

Setting up Your Coaching Environment

From <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/phasefmsmod.pdf>

1. Create a positive learning environment

- a. Participants are there to HAVE FUN, so be friendly, welcoming and approachable.
- b. Mistakes will be made.
 - i. Allow that to happen, so that participants will give things a go and are more open to improvement.
 - ii. Fear of making a mistake means fear to try!
- c. Preparation is the key to successful training sessions!

2. Use visual demonstrations

- a. Demonstrations help communicate the key components of the skill.
- b. Use concise words or phrases that highlight where the demonstration is focussed.
- c. Don't have to physically demonstrate yourself, if you have players who can demonstrate for you.

3. Provide teaching cues or tips

- a. Don't wait until the end of the drill, correct as you go.
- b. Brief language is easier for participants to take in rather than long explanations.

4. Give encouragement and feedback

- a. Feedback should be specific and given as soon as possible.
- b. Ensure that feedback highlights what is good about the performance as well as suggestion for improvement.
 - i. Don't just say "well done!" What is needed is information about technique.
 - ii. For example "I liked the way you stepped forward with the opposite foot" or "You watched the ball carefully, this time hug it to your chest when you catch it"
 - iii. Focus on positives rather than negatives, e.g. comments like the above, which alert all players to better technique rather than "What did you do that for" or "I told you not to do it that way".
- c. Praise, praise and more praise

5. Give easy to follow information

- a. Small step progression is preferable.
- b. Provide no more than one/two pieces of new information at a time.
- c. Use words/phrases that are easily understood.

6. Provide lots of opportunities to practice

- a. Repeated practice is needed to master a skill.
- b. Make practice opportunities varied and fun rather than repetitive and boring.
- c. Incorporate a challenge into the practice activity, e.g. number of successful repetitions into so many seconds/minutes.
- d. Encourage correct execution, and set boundaries for non-acceptable application.

7. Ensure that participants achieve success

- a. Plan drills, activities and games that are at the participants' level of learning so that the participant has successful experiences. They will then be more willing to attempt harder skills.
- b. Praise, praise and more praise

8. Review your own teaching – are my players responding to what I am teaching?

SEVEN STEPS TO PROGRESSING A SKILL FROM THE BASICS TO COURT APPLICATION.

(From Netball Victoria Coaching Kit, by Debra Armstrong, Coach Educator & High Performance Coach)

1) Explanation & Demonstration

- a. "When" and Why" you use the skill
- b. Most important points emphasised during demonstration
- c. Concise language and key cue words, e.g. teaching change of direction
 - i. "outside leg - bend at knee",
 - ii. "turn, and push off hard"

2) Basic Movement/No Equipment

- a. Practice skill/movement without equipment
- b. Fault detection and correction, with individual feedback for each player
- c. Correct major errors first – do not correct too much at one time
- d. Players should be given time to practice following feedback
- e. Observe next attempts, with further positive reinforcement/feedback

3) Basic Movement With Equipment

- a. Practice skill/movement with appropriate equipment
- b. Feedback as above

4) Add Ball

- a. Introduce ball with minimal movement.
- b. Increase movement appropriate to skill
- c. Feedback as in point 2

5) Add an Opponent

- a. Following successful performance with via above points, add opponent
- b. The ball may be removed during initial stages, if concentration is on developing body awareness
- c. Feedback as in point 2

6) Dynamic Drill

- a. Practice at realistic game speed to incorporate timing and decision making
- b. Add more players/skills as appropriate and within the capabilities of the level of players
- c. Adjust as necessary
- d. If not a successful process, consider returning to earlier teaching stages (no good practising something if zero is being achieved!)
- e. Plenty of feedback

7) Court Application

- a. Incorporate skill into court situation
- b. Does not necessarily involve whole court/entire team, e.g. area of court where the specific skill would be expected to be used.
- c. May involve application to a few court situations used by different positions.

Feedback - can be visual (demonstration), verbal (talk) or tactile (how does it feel).

1. General – "That was great" – gives no information, so use sparingly.
2. Specific Positive – "Great chest pass – you transferred your weight forward and followed through towards the receiver."
3. Specific Corrective – "push off strongly with the outside foot in the new direction".