

Coaching Part 2 - Week 7 Coach's Notes

Controlled Contact: Promote a Short Bowl • Follow Through and Stay

ROLE OF THE WEEK

Controlled contact and outcome awareness

LESSON LENGTH

60 minutes

1. Why Week 7 Matters

Week 7 develops the controlled-weight work introduced in Week 6. The pupil is no longer simply trying to reach beyond an obstacle or move the jack. The pupil must now understand what should happen after contact with a bowl and select the amount of weight needed to produce the required final positions.

The two exercises look similar because both require contact with a short bowl. Their learning purposes are different. In Promote a Short Bowl, the object bowl is the main bowl being improved. In Follow Through and Stay, the delivered bowl must also continue into a useful scoring position. The coach must make this distinction explicit.

CORE PRINCIPLE: Controlled contact begins with a clear picture of where both bowls should finish.

2. Technical Understanding: Contact, Weight and Result

The quality of the shot depends on three connected factors: the line to the contact point, the amount of weight at impact and the intended result after contact. A pupil may strike the object bowl but still fail the exercise if the weight or contact point does not create the required outcome.

- Line determines which part of the object bowl is contacted.
- Weight determines how far the object bowl and delivered bowl travel after contact.
- Contact point influences whether the delivered bowl stops, deflects or continues.
- Finishing intention keeps the pupil focused on the result rather than merely the collision.
- A positive miss beyond the object bowl may show better weight learning than a short bowl that never reaches it.

3. Promote a Short Bowl

The source exercise places an object bowl approximately 1.5 metres short of the jack on the delivery line. The pupil delivers through the object bowl with enough controlled weight to move it towards the jack. The original guidance gives an approximate 3:1 weight relationship on a 12/14-second green. This should be treated as a practical starting guide rather than a fixed formula because green speed, contact and bowl position will affect the result.

- Primary purpose: improve the position of the short bowl.
- Main visual target: the contact line through the object bowl.
- Main outcome: the object bowl finishes close to the jack or in a useful counting position.
- Coach emphasis: sufficient weight to achieve movement without turning the shot into an uncontrolled forcing bowl.
- Useful cue: "Move the bowl to the jack; do not merely hit it."

BERKSHIRE BOWLS COACHING SCHEME

4. Follow Through and Stay

The source exercise places the object bowl about half a metre short of the jack and slightly off the draw line. The delivered bowl must move the object bowl and then continue into a scoring position. The source gives an approximate 6:1 guide on a 12/14-second green and notes that a positive miss may finish around 3 metres beyond the object bowl.

- Primary purpose: move the short bowl and retain the delivered bowl in the head.
- Main visual target: the correct contact point and the intended path after contact.
- Main outcome: the delivered bowl follows through and stays useful.
- Coach emphasis: enough finishing weight to continue, but not so much that the delivered bowl runs out of the head.
- Useful cue: "Where should both bowls finish?"

5. Comparing the Two Exercises

Question	Promote a Short Bowl	Follow Through and Stay
What is the primary intended outcome?	Improve the position of the short object bowl.	Improve the short object bowl and keep the delivered bowl useful in the head.
What must the pupil picture?	The promoted bowl finishing near the jack.	Both bowls finishing in useful positions.
What is the usual weight demand?	Controlled weight sufficient to move the object bowl.	Greater finishing weight so the delivered bowl continues.
Main failure pattern	Contact without enough useful movement.	Delivered bowl stops after contact or runs too far.
Key coaching question	Where should the short bowl finish?	Where should both bowls finish?

Decision sequence: Required result → Which bowl or bowls must remain useful? → Contact line → Controlled weight → Intended final positions.

These exercises are controlled extra-weight shots. Use no more weight than the required result needs, and retain a smooth delivery rather than forcing the action.

6. The Two-Bowl Learning Method

As throughout the programme, allow two consecutive bowls. Bowl 1 gives information about line, contact and weight. Bowl 2 should show one purposeful adjustment or a deliberate repeat of a successful result.

- Before Bowl 1: state the intended finishing positions.
- After Bowl 1: identify the main issue - line, contact point or weight.
- Coach correction: brief and specific.
- Before Bowl 2: pupil states the adjustment.
- After Bowl 2: compare the actual result with the intended change.

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

BERKSHIRE BOWLS COACHING SCHEME

7. Common Faults: Cause and Response

Observation	Possible cause	Coach response
Bowl stops before contact	Pupil is aiming at the object rather than beyond it.	Set a positive finishing point beyond the object bowl.
Misses on the narrow side	Added weight has tightened the effective line.	Widen the aiming line while keeping the same intended weight.
Object bowl hardly moves	Insufficient weight or glancing contact.	Clarify the contact point and increase controlled weight slightly.
Object bowl moves correctly but delivered bowl stops	Weight is suitable for promotion but not follow-through.	Add finishing weight and restate where the delivered bowl must finish.
Delivered bowl runs out of the head	Too much weight or poor contact point.	Reduce the weight or improve the contact line.
Pupil celebrates contact regardless of result	Success is being judged by collision only.	Review the final positions of both bowls.

8. Differentiation and Progression

- Less confident pupil: shorter distance, preferred hand and object bowl placed clearly on the delivery line.
- Developing pupil: standard layout, both hands and two-bowl correction.
- More capable pupil: offset the object bowl, increase the distance or require a named final position.
- Game-pressure progression: last end, one shot required, and the pupil must choose whether promotion or follow-through gives the better result.
- Change one variable at a time so the cause of success or failure remains clear.
 - Use suitable rink spacing and supervision. Stop the exercise if the action becomes forced or uncontrolled.
 - Use the Types of Shots handout to reinforce the minimum weight needed for the required result.

9. Coach Questions

- Which bowl needs to finish near the jack?
- Where should the delivered bowl finish after contact?
- Was Bowl 1 mainly affected by line, contact or weight?
- Did the added weight change the line?
- What one adjustment will you make for Bowl 2?
- In a game, why would you choose promotion rather than follow-through?

BERKSHIRE BOWLS COACHING SCHEME

10. Evidence of Learning

Learning is shown by purposeful control, not merely by making contact. The pupil should increasingly predict the outcome, select suitable weight and explain why one of the two shots is appropriate.

- The pupil explains the difference between promotion and follow-through.
- The pupil names the intended final positions before delivery.
- The delivered bowl reaches the object bowl with controlled weight.
- Bowl 2 reflects a stated adjustment in line, contact or weight.
- The pupil begins to choose the shot according to the game need.

11. Link to Week 8

Week 8 develops controlled removal and accurate drawing near the ditch. Week 7 should therefore finish with pupils understanding that controlled contact is judged by the final result, not by the force of the delivery or the fact that contact occurred.

COACH SUMMARY: Teach the result after contact. Promotion improves the short bowl; follow-through also requires the delivered bowl to continue and stay useful.