS**
- » Does the size of the target make it easier to bowl to?
 - » What changes have to be made when other bowls are covering the target?
 - » What is the advantage of a biased bowl?

Let's see it!

FINISH UP 01
5 MINUTES

Highlight a skill or tactical play.

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 7

OBJECTIVE	Bowling accuracy
TIME	60 minutes
AREA	Area the size of a tennis court or equivalent space with a surface suitable for rolling
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define the playing area » 2 skittles » 1 bucket » 15–20 balls (tennis, cricket, hockey, softballs) » Targets including: <ul style="list-style-type: none"> - wickets - bins - skittles » Blu-tack©

Card summary

- » **Start Out WC 06**
- » **Get Into It TG 01**
- » **Get Into It TG 12**
- » **Get Into It SF 06**
- » **Finish Up 04**
- » **Finish Up 01**



7

Remember, if the game isn't working **CHANGE IT**

How many bean bags?

START OUT WC 06
10 MINUTES

One player from each pair runs to a central point to collect one ball at a time and roll the ball back to their team-mate at their base. Once the player has received the ball, they must be tagged for their turn. The aim is to collect the most number of balls. (Play in pairs.)

SKILL FOCUS Warm up/energiser activity

Refer to the activity card...

Easier:

- » Players must bowl the ball back and aim to rest within a certain radius of the cone at their base. If the ball does not land in the radius, the player must bowl again until it does.

TIPS » The speed of the ball depends on the size of the back swing and follow-through.

ASK THE PLAYERS » Is it better to go fast or take your time?

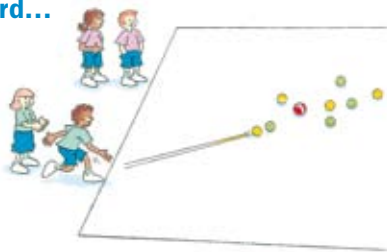
Corner bowls

GET INTO IT TG 01
10 MINUTES

Two players work together to outscore opponents by accurately bowling balls close to the target and displacing opponents' balls to deny access to the target. (Play in groups of 4.)

SKILL FOCUS Practises aiming at a target and the placement of bowls

Refer to the activity card...



TIPS » Highlight the use of tactics by players to block opponents.

ASK THE PLAYERS » Does good technique help with accuracy?

D1 and D2

GET INTO IT TG 12
15 MINUTES

Two teams have a skittle in a goal circle at each end. The team with the ball rolls it to team-mates until one is close enough to a skittle to knock it down. (Play in teams of 4 or more.)

SKILL FOCUS *Practises bowling with accuracy*

ADDITIONAL EQUIPMENT 1 softball per game
Blu-tack®

Use the activity card, PLUS...

- » No-one defends the skittles.
- » Players roll the ball to one another.
- » The skittle must be knocked over with a bowl.
- » After a set period of time, add Blu-tack® to the side of the ball.



Easier:

- » Have a bigger target.
- » Defenders must be stationary and cannot intercept the bowl, but bowlers must bowl around their legs.

Harder:

- » Players have to bowl to each player on their team before attempting a shot at the skittle.

TIPS » Make sure both teams get an equal go at attacking.

Beat the bucket

GET INTO IT SF 06
15 MINUTES

A base runner rolls 3 balls into the field and then attempts to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!'. (Play in groups of 6–10.)

SKILL FOCUS *Practises accurate placement of the ball*

ADDITIONAL EQUIPMENT *Targets (e.g. wickets, skittles, cones)
3 balls with Blu-tack® on the side*

Use the activity card, PLUS...

- » Place targets in the infield. Players receive bonus points if they hit the targets.
- » Fielders roll the balls to a keeper at the bucket.
- » Add Blu-tack® to the balls.



Easier:

- » Increase the number of balls.

Harder:

- » Players only get bonus points if they rest the ball beside the target.
- » Each ball must be rolled to another person before it is passed to the keeper.

