

BERKSHIRE BOWLS COACHING SCHEME

Coaching Part 2 - Week 5 Coach's Notes

Measuring and Deciding the Result of an End

ROLE OF THE WEEK

Accuracy, care and procedure

LESSON LENGTH

60 minutes

1. Why Week 5 Matters

Week 5 changes the type of challenge. The pupil is no longer trying to deliver a bowl; the task is to preserve an existing head, choose a suitable measuring method and decide the result accurately. The quality of the lesson therefore depends on calm procedure, correct equipment choice, and disciplined handling around the bowls and jack.

The source material contains 15 measuring situations. They range from standard and close measures to obstruction, boundary, ditch and challenged-distance examples. The weekly lesson should not attempt every station. It should establish a dependable core method and use selected stations to add difficulty.

CORE PRINCIPLE: Measure the simplest safe way that answers the question without disturbing the head.

2. The Core Measuring Sequence

Step	Coach emphasis
1. Identify	Establish which bowls are being compared and keep unnecessary people and equipment clear.
2. Select	Choose the shortest, simplest suitable measuring tool.
3. Position	Compare the nearest point of the bowl with the nearest point of the jack.
4. Protect	Support the equipment and body position so neither bowl nor jack can be moved.
5. Compare	Repeat where necessary and decide which bowl is nearer.
6. Announce	State the winning bowl and number of shots clearly.
7. Adapt	If access is obstructed, preserve the head and use a suitable alternative method.

3. Equipment Choice

The coach should teach equipment choice as a decision, not as a memory test. Before touching the head, ask the pupil to name the equipment and explain why it is suitable.

- Standard measure: suitable when there is clear access and a normal gap.
- Callipers: useful for close distances where a normal measure would be awkward or imprecise.
- Feeler gauge or wedge: useful where the spaces are extremely small and the question is whether contact or separation exists.
- Arm-length measure: used where the distance exceeds the convenient reach of the normal measuring equipment.

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- Alternative method: required where bowls obstruct direct access and the head must be preserved.

4. Teaching Stations 1-3

The first group of stations establishes the core technique. Use pairs so one pupil measures while the other observes from a safe position and checks the sequence.

- Standard measure: bowls approximately 80 cm from the jack, with one bowl tilted. Emphasise nearest point to nearest point and support of the measure.
- Calliper measure: bowls approximately 10-15 cm from the jack. Start with two bowls, then add a third bowl only when the pupil is secure.
- Feeler-gauge measure: bowls extremely close to the jack without touching. Emphasise gentle insertion and avoiding sideways pressure.

5. Teaching Stations 4-6

- Obstructed measure: second bowls prevent a direct route. The task is to preserve the head, not force the preferred equipment through a gap.
- Boundary bowl: decide whether the immediate question is distance, live/dead status, or both. Keep these decisions separate.
- Arm-length measure: use stable body position and control of the equipment over the longer span.

These stations are more demanding because the pupil must diagnose the situation before measuring. The coach should ask for the proposed method first and only then allow the pupil to act.

6. Advanced Stations in the Source Material

The full handout includes stations involving a toucher and jack in the ditch, an overhanging bowl, obstructed ditch measures, bowls resting on a dead bowl, long measures from a jack in the ditch, challenged jack or bowl lengths, a rebounded jack and boundary-line situations. These are valuable extensions, but they should be introduced only when the basic procedure is secure.

- Use one advanced situation at a time.
- State the question clearly before the pupil begins.
- Separate measuring technique from any rules or status decision arising.
- Do not let the complexity of the situation weaken protection of the head.

7. Common Faults: Cause and Response

Observation	Likely cause	Coach response
Equipment touches or moves a bowl	Poor support, body position or hurried movement.	Stop, reset if possible and demonstrate stable support.
Measures from the wrong points	The pupil is looking at centres or convenient surfaces.	Re-state: nearest bowl point to nearest jack point.
Uses unsuitable equipment	Equipment selected before the	Ask: what is the distance and

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	situation was assessed.	what access is available?
Head becomes crowded	Several people are trying to observe or assist.	One measurer only; everyone else stands clear.
Forces access through an obstruction	The pupil is committed to one method.	Preserve the head and select an alternative method.
Result is announced vaguely	The pupil has measured but not completed the procedure.	State the winning bowl and number of shots plainly.

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8. Managing the Learning Environment

- Set up stations before the lesson to protect practice time.
- Use one measurer and one observer at each station.
- Rotate roles so every pupil selects equipment, measures and announces a result.
- Require an explanation before action at the more difficult stations.
- Do not remove or reposition bowls until the result and any status question have been settled.
- Keep clothing, footwear and loose equipment away from the head.

9. Coach Questions

- What exactly are you trying to decide?
- Which equipment is the simplest suitable choice?
- Where are the nearest measuring points?
- How will you support the equipment?
- What could disturb this head?
- If direct access is blocked, what alternative will preserve the head?
- How will you announce the result?

10. Differentiation and Progression

- Less confident pupil: obvious differences, upright bowls, clear access and a standard measure.
- Developing pupil: tilted bowl, callipers, feeler gauge and a single obstruction.
- More capable pupil: smaller differences, third bowl, long measure or selected boundary/ditch situation.
- Mixed group: use the same stations but vary the required explanation and degree of obstruction.

11. Evidence of Learning

The pupil does not need to complete all 15 source stations. Learning is demonstrated through a consistent method applied safely to several different situations.

- Chooses suitable equipment without prompting.
- Measures nearest point to nearest point.
- Protects the head throughout the procedure.
- Explains how to manage an obstruction.
- Separates a distance question from a boundary or live/dead issue.
- States the result clearly and confidently.

12. Link to Week 6

Week 6 returns to delivery and controlled weight. The discipline developed in Week 5 remains relevant: observe carefully, identify the precise task, protect the head and state the intended result before acting.

COACH SUMMARY: Slow the procedure down: identify, select, position, protect, compare and announce.