

Progressing a skill from basic to court application

Skill Progressions 1 - 7

1. Explanation and demonstration

- Explain 'when' and 'why' you use the skill so that a player has a clear picture of where it fits into the game
- The most salient coaching points should be emphasised during the demonstration. Use key 'cue' words such as 'outside leg', 'bend at knee', 'turn' & 'push off hard', when teaching change of direction



Skill presented _____

Explain 'when' and 'why' the skill is used in a game

Provide examples of the 'cue' words or coaching points

2. Basic Movement/No Equipment

- Player should be allowed to practice the skill without any equipment used at this stage
- Individual feedback relating to fault detection and correction should be given to each player regarding the execution of the skill
- Corrections should be made where there are errors that affect the outcome of the skill. Identify the main problem areas first; do not try to correct too much at one time
- Players should be given time to practice the skill once feedback has been given
- Please note that once you have given feedback to a player/s, ensure you observe and give feedback on their next attempt

Outline the basic movement without equipment (include a diagram)



3. Basic movement with equipment

- Depending on the nature of the skill you are teaching, the player should practice the skill with appropriate equipment. For example, the use of cones for teaching change of direction or to represent an opponent; the use of a chair if teaching re-positioning in defence
- Feedback should be the same as noted in step 2

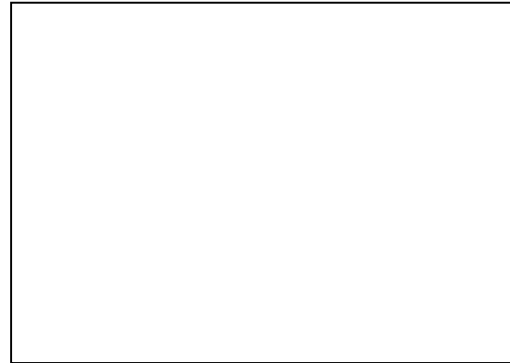
Outline the basic movement with equipment (include a diagram)



4. Add a ball

- After players have been given adequate time to practice the skill individually or in groups as the case may be, the ball should be introduced
- The ball can be introduced as a stationary object held by another player or coach. For example, the player performing the skill is required to keep their eyes on the ball whilst executing the skill
- The ball should then be introduced in the 'on the move' situations the skill requires
- Continue feedback.

Outline the skill progression to include a ball (include a diagram)



5. Add an opponent

- Once the player is able to successfully perform the skill with the ball in play, an opponent should be introduced
- You may decide to remove the ball from the skill performance in the initial stages whilst the player is developing body awareness
- Continue feedback

Outline the skill progression to include an opponent (include a diagram)

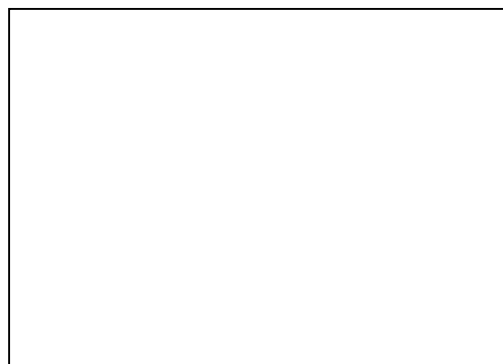


Skill Progressions 6-7

6. Dynamic Drill

- Players should then be given an opportunity to practise the skill in a dynamic drill situation so as to incorporate skills of timing and decision making
- This could involve the use of more players and other skills which are within the capabilities of the level of players
- This step may involve a couple of stages and will require plenty of feedback regarding the skill being taught and other relevant skills/movements required

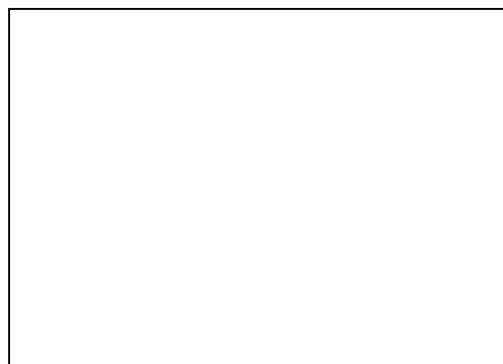
Outline the skill progression to include an opponent (include a diagram)



7. Court Application

- The skill should then be incorporated into a court situation
- This does not necessarily have to involve the whole court or entire team. The application to the game may involve one third or area of the court where the specific skill is executed
- Alternatively this stage may involve application to a few court situations used by different positions
- Players could be asked to apply the skill to the court in their designated areas (for example; centre court, goals and defence)

Outline the skill progression to include an opponent (include a diagram)



When coaching you should continually emphasise the coaching points of the skill you are teaching: (i) at each stage of the progression; (ii) to individuals and to the whole group; and (iii) to the whole group.

It is not expected that coaches can merely follow the steps without the appropriate training. Just as our players need appropriate instruction, feedback and encouragement, we as coaches require the same to develop the skills of coaching. The ability to teach, progress and apply appropriate fault detection and correction of skills requires continual practise.

It is also important to recognise that equal time does not need to be given to each step in the sequential skill progression. The coach should progress through the steps as the players gain proficiency not based on the time spent at each step.

Session planner template

Skill selected:
Number of participants:
Equipment required:
Safety considerations:

1. Explanation and demonstration

Skill presented _____

Explain 'when' and 'why' the skill is used in a game

Provide examples of the 'cue' words or coaching points

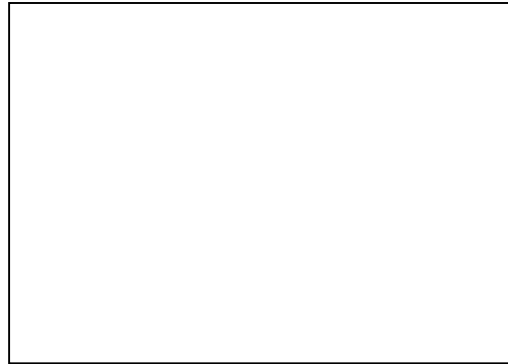
2. Basic Movement/No Equipment

Outline the basic movement without equipment (include a diagram)



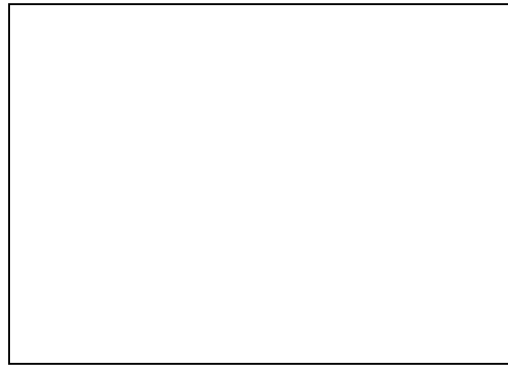
3. Basic movement with equipment

Outline the basic movement with equipment (include a diagram)



4. Add a ball

Outline the skill progression to include a ball (include a diagram)



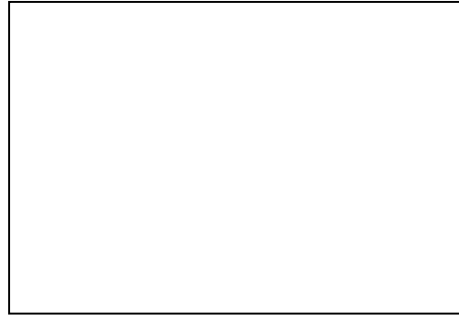
5. Add an opponent

Outline the skill progression to include an opponent (include a diagram)



6. Dynamic Drill

Outline the skill progression to include an opponent (include a diagram)



7. Court specific application

