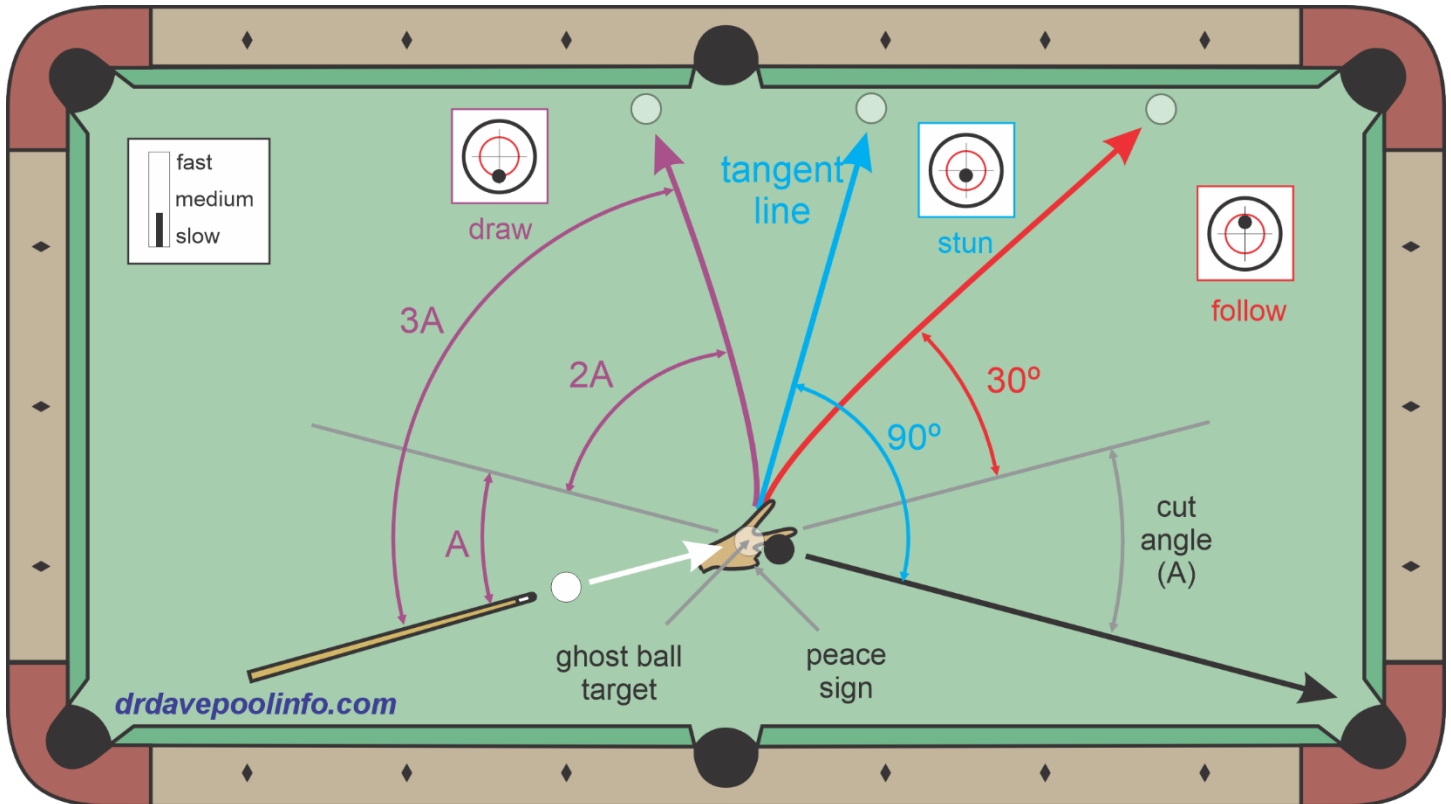


How to Teach Cue Ball Control

2026 ICI Summit Seminar

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Topics:

