

BERKSHIRE BOWLS COACHING SCHEME

Coaching Part 2 - Week 10 Coach's Notes

Consolidation, Recap and Guided Practice Game

ROLE OF THE WEEK

Consolidation and transfer

LESSON LENGTH

60 minutes

1. Why Week 10 Matters

Week 10 is the point at which separate skills must begin to operate together. The purpose is not to repeat every exercise from Weeks 1 to 9. It is to identify the most important needs of the group, revisit a small number of relevant exercises and then observe whether pupils can apply the learning during a guided game.

The coach should move from direct instruction towards guided questioning and selective intervention. Pupils should increasingly take responsibility for reading the head, selecting the shot, communicating, measuring and reviewing the result.

CORE PRINCIPLE Consolidation is shown when a pupil can select and apply a previously learned skill in game conditions, not merely repeat it in an exercise.

2. Selecting the Recap Content

The lesson plan recommends two recap exercises. Selection should be based on evidence gathered during the course rather than convenience. Choose one exercise that addresses a common technical need and, where possible, a second that develops a contrasting game skill.

Need observed	Possible exercise	Reason for selection
Aiming line or draw route	Jack Rolling, Half Diamond, Square or Diamond	Re-establish target selection and repeatable line.
Positive draw beyond an obstacle	Beat the Front Bowl	Reduce object fixation and improve positive reach.
Controlled jack movement	Trail the Jack	Combine adjusted line with controlled weight.
Controlled bowl contact	Promote a Short Bowl or Follow Through and Stay	Clarify contact point and final position of both bowls.
Controlled removal	Overdraw to Remove Bowl or Split Bowls	Develop purposeful contact without uncontrolled force.
Shot selection under pressure	Small Head or Draw the Shot	Link head reading, score requirement and commitment.

BERKSHIRE BOWLS COACHING SCHEME

3. Recap Without Re-Teaching the Whole Course

- State the purpose of the selected exercise in one sentence.
- Demonstrate only the point that needs refreshing.
- Allow two consecutive bowls so the pupil can correct or repeat.
- Use the existing exercise sheet for full set-up and progression.
- Move into game application once the key point is visible.
- Do not spend so long on recap that the guided game is reduced to a token activity.

4. The Guided Practice Game

The practice game is a coached environment, not a normal competitive game and not an extended lecture. It should preserve the flow of play while creating short moments for observation, correction and questioning. The coach should intervene where the learning value is greatest.

5. What the Coach Should Observe

Area	Evidence to look for
Delivery	Recognisable stance, stable head, balanced action and full follow-through.
Line and length	A named target, suitable aiming line and positive finishing intention.
Review of Bowl 1	Accurate recognition of decision, line, length, contact or delivery error.
Shot selection	A choice that matches the score, head and pupil's ability.
Communication	Clear information, suitable hand signals and no unnecessary discussion.
Game procedure	Correct order, scorecard use, measuring and rink awareness.
Composure	Normal routine retained after a miss or under score pressure.

6. Coach Intervention Levels

Not every bowl needs the same level of intervention. The coach should choose the least intrusive response that still improves learning.

- Immediate correction: use where a delivery fault or misunderstanding is clear and the next bowl can apply the correction.
- Brief question: use where the pupil can identify the problem or option with a prompt.
- Pause and demonstrate: use where the pupil does not understand the line, weight or intended result.
- Observe without interruption: use where the pupil is solving the problem independently or where the result of the next bowl will provide useful evidence.
- End-of-end review: use for shot-selection patterns, communication or game-management points that are better discussed after play.

GOLDEN RULE Never miss an opportunity to correct a delivery or explain how the intended shot can be achieved. Correct selectively and briefly so that player ownership and the flow of the game remain intact.

Use the shared routine: Read → State the required result → Choose the shot, hand and target → Deliver → Review.

BERKSHIRE BOWLS COACHING SCHEME

7. Questions That Promote Independence

- What does the score require from this bowl?
- Who holds shot and what is the nearest danger?
- Which hand gives the clearest route?
- Where must the bowl finish to do its job?
- What is the main risk of your choice?
- What did the last bowl tell you?

8. Common Problems in Week 10

Problem	Why it happens	Coach response
Too many recap exercises	The coach attempts to cover the entire course.	Choose two priorities and protect enough time for game application.
Coach makes every decision	The guided game becomes coach-directed.	Ask a question first and allow the pupil to state the plan.
Game continues without correction	The coach becomes a spectator.	Apply the Golden Rule and intervene briefly while the bowl is fresh.
Pupil selects shots beyond current ability	Tactical ambition exceeds technical reliability.	Compare the likely reward, risk and a more achievable option.
Delivery deteriorates under pressure	Attention moves entirely to the head or score.	Reset the normal routine before discussing the shot again.
Review is vague	The pupil says only "bad bowl" or "wrong line".	Ask for one factual description and one specific adjustment.

9. Differentiation

- Less confident pupils: use a shorter jack, simpler heads and clear draw-based choices.
- Developing pupils: require the shot, hand and intended finish before selected bowls.
- More capable pupils: add score situations, alternative options and reduced coach input.
- Mixed groups: use the same game but give each pupil one personal observation target.

10. Evidence of Consolidation

The coach is looking for transfer, not perfection. A pupil may still miss the shot but show good learning through the quality of the decision, the clarity of the intended result and the adjustment made with the next bowl.

- Previously taught language is used without prompting.
- The pupil selects a realistic option and can explain why.
- Delivery remains recognisable during gameplay.
- Corrections from earlier weeks appear in the next bowl.
- Communication, scorekeeping and measuring support rather than interrupt play.
- Coach support can be reduced as the session progresses.

BERKSHIRE BOWLS COACHING SCHEME

Use the Scorecards handout during the guided game and the Player Development Review to identify, but not yet complete in full, one strength and one priority for Week 11.

11. Preparing for Week 11

Finish by giving each pupil one strength to retain and one priority for the final game. Week 10 is guided consolidation with selective coach intervention. Week 11 should observe normal play with less intervention and complete the Player Development Review.

COACH SUMMARY: Select, refresh, apply and observe. Week 10 succeeds when separate course skills begin to work together in a game.