TIPS » Encourage players to use a smooth action low to the ground, as this will help with accuracy.

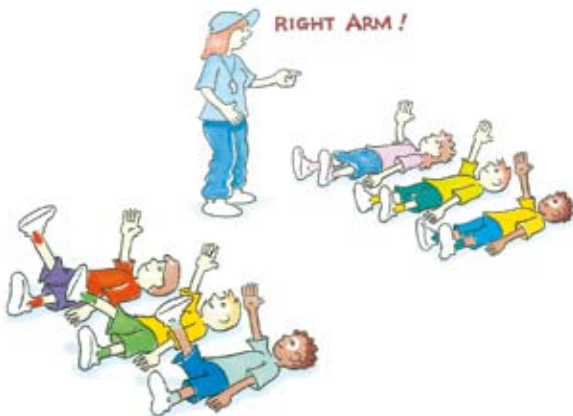
SAFETY » Players must be alert and be aware of all the balls.
» The base runner must be aware of where the fielders are and vice versa, so they don't collide.

Puppeteer

FINISH UP 04
5 MINUTES

Players are puppets moving their body to the coach's calls (the coach is the puppeteer).

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 8

OBJECTIVE

Understanding the rules and tactics of lawn bowls/modified lawn bowls

(Try to arrange a visit to a local bowling club to use the knowledge and expertise of members to introduce the game to the students and to enable the players to experience the actual facilities)

TIME

60 minutes

AREA

Area the size of a tennis court or equivalent space with a surface suitable for rolling

EQUIPMENT

- » Marker cones to define the playing area
- » Tape/chalk for ground markings
- » 1 target mat, towel or base per game
- » 4 targets
- » 1 tennis ball, softball or lawn bowl per player (if possible)
- » 1 small ball (e.g. a cricket ball or hockey ball) per game
- » Blu-tack©



Card summary

- » **Start Out WC 01A**
- » **Get Into It TG 04**
- » **Get Into It TG 02**
- » **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

8

Form a group

START OUT WC 01A
5 MINUTES

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

SKILL FOCUS *Warm up/energiser used to form groups*

Use the activity card, PLUS...

- » Finish in pairs.

Throlf

GET INTO IT TG 04
25 MINUTES

As in golf, a course with 4 holes is established. Players move around the course attempting to reach the target in the least number of bowls. (Play in pairs.)

SKILL FOCUS *Improves bowling accuracy*

ADDITIONAL EQUIPMENT *1 lawn bowl or 1 small ball with Blu-tack® on the side per player*

Use the activity card, PLUS...

- » Add Blu-tack® to the balls.
- » Pairs compete against one another by bowling their ball to each 'hole'.

- TIPS**
- » Use role models to demonstrate good technique and the use of tactics.
 - » Highlight key coaching points about the grip and types of delivery.
 - » Remind players to adjust their swing according to the weight of their ball and the distance they need to bowl.

- ASK THE PLAYERS**
- » Is it best to drive the opponent out of the way or draw your shot as close as possible?
 - » How does the width of the bias change over distance?

- SAFETY**
- » Players need to warn others when attempting a drive shot.

Boccia

GET INTO IT TG 02
20 MINUTES

A target game requiring players to bowl as many of their balls as close to a jack as possible. (Play in 2 teams of 4–6.)

SKILL FOCUS *Practises the skills and tactics of modified lawn bowls*

ADDITIONAL EQUIPMENT *A bowling mat, towel or base
1 tennis ball, softball or lawn bowl per player (if possible)
1 small ball (e.g. a cricket ball or hockey ball) per game
Blu-tack®*

AREA *A bowling green divided into rinks (lanes)*

Use the activity card, PLUS...

- » Players take it in turns to bowl a ball from their bowling mat towards a jack.
- » Rotate positions once a round has been completed.
- » Use lawn bowls if possible.
- » Use Blu-tack® on balls if lawn bowls are not available.
- » The jack must reach the end zone when first bowled.



