

BERKSHIRE BOWLS COACHING SCHEME

Coaching Part 2 — Week 1 Coach's Notes

Recap Line and Length • Perception of Distance

ROLE OF THE WEEK

Diagnostic and foundation-building

LESSON LENGTH

60 minutes

1. Why Week 1 Matters

Week 1 is not simply a repeat of Part 1. It re-establishes the delivery habits on which the remainder of Part 2 depends and gives the coach an early picture of each pupil's strengths and needs. The lesson links three ideas: a repeatable delivery, accurate feedback from Bowl 1 and a purposeful response with Bowl 2.

The original material emphasises consistency in stance, preparation, delivery action and follow-through. It also directs the coach to focus on head position, eye focus and the pupil's ability to judge distances from the mat. These elements should be treated as one connected learning process rather than separate topics.

CORE PRINCIPLE: A consistent delivery produces useful information. Useful information allows the next bowl to be corrected or repeated.

2. Technical Understanding: Line and Length

Line is the route selected for the bowl. Length is the distance the bowl travels before coming to rest. A bowl may miss because of line, length or a delivery fault that has changed one or both. The coach should help the pupil separate these causes rather than give a general instruction such as "try again".

- Head and eye position: maintain a stable visual relationship with the aiming point through the delivery.
- Stance and alignment: the body and delivery direction should support the chosen line.
- Rhythm and follow-through: a smooth, repeatable action supports consistent length.
- Finishing intention: picture where the bowl is intended to stop, not merely where it begins to turn.
- Result classification: after Bowl 1, identify whether the main error was line, length or execution.

3. The Two-Bowl Learning Method

The source material instructs coaches to allow two consecutive bowls. Bowl 1 supplies information; Bowl 2 tests whether the pupil can use that information. The second bowl may be a correction or a deliberate repeat of a successful first bowl.

- Ask for the intended line and finish before Bowl 1.
- After Bowl 1, ask: "Mainly line or mainly length?"
- Give a brief correction where required.
- Ask the pupil to state the adjustment before Bowl 2.
- Compare the result with the intended change.

BERKSHIRE BOWLS COACHING SCHEME

4. Perception of Distance

Bowls and jacks can appear closer together from the mat than they are when viewed at the head. The purpose is not exact surveying. It is to give pupils practical visual cues that improve their estimate of whether a bowl is short, jack-high, long or near the ditch.

The supporting handout uses overlap, visible green and the ditch line as guides. Present these as approximate observations affected by eye-line height, head distance and bowl orientation. The learning value comes from estimating first and then checking at the head.

5. Source-Based Visual Cues

Visual observation	Approximate interpretation
Top of jack appears to touch the ditch line	Jack is about 1 metre from the ditch.
Jack appears to touch the top of the bowl	The bowl is approximately 1 metre short of the jack.
Top of bowl appears to touch the ditch line	Bowl is about 2 metres from the ditch.
Jack appears to touch the bottom of the bowl	The bowl is approximately 1 metre beyond the jack.
A small amount of green is visible between bowl and jack	Separation is approximately 1 to 2 metres.
Jack is completely obscured by the bowl	The bowl may be touching or within about 1 metre; check before assuming it is very close.

6. Coaching the Distance-Judgement Activity

- Set a simple head at short-to-medium length.
- Ask the pupil to estimate from the mat before walking to the head.
- Use simple categories first: short, jack-high, long and distance from the ditch.
- Check the estimate at the head and discuss the useful visual clue.
- Change one relationship at a time and repeat.
- Link the estimate directly to the adjustment needed for the next delivery.

7. Common Faults: Cause and Response

Observation	Possible cause	Coach response
Repeatedly short	Focused on the jack or obstacle rather than the finish.	Ask for a finishing point beyond the short bowl.
Crosses too early	Aiming point too tight or delivery direction changes.	Reset the aiming point and check body alignment.
Large variation	Routine, balance or rhythm is changing.	Restore the normal routine with one clear cue.
Cannot explain the miss	Judging the whole result at once.	Separate the review: line first, then length.
Inaccurate distance estimate	Visual cue has not been checked against reality.	Estimate, verify and repeat with a similar layout.

BERKSHIRE BOWLS COACHING SCHEME

8. Differentiation and Progression

- Less confident pupil: short jack, preferred hand, broad finishing area and simple short/jack-high/long language.
- Developing pupil: medium length, both hands and an explanation of the Bowl 2 adjustment.
- More capable pupil: varied lengths, narrower target and prediction of the correction before delivery.
- Mixed group: use the same rink but give each pupil an individual success target.

9. Coach Questions

- Where do you intend this bowl to finish?
- What did Bowl 1 tell you?
- Was the main issue line, length or delivery?
- What one change will you make?
- Did Bowl 2 show the adjustment you intended?
- What visual clue helped you judge the distance?

10. Evidence of Learning

Learning has taken place when the pupil can describe Bowl 1 accurately, state a sensible correction and show that correction or repeat with Bowl 2. Perfect bowls are not required. The important evidence is improved observation, purposeful adjustment and greater consistency.

- Names the intended finish before delivery.
- Distinguishes line from length more reliably.
- Bowl 2 reflects the stated adjustment.
- Distance estimates become more realistic after checking.
- Delivery remains recognisable on both hands.

11. Link to Week 2

Week 2 develops aiming-line and target control through Jack Rolling and Half Diamond. Week 1 should finish with pupils understanding that consistency and accurate feedback are the basis for repeating an aiming line.

COACH SUMMARY: Observe carefully, correct briefly, let Bowl 2 test the learning, and keep the pupil focused on a clear intended finish.

GOLDEN RULE Never miss an opportunity to correct a delivery or explain how the intended shot can be achieved.