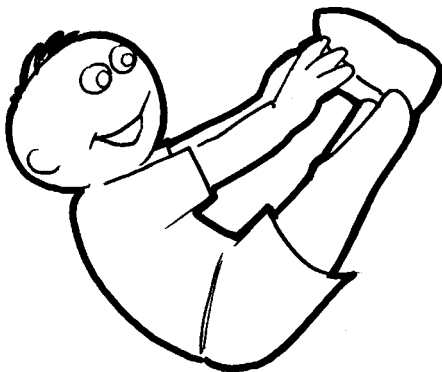


Skill Development

- Providing Feedback
- Speed Development
- Manipulative Skills
 - Kicking
 - Punting
 - Throwing
 - Catching
 - Striking
- Skill Assessment
- Sample Skills Checklist
- Sample Hierarchy of Skills

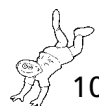


PROVIDING FEEDBACK

- Emphasis in programs for children under 10 should always be on action, fun and play, not tedious drill work with a constant barrage of instruction and teaching cues. The necessary repetitions will be a part of the program **if** adult competitions have been modified enough to provide action for all participants and if practices provide varied, challenging, fun, lead-up activities.
- Many children will learn simply from repetitions, without adult help, but will learn quicker and more efficiently with brief instruction and simple, positive feedback. Keep in mind that children don't absorb feedback as well as adults so it must be kept precise and age-appropriate.
- Children learn more effectively if they have to think it through themselves. Use the teaching philosophy - **I hear I forget – I see I remember – I do I understand.**
- Without adult assistance children may only learn the skills they like best.
- It takes many repetitions to perform motor skills successfully, therefore don't expect immediate success just because they have been given excellent instruction or feedback
- Regardless of the quality of the teaching cue, it is unlikely to help much the first time it is tried.
- Let children know it takes time and practice to learn skills so they don't feel like they are failing when they can't do it in 10 or 15 minutes of practice. Reward effort.
- Make feedback **constructive** and **honest** as well as **positive**. Children stop listening if all they hear is "excellent" when they know they have done it poorly.
- During initial stages of skill development, positive feedback should be given almost continuously. Once a skill is regularly performed correctly, intermittent positive feedback is effective.
- Give feedback only on the teaching cue emphasized, not other components of the skill that may also be incorrect. Reward correctly performed components of the entire skill.
- Ask the child why they think something wasn't correct or what could be done to improve.



- Children want to learn and can be provided feedback using simple teaching cues in “fun” child friendly terminology. Following are suggestions providing age-appropriate feedback:
 - Relate action to something they know – animal, objects, feelings
 - “be a butterfly not an elephant”
 - “monkey hop”
 - “lazer beam” in bellybutton for any movement requiring centre of body
 - “what did that feel like?”
 - “can you feel your elbow leading when you throw?”
 - “stiff as a board”
 - “frozen like an icicle”
 - Use “pretend to” and “imagine you are”
 - Use humour
 - Use sound as well as visual cues. “Can you hear the sound of?”
 - Keep it very simple – one or two key words
 - Give only one teaching cue at a time otherwise the child won’t remember any of them
 - Show me in slow motion or without the ball or only one component of entire skill



SPEED DEVELOPMENT

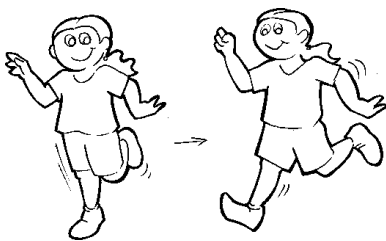
ELEMENTS OF SPEED

- **Reaction Time** – motor reaction to a signal
- **Movement Time** – ability to move limbs quickly (martial arts, striking an object, throwing)
- **Stride Frequency** – includes frequency of arm and leg movement
- **Stride Length** – for running

Speed is developed in children as the muscles learn to work together to become more effective. It is therefore necessary to provide numerous opportunities to develop overall muscle co-ordination.

CHILDREN DEVELOP SPEED THROUGH

- **Running/reaction-type games** – short bursts of activity 4-6 seconds long that are fun – no discomfort
 - Tag
 - Relays
 - Reaction/agility games like **dodgeball**
- **Skipping** – use light feet – strong arm action
 - Explosive – high knee action
 - Quick feet – tiny skips as quick as possible
 - Backwards – heel to butt – reach back with foot on each skip
 - Butt-kick forward – heel hits butt on each skip forward
 - Cross-leg sideways – skip sideways driving knee across on each skip – shoulders square sideways



Backwards Skip



Butt kick Skip

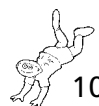


Hurdle Skip Forward

- Carioka skip – shoulders square sideways – alternate knee in front behind
- Hurdle skip – knee goes out and around in front on each skip
- Turn skip – turn body from forward to backward while skipping in one direction



- **Jumping** – take and land on two feet – develops strength and co-ordination
- **Hopping** – take off and land on same foot – strength and co-ordination – **hop scotch ladders**
- **Bounding** (leaping) – long explosive running strides – start young children with single leap to a target.
- **Quick feet drills** – carioka; cross-over steps, shuffle steps, foot touches (**hot feet pg 174, ladders pg 176**)
- **Throwing games** – improve upper body movement time (important for all sports because although the upper body may not be used in the sport specific activity, (such as soccer, the upper body affects co-ordination). As children reach puberty, upper body strength, as well as co-ordination, is also a factor in developing speed.
- **Kicking games** – improve lower body movement time and as children reach puberty, leg strength as well as co-ordination is a factor in running speed and quickness.