Easier:

- » Players can bowl from any position on the start line.

- TIPS**
- » Encourage correct foot positioning to help with aiming the ball.
 - » Remind players to step off the front of the mat with the opposite foot to their hand when delivering the bowl.
 - » Revisit the positioning of the ball in the hand to ensure the correct bias.
 - » If players are at a bowling club, use club members and experienced bowlers to provide coaching tips and rules about the game.

What did you learn?

FINISH UP 01
5 MINUTES

Reinforce key skills or tactical points and link this back to previous experiences.

Use the activity card, **PLUS...**



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Use the activity card, **PLUS...**



Where to from here?

One of the major attractions of bowls is that it can be played between men and women or boys and girls of any age. It is not uncommon to have three generations of one family gracing the green at the same time.

For the serious participant, the sport has a strong state, national and international program at open and junior levels and is one of the sports featured in the Commonwealth Games.

Below is a brief outline of some of the programs available. There is also information about resources and how you can find out more.

Coaching and officiating

Through each state and territory association, Bowls Australia delivers coaching and officials accreditation courses all year round. Coaches and officials who complete the requirements for these courses are accredited through the National Coach Accreditation Scheme (NCAS) and the National Officials Accreditation Scheme (NOAS).

Inclusive bowls for players with a disability

People with a disability can also play bowls. Bowls Australia has close links with organisations that support disabled bowlers, including those that cater for blind, deaf, intellectually disabled and wheelchair bowlers.

For more information

For more information about junior development programs or any of the other programs listed above, please contact the development officers at your state/territory association.

If you are interested in playing bowls at your local bowling club, please visit the relevant state/territory web site.

Bowls ACT

Canberra North BC Annex
McCaughey Street
O'CONNOR ACT 2601
Ph (02) 6249 8061
Fax (02) 6257 4229
bowlsact@netspeed.com.au
www.bowlsact.org.au

Bowls NT

GPO Box 728
DARWIN NT 0801
Ph (08) 8945 4800
bowlsnt@bigpond.com

Bowls QLD

PO Box 476
ALDERLEY QLD 4051
Ph (07) 3355 9988
Fax (07) 3855 0010
admin@bowlsqld.org
www.bowlsqld.org

Bowls SA

PO Box 59
Brooklyn Park
SA 5032
Ph 08 8234 7544
Fax (08) 8351 8220
bowls-sa@bowls-sa.asn.au
www.bowls-sa.asn.au

Bowls TAS

PO Box 909
LAUNCESTON TAS 7250
Ph (03) 6398 2395
Fax (03) 6398 2518
bowlstas@bigpond.com
www.bowlstasmania.com.au

Bowls WA

PO Box 123
OSBORNE PARK WA 6917
Ph (08) 9242 1822
Fax (08) 9242 1866
enquiries@bowlswa.com.au
www.bowlswa.com.au

NSW Women's Bowling Association

7/309 Pitt Street
SYDNEY NSW 2000
Ph (02) 9267 7155
Fax (02) 9267 7254
secretary@womensbowlsnsw.org
www.womensbowlsnsw.org

Royal NSW Bowling Association

PO Box A2186
SYDNEY SOUTH NSW 1235
Ph (02) 9283 4555
Fax (02) 9283 4252
rnswba@rnswba.org.au
www.rnswba.org.au

Victorian Ladies' Bowling Association

Ground Floor
21 Burwood Road
HAWTHORN VIC 3122
Ph (03) 9819 1544
Fax (03) 9819 3966
vlba@bowlsvic.org.au
www.bowlsvic.org.au

Royal Victorian Bowls Association

Ground Floor
21 Burwood Road
HAWTHORN VIC 3122
Ph (03) 9819 6177
Fax (03) 9819 5453
rvba@bowlsvic.org.au
www.bowlsvic.org.au