1. 90° Rule
 - a. stun
 - b. tangent line visualization
2. 30° Rule
 - a. peace sign and angle template
 - b. air peace sign
 - c. speed effects
3. 3-Times-the-Angle System for Draw
 - a. "good action" draw
 - b. speed effects
 - c. pocket-cheat effects
 - d. Draw for Show ... Follow for Dough

Resources (videos, illustrations, articles, explanations):

1. CB Control Tutorial: drdavepoolinfo.com/tutorial/cue-ball-control/
2. CB Control Resources Page (videos, articles, info): drdavepoolinfo.com/faq/cue-ball-control/
3. CB Control Handouts: drdavepoolinfo.com/resources/handouts/

BU Boot Camp Schedule Excerpt for CB Control Introduction

3 instructors, 12 students, 1 teaching table, 6 student tables

SKIP - 15-minute mini lecture/demo session [Randy, Samm, Dave] – Introduction to the stun shot (“stop shot at an angle”), **90° rule**, and tangent line (see bottom of page 27 and page 30), showing the “cue push” (Randy) and other **visualization methods** (Samm and Dave). Demo **break-out shot**. Discuss **pocket cheat**. Discuss **ball-in-hand strategy** (close, medium angle) for ball position 5 (shifted to tangent line between 2 other balls) in the wagon wheel drill (see page 36).

SKIP - 20-minute student breakout session [Dave] – Practice **3 stop shots at the selected CB distance (using the 5-ball-shot speed)**. If you do not get 2 out of 3 good stop shots in a row, continue stop shot practice for 5 more attempts; otherwise, practice **ball position 5 in the F7 wagon-wheel drill (see page 36), shifted to the stun line**, taking **5 shots each**, using **3 frozen balls as the target** instead of 1, with the middle ball on the stun line. The partner should be spotting balls and **watching where the OB enters the pocket**. **Switch with partner after each set of 3 stop and 5 stun (or stop) shots**. Repeat if time allows; and for more of a challenge, reduce the 3-ball target to 2 balls and then 1 ball.

1:05-1:15pm [Dave] – Have students **bring cues and books to teaching table**. Introduction to the **30° rule** (see pages 31-34), showing example shot first (carom into 8 combo to clear pocket).

1:15-1:25pm [Dave, Samm, Randy] – Have **each student try the 30° peace-sign** at the full-hit center-table position of the teaching table (using the laminated angle template), with first finger place check [**Randy** with telescoping pointer] angle and fundamentals checks [**Dave**], and second finger direction and tip height check [**Samm** with telescoping pointer], and **hit the shot [with Samm placing Post-Its]**. **Focus on the overall process, not worrying about getting all steps perfect for now**. Check your peace sign in your own book while waiting in line. We will help you with the details later:

1. **Form It.**
2. **Check It.**
3. **Lock It.**
4. **Bring It.**
5. **Plant It.**
6. **See It.**
7. **Shoot It.**

1:25-1:30pm [Dave] – Demo **ball-in-hand strategy** for F7 wagon-wheel balls 2-4, showing both the guessing and reverse methods (see page 36).

SKIP - 25-minute student breakout session [Samm] – Work on **ball-in-hand strategy for F7 wagon-wheel balls 2-4 (see page 36)**, taking turns with your partner at each ball, **trying each ball 3 times each**.

1:30-1:35pm [Dave] – Have students **bring cues and books to teaching table**. Introduction to the **3-times-the-angle system** for a “good action” (close to maximum bottom spin) **draw shot** (see page 35). Show both cue and finger angle measurements. Demo shot with 3-ball target.

SKIP – 10-minute student involvement [Dave] – Have **each student** try the “**good action**” **draw shot** (at the wagon-wheel ball positions) **with pocket sentinels**. See the “**Hot Tips**” at the bottom of page 29.

1:35-1:40pm [Dave] – Demo **cheating the pocket (show aim point) with maximum draw**.

1:40-1:50pm [Dave, Samm] – Have **each student** try the **½-ball-hit maximum draw challenge** (with Samm placing Post-Its). Each student gets only **one try** at first and more if time allows. Remember, “**Draw for show ... follow for dough**” (since it is difficult to control draw amount and direction).