SPEED DEVELOPMENT

CORRECT RUNNING TECHNIQUE

1. **ARM DRIVE** – arms remain bent and relaxed while being driven back behind hip and up to face level (**gun holster to cowboy hat**). Arms work in co-ordinated action opposite to legs (left leg forward/right arm back). To correct straight arms tuck a bean bag into elbow.
2. **DRIVE LEG** – should reach horizontal line with hips on drive forward (**marching soldier**) and then **reach forward** to land. “Knee up – Toe Up”.
3. **LANDING LEG** – on balls of feet – not toes, ankle flexion remains constant, “pawing” action of foot on ground.
4. **SHOULDERS/HEAD** – remain facing straight ahead (**keep the headlights on the target**).
5. **BODY POSITION** – remains vertical (**imagine you are a puppet being pulled upward** or **think tall**).
6. **LEG RECOVERY** – heel of propelling leg drives toward buttock (**kick your butt**).



MANIPULATIVE SKILLS

KICKING

Teaching cues: Encourage kicking the ball hard

Preliminary movement:

- Dribble ball with foot behind not on top (kick it in the butt not on top the head)
- Place non-kicking foot beside the ball
- Bend kicking leg in preparation for kick - use your “raggedy Ann / Andy knee”
- Relax the kicking foot

Kicking Action:

- Kick with shoelaces – not toes
- Lean backward slightly for the kick – farther the lean higher the kick– pretend wind is blowing you over slightly backwards
- Watch the foot make contact – see yourself kick it
- Extend the leg on contact –
- Follow-through with leg – let your foot follow the ball



PUNTING

Emphasize distance before accuracy.

Teaching Cues:

Preliminary Movement:

- Bend kicking leg in preparation for kick (Raggedy Ann/Andy leg)
- Drop ball to foot – out in front away from body (it doesn't need to be set free like a bird first) (hot ball-drop it quick)

Kicking Action:

- Kick with shoelaces not toes – point toes downward
- Make contact for approximately 45 degree angle on kick (kick before it hits the ground – but away from body so it is contacted with extended leg)
- Body leans back on contact as leg is quickly straightened on contact with ball
- Watch the ball hit the foot – see yourself kick it.
- Follow through with leg – let leg follow ball – will cause you to be released from the ground



THROWING OVERHAND

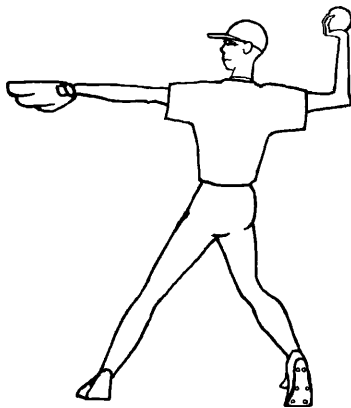
Teaching Cues: Encourage throwing hard

Preliminary simultaneous action:

- Step toward target with foot opposite throwing hand.
- Point arm of non-throwing shoulder at target.
- Open hips toward throwing side. (turn lazer beam or flashlight in belly button to side)
- Bend elbow of throwing side at least as high as the shoulder. (scarecrow)
- Ball held with cocked wrist turned away from body. (thumb facing same direction as bellybutton)

Throwing action:

- Close hips toward target as throwing arm is moving forward. (shine lazer beam or flashlight where you want the ball to go)
- Lead with the “lazer beam” and **elbow** of throwing arm. (to prevent shot-putting the ball or leading with hand in a swimming-like action)
- Snap forearm, wrist on release. (floppy wrist)
- As throwing arm is moving forward and hips are closing bring non-throwing arm back toward body.
- Follow-through with thumb of throwing hand facing downward.



Preliminary Action



*Throwing Action
Follow Through*



THROWING UNDERHAND

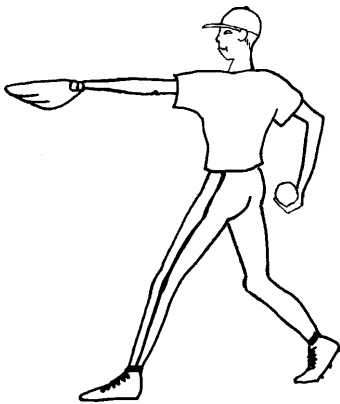
Teaching Cues:

Preliminary simultaneous action:

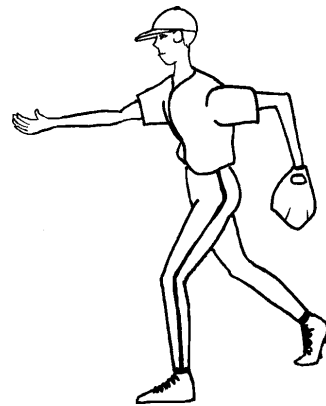
- Step toward target with foot opposite throwing hand.
- Point arm of non-throwing shoulder at target.
- Open hips toward throwing side. (turn lazer beam or flashlight in belly button to side)
- Bring throwing arm back just past knee

Throwing action:

- Close hips toward target while bring throwing arm forward.



