



SEVEN STEPS OF SKILL PROGRESSION

1. Explanation & Demonstration

- Explain “when” and “why” you use the skill so that a player has a clear picture of where it fits in the game
- Eg “We would use a bounce pass into the shooters when we are trying to get around the defence player” – demonstrate the correct technique of a bounce pass into the shooter

2. BASIC MOVEMENT / NO EQUIPMENT

- Players should be allowed to practice the skill without any equipment used at this stage
- Individual feedback should be given to each player regarding the execution of the skill (fault detection & correction – remember constructive criticism)
- Corrections should be made where there are errors that affect the outcome of the skill. Identify main problem first; do not try to correct too much at once
- Players should be allowed time to practice the skill once feedback has been provided
- Ensure you observe the next attempt. Comment on their performance
- Remember all team members are individuals and at times need individual attention, not everyone learns at the same pace and some may benefit from a visual demonstration, some may learn better being told

3. BASIC MOVEMENT WITH EQUIPMENT

- Players should practice the skill with the correct equipment eg use of cones / markers for teaching change of direction
- Feedback should be the same as noted in point 2



4. ADD A BALL

- After players have had time to practice the skill either as a group or individually, the ball should be introduced
- The ball can be introduced as a stationary object, held by another player or the coach. The ball should be introduced in the “on the move” situation, as the skill requires

5. ADD AN OPPONENT

- Once a player can successfully complete the skill with a ball, 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 to provide feedback

6. DYNAMIC DRILL

- Players should be given the opportunity to develop 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 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

7. COURT APPLICATION

- The skill should be incorporated into a game play situation
- This doesn't have to involve the whole court or the whole team. The application to game may involve 1/3 or one area of the court where the specific skill is executed.
- Players could be asked to apply the skill to the court in their designated area