Preliminary Action



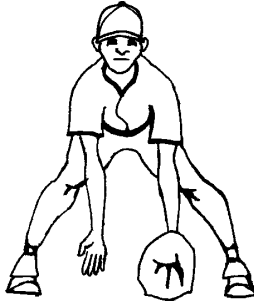
Follow Through Action



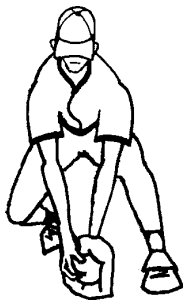
CATCHING A GROUND BALL

Teaching Cues:

- Ready Position: balls of feet; feet wide; sit position; hands between feet almost on ground (monkey)



- Shuffle feet to get body in front of ball. (monkey hop)
- If ball is too far to side a cross-step will be needed. (monkey cross)
- Pick Up Position:
 - Directly in front of belly-button (shine lazer beam on the ball)
 - Foot opposite throwing hand slightly forward to allow receiving of ball out in front where it can be seen rather than back between legs.
 - Watch ball into hands.



- Use soft hands to bring ball up to belly button on pick up (suck it up like a vacuum cleaner)
- To Throw: For right handers - move right foot in; step with left to throw



CATCHING A BALL IN THE AIR

Teaching Cues:

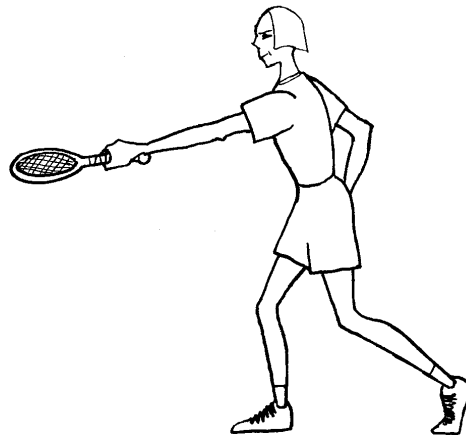
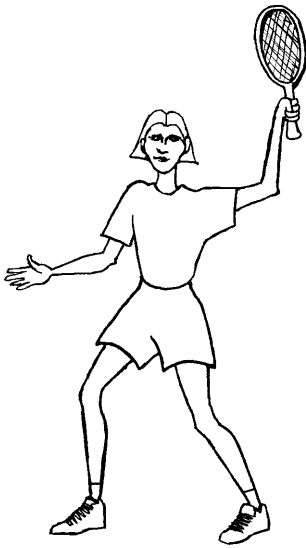
- Catch with both hands – thumbs together when ball is above waist or to the right or left. (name thumbs Bert/Ernie – Bert and Ernie play together when catching) (move hands together while pretending to move around the upper part of a big clock)
- Fingers down, thumbs apart when catching below the waist. (Bert/Ernie are still in same playground, but separated) (thumbs separate when catching the ball at 6:00)
- Extend arms to reach for the ball as it is approaching (so they can soften upon contact) and flex arms when catching. (pretend to catch an egg softly) (relate to jumping and landing on soft knees)
- Move feet to get body behind ball. (shine laser beam on the ball)
- Watch the ball into hands.



STRIKING WITH A RACKET OR PADDLE

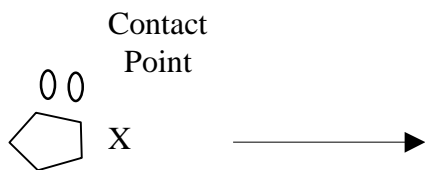
Teaching Cues:

- Step with foot opposite of striking arm.
- Open hips to side of striking arm as racket is being brought backward (turn laser beam in bellybutton to look sideways) while bringing racket all the way back
- Close hips to target on contact. (lazer beam shines on target), while watching ball hit racket
- Racket is swung forward along a full arc around the body.
- Follow through with arm



STRIKING A BALL WITH A BAT

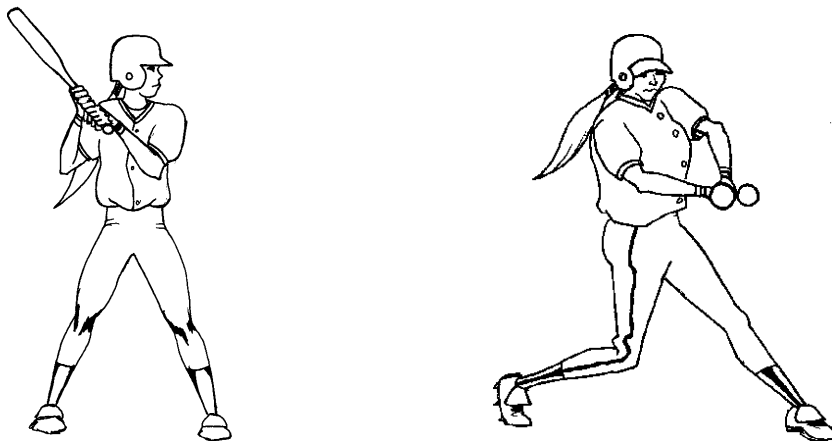
Important Note: When striking a stationary ball (off a T or suspended) it should be placed slightly **AHEAD** of the base to provide the correct contact point and avoid developing a sweeping, slow swing. Players should stand so bellybutton is looking directly over the plate **NOT ACROSS FROM THE T**.



Teaching Cues:

Preliminary Stance

- Body is perpendicular (lazer beam in bellybutton looks at the base over which the ball is to come)
- Line up **middle knuckles** of both hands (knuckles you knock on door with)-allows hands to rotate after contact – dominant hand on top (hand you write with)
- Arm in inverted “A frame” position
- Hands, together, by back shoulder, slightly away from body with front arm bent at approximately 90 degree angle. (box in front arm)
- Feet little wider than shoulder width apart – toes facing plate - knees relaxed (soft knees)



Swing:

- Take tiny soft, step toward pitcher with front foot. (reach with front foot like stepping on glass)
- Hips rotate on a **vertical axis** (not a lunge with the shoulders) toward pitcher (lazer beam turns to shine on pitcher) (throw hands and bat head to the ball – not shoulders)
- Back foot pivots on ball of foot - not coming up on toe (squash a bug with back foot; the bug will get away if you come up on your toe) (back heel faces the sky)
- Swing quickly right through the ball and around own body, under control (finish with the bat around your back) (no pirouettes) (no complete circles with body)
- Keep eyes on the ball at all times.



Following are fundamental skills children should be able to perform by the time they are 11 (adapted from *Children Moving*.(1987). Considering the tendency for children to enter specific sports at very young ages and specialize early, it is necessary for specific sport organizations to provide a wider range of activities than has been traditional in order to provide the learning opportunities necessary to develop such a wide range of skills.

Movement

Quick starts/stops
Understand general space
Understand personal space
Moving in different directions
Able to change direction quickly
Move at different levels, pathways and speeds.

Travelling

Crawling
Walking
Running
Sliding
Galloping
Skipping

Rolling

Log roll
Back shoulder roll
Front shoulder roll
Jump, land and roll

Kicking

Use proper kicking mechanics
Stationary ball
Rolling ball
Kick for distance
Kick for accuracy
Dribble forward with feet
Dribble around objects
Pass to a partner - stationary/moving
Use various parts of the foot
Defend or offence in 1-on-1 situation
Keep ball in air with self-volley
Kick to a target with a defence
Punting

Jumping

Two feet to two feet
Hop – one foot to same foot
Leap – one foot to other foot
One foot to two feet
Run and jump
Jump for distance
Rhythmic jumping – Jump rope
Jump over obstacles
Jump and turn
Jump and land softly

Balancing

On one leg
In different body shapes
Tripod
Bridge
On narrow base of support
Push, pull, lift, climb
Walk on narrow beam
Cartwheel

Throwing

Proper overhand mechanics
Proper underhand mechanics
Proper backhand mechanics
Self-toss in the air
Accuracy to stationary target
Throw for distance
To moving target
Throw while moving
Throw to target against an opponent
Jump to throw



Striking with racket or paddle

Self-toss
Bouncing ball
Against a wall
Over a net
With a partner

Bounce a Ball

Bounce and catch
Dribble two hands
Dribble one hand
Dribble while moving (change hands, speed, direction)

Long Handled implements

Striking stationary object
Striking thrown ball
Strike a self-tossed ball
Striking off a batting T
Travelling with an object
Pass to moving partner
Striking a suspended object
Striking to stationary partner
Pass and receive while moving
Travelling – dodging stationary objects
Travelling dodging moving objects

Catching

Use proper catching mechanics
Self-toss in the air
On a line from partner
Move to catch
Catch high fly balls
Catch rebound balls
Different places around body
Catch from self - bounce
Catch ground balls
Catch from a moving partner
Outmanoeuvre a defender
Intercept
Catch and throw quickly



SKILL ASSESSMENT

When assessing skills for very young children keep in mind the following:

- Assessment format should be kept as informal as possible to avoid putting stress on the child.
- Take into consideration the size of the child. Example: when throwing or kicking to targets have the assessment done from a specified number of **the child's** paces, otherwise the small child may be disadvantaged and discouraged.
- Children should be able to progress, be assessed and rewarded at their own rate.
- Progress should be acknowledged and rewarded as it occurs – not just at the end of the year in a formal ceremony.
- Emphasis should be on “technique” (performance) not just results (outcomes) – examples: speed or distance that may be a result of size rather than correct technique; “safe” (blooper) hits in ball that may result of poor mechanics while hard hit line drives with proper mechanics may be caught.

SAMPLE CHECKLISTS FOR SKILL ASSESSMENT

All sport programs should provide checklists that coaches can use to assess player skills. They can be used to inform players and parents as well provide motivation to practice in non-scheduled sport times. The checklists will provide some guidance for parents on how to play with their child at home so they get quality playtime. It is well known that children must practice and use their skills outside the scheduled sport time in order to improve enough to establish feelings of competence.

Sample checklists are provided for the following sports:

- Basketball
- Softball – included is a sample hierarchy of skills
- Ringette

HIERARCHY OF SKILLS

Every sport should have a readiness model and hierarchy of skills so that coaches and parents get a big picture of the vast amount of skill development that is required before an athlete can compete successfully at the top level.

A sample readiness model and hierarchy of skills for fastpitch softball is included, compliments of Shirley Kowalski. Basketball skills teaching progressions are provided compliments of Tim Artemenko.



PLAYER PROGRESS - BASKETBALL Date: _____

Demonstrates skill:

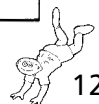
5 – all of the time; 4 – most of the time; 3 – some of the time; 2 – needs further instruction; 1 – not yet learned

Fundamental Skill	Skill Component	5	4	3	2	1
Dribbling	Dribbles with finger pad control/not off palm					
	Dribbles consistently below waist level					
	Dribbles with head up in a dribble stance					
	Can dribble length of court at full speed with head up					
	Cross-over dribble through cones-ball on outside head up					
	Can dribble with non-dominant hand					
Lay Up	Approaches basket with head up					
	Takes off on proper foot (inside foot)					
	Lays ball off backboard					
	Makes lay up after a full court dribble					
	Makes the lay up under defensive pressure					
Set Shot	Shoots primarily with one hand, off the finger pad					
	B Body balanced – “Boxer”; shooting foot slightly ahead, knees flexed, back straight					
	E Eyes focused on rim					
	E Elbow under the ball					
	F Follows through: points shooting fingers to basket					
	Puts adequate arc and spin on ball					
	Uses legs for power					
Passing	Steps forward with one foot-chest or bounce pass					
	Pushes ball forward with 2 hands, follows through – extends arms, flicks wrist, palms out, thumbs down					
	Puts back spin on ball					
	Hits team-mate accurately in the chest area					
	Bounce pass hits floor ¾ of way to team-mate					
	Leads receiver with pass					
	Can accurately pass while in motion					
Foul Shot	Lines up square to basket					
	Takes time, concentrates on rim, flexes knees					
	Elbow under ball					
	Follows through – points fingers to basket, extends elbow					
	Puts back spin on ball and arc on shot					
Defence On Ball	Solid stance – knees bent, back straight, balanced, butt down, balls of feet; “Comfort Zone”					
	Performs “step-slide” movement – side-to-side					
	Goes straight up, hands in face to defend shot					
1 Pass Away	Stay between check and basket					
2 passes away	Deny defence: hand in passing lane, see both ball and offensive person; “Pistols” (point at check and ball)					
	Helps out team-mates when offensive person gets by					
Rebounding	Demonstrates desire to go after rebounds					
	Gets in position – without getting pushed under					
	Demonstrates correct boxing out					
	Uses 2 hands to go for ball					
	Demonstrates correct outlet pass					
	Goes straight back up with shot on offensive rebounds					



ACHIEVEMENT CHECKLIST – RINGETTE

SKILL	PROGRESSION	Excellent	Good	Fair	Needs to Improve
Balance; forward	2 foot gliding				
	1 foot gliding				
	Turning on 2 feet				
	Turning on 1 foot				
	Snow queen				
	Kicking opposite leg				
	Arabesque				
Gliding/Extensions	Chair				
	V-push –2 foot side step				
	V-push –1 foot side step				
	V-pushes around rink (count step)				
	V-pushes around circuit				
Pumping (C-pushes)	V-pushes, balance drills on circles				
	2 feet, straight line				
	1 foot, straight line, on circles				
	Alternate feet, straight line only				
	Pumping with pivots and jumps (circles)				
Backward Skating	Inside pumping				
	Balance and gliding				
Pumping	2 feet, straight line				
	1 foot, straight line, on circles				
	Alternate feet, straight line only				
	Pumping with pivots and jumps (circles)				
	Inside pumping				
Stopping	Walk sideways				
	Step and push				
	One foot side stop				
Edges	Glide, weight, unweight, turn, weight				
	2 foot sculling (feet together)				
	1 foot sculling ((with support)				
	1 foot sculling (no support)				
	Forward inside edge				
	Forward outside edge				
	Backward inside edge				
	Backward outside edge				
Crossovers	At boards				
	Crossover leg lift				
	Crossover and glide (straight line)				
	Crossover and glide (circles)				
	Outside foot push, cross over (circles)				
	Chop overs				
	Run, chop, cross				
	Backward cross over start				
Ring Skills	Control – handling/protecting				
	Passing – drop, back, short, cross-ice				
	Feint/deke				
	Checking				
	Shooting – wrist shot				
Shooting – backhand					
Shooting – forehand					



SKILLS CHECKLIST – SOFTBALL

MECHANICS CHECK	always	Some times	rarely	MECHANICS CHECK	always	Some times	rarely
Catching the Ball				Fielding Ground Balls			
Above the waist – thumbs together				Ready position (monkey)			
Below the waist – thumbs apart				Move to get in front of ball (shuffle)			
Right side – glove thumb down				Get butt low on pick up			
Use both hands when possible				Pick up out in front of body			
Move feet to get in front of ball				Pick up in centre of body			
Reach to ball to absorb impact				Use soft hands to absorb impact			
Watch ball into glove				Glove side foot slightly ahead			
Catch – other hand ready to throw				Pick up rolling ball directly in front			
Catch while moving				Pick up/throw ball directly in front			
				Pick up/throw accurately			
Outfield skills				Shuffle step, pick up/throw			
Ready Pos. – arms up, balls of feet				Shuffle step, pick up/throw to target			
Move quickly to get under ball				Crossover step left or right			
Reach to absorb impact (soft hands)				Crossover step, pick up throw			
Catch with fingers up when possible				Crossover, pick up/throw to target			
Use both hands							
Bring down to throwing shoulder				Base Running			
Judging and moving to right				Running mechanics – bent arm, kick butt; high knees; lean forward			
Judging and moving to left				Run through 1 st base full speed			
Proper footwork – no ball				Move outward before rounding			
Proper footwork – hit ball				Touch inside corner of base			
				Round/jam (arms out, butt low)			
Throwing Skills				Round/jam/retreat (low, face away)			
Elbow high as shoulder				Bent leg slide			
Stride at target with glove side foot				Head first slide			
Point glove and glove side at target				Backdoor slide			
Hips open and close-open/shut door				Pop up slide			
Quick feet							
Arm at 90 degree angle				Hitting Mechanics			
Snap wrist – thumb pointing down				Grip – middle knuckles lined up			
Follow through to opposite side				Stance – across from plate			
Accurate throw at stationary target				– front elbow bent inverted V			
Throw for distance				– hands by back shoulder/away			
Throw at moving target				– knees soft			
Throw at target while moving				Stride – short, closed to pitcher			
Underhand toss (shovel throw)				Hip rotation – navel turns to pitch			
Snap throw for rundown (stationary)				– on vertical axis			
Snap throw for rundown (moving)				– finish back heel to sky (squash bug)			
Back hand throw				– swing against firm front side			
				Arm Action – hands inside ball			
				– bat head above hands			
				– use wrists to snap bat head to ball			
				– contact in FRONT of plate			
				Follow through – finish middle of back			



SAMPLE READINESS MODEL – SOFTBALL

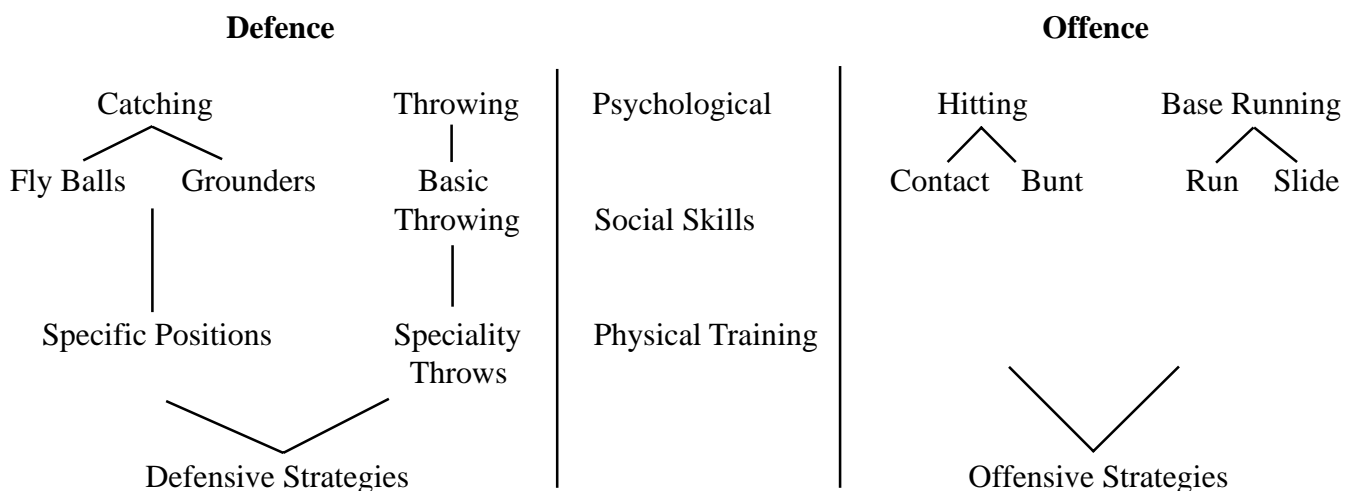
Every child, who enters softball, has the right to choose to eventually strive for excellence or to participate recreationally. That choice is taken away if a solid fundamental skill base, built by the opportunity to receive large numbers of repetitions, is not provided. Without this solid foundation, their only choice is to play recreationally – possibly with little enjoyment. The comprehensive hierarchy of skills listed in this model should help coaches and administrators appreciate the complexity of softball and the number of skills required to play it well. It should be clear that it is necessary to introduce skills and competition in a gradual progression.

PRE-REQUISITE SKILLS

** Should be developed in Beginner and Novice softball programs as well as school and home activities.

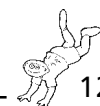
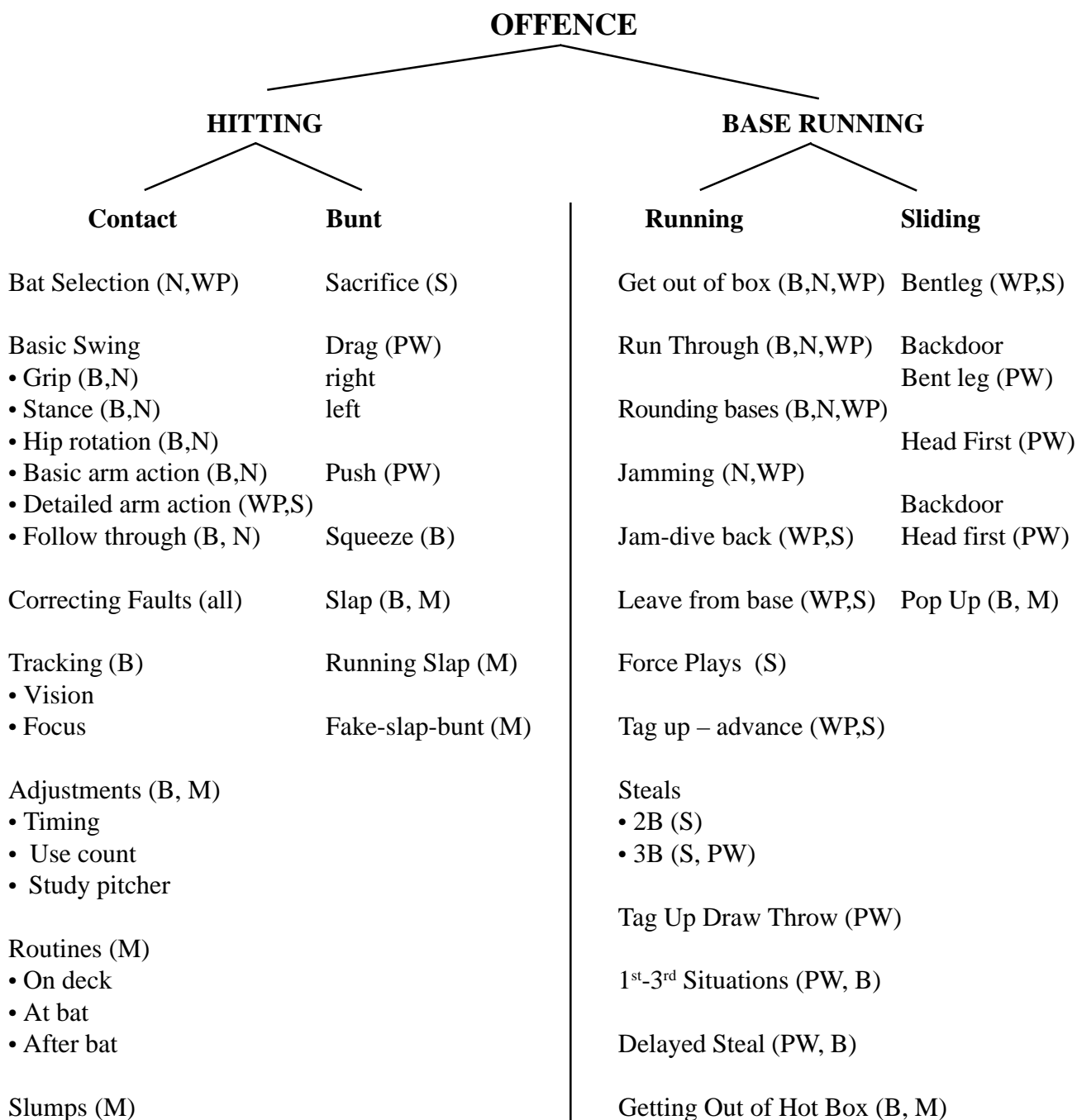
- Locomotion skills – running, skipping, hopping, jumping, galloping, rolling, crawling, leaping, cross-over
- Body awareness – evading, faking, agility
- Space awareness
 - Personal space, general space
 - Levels (high, medium, low)
 - Directions (forward, backward, sideways)
 - Pathways (straight, zig zag, curved)
- Manipulation skills – eye-hand co-ordination in receiving, sending objects, accompanying objects
- Landing – for safety when falling
- Balance and support
- Flexibility
- Effort awareness – fast, slow, quick, strong, easy
- Rotation – turns in the air and rolling
- Mimic ability
- Group interaction and co-operation
- Listening – responding to directions
- Aerobic fitness through play

SPECIFIC SOFTBALL SKILLS



SAMPLE HIERARCHY OF SKILLS – SOFTBALL

The following offensive and defensive skills shown here are intended to be taught over a period of time starting at the entry level and progressing to midget (under 19). Suggestions for the age level the skills should be introduced are included **B** – Beginner (5-6); **N** – Novice (7-8); **WP** – 9-10; **S** – Squirt – (under 12); **PW** – under 14; **B** – Bantam (under 16); **M** – Midget (under 19). Note: Ages indicating “Under” use January 1 as guideline, therefore Squirt for example, would include 12 year old players born after Jan. 1. Coaches should be flexible in introducing the skills depending on the ability level of players involved and how committed they are to practising on their own time. They should also understand that the skills must be reviewed and practised every year.



DEFENCE

THROWING

Basic Overhand

Elbow up (B, N, WP)
Open hips (B,N, WP)
Snap wrist (N, WP)
Follow through (N, WP)

Accuracy (B, N, WP)

Speed Throwing

Quickness out of glove
Throwing hard (S)

Snap Throw (PW)

Ready position
Dart throw stationary
Dart throw moving
Dart throw moving quickly

Underhand Toss

Stationary (WP)
Moving (S)

CATCHING

Flies

Ready Pos. (B)
Glove pos. (B)
Ball judgement (N)
Soft hands (WP)
Foot movement (S)
Use 2 hands (B, N)

Grounders

Ready Pos. (B)
Stationary ball (B)
Foot movement (B)
Moving ball (N)
Shuffle step (B, N)
Cross over step (N)
Soft hands (WP, S)

TEAM STRATEGY

General

Positions equally (N,WP)
Priorities (S)

Specific Defence

Bases loaded
Steals of 2B (PW)
Relays (PW)
Double play (PW)
Bunt defence
Runner at 1B (S)
• Runner a 2B (S)
• Runner at 3B (PW)
• Runner at 1 +2 (S)

Run downs (PW,B)

Defence –ball to OF (PW,B)

- Single no runners
- Single with runners
- Extra base hit
- No runners
- Runners

Runners on 1 + 3

- 1 option (PW)
- Other options (B, M)

Squeeze play (B)

Steals of 3B (B)

Cutting run at plate (B)

Runner at 3B options (M)

Defend slapper (M)

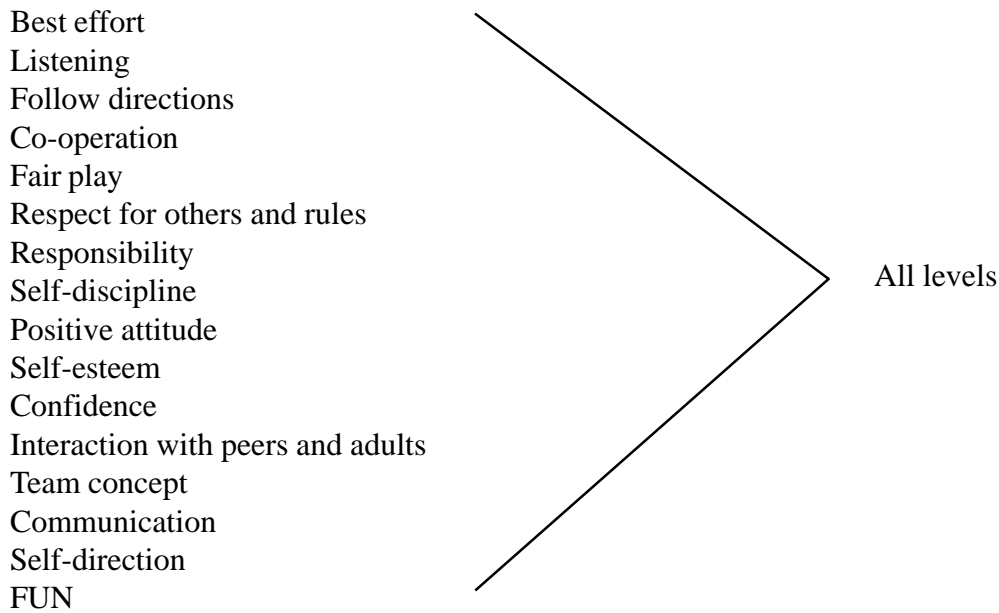


SOFTBALL DEFENCE – SPECIFIC POSITIONS

Outfield	Pitcher	Catcher	1 st Base	2 nd Base	3 rd Base	Shortstop
ready to throw (s, pw)	Introduce mechanics Components (b,n,wp)	Ready position (wp,s)	Tagging base (wp,s)	Pop ups (s)	Pop ups (s)	Pop ups (s)
Crow hop (pw)	Mechanics (wp,s,pw)	Receiving- glove pos. (wp, s)	Receiving throws (s)	Making tag at base (s)	Making tag at base (s)	Making tag at base (s)
Circling (pw)	Control (s,pw,b,m)	Framing (s, pw)	Pop ups (s)	Back hand (s,pw)	Back hand (s,pw)	Covering 2B on steal (s)
Throw to bases (s,pw)	Speed (s,pw,b)	High balls (s)	Throws to bases (s)	Range (s,pw)	Range (s,pw)	Back hand (s, pw)
Accuracy (s, pw)	Pop ups (s,pw)	Blocking balls (s)	Quick reflexes (s,pw)	Relay from RF (s,pw)	Quick reflexes (s,pw)	Range (s,pw)
Quick release (pw)	Covering H on WP (s)	Pop ups	Back hand (s,pw)	Back up throws (pw)	Back up throws (pw)	Charge and throw (s,pw)
Block rolling balls (s)	Back up bases (pw)	Holding runners (s)	Pop ups by fence (s,pw)	Double play pivot (pw)	Pop ups by fence (s,pw)	Relay from LF/CF (s,pw)
Covering (s,pw)	Double play throws (pw)	Force at H (s)	Communication – 2B/C (s,pw)	Cover 1B on DP (pw)	Field bunts (s)	Back up throws (pw)
Communication – OF and IF (s,pw)	Field bunts (s)	Throw to 2B on steal (s)	Take throw from RF (pw)	Communication with OF/1B (s,pw)	Communication with OF, C, SS (s,pw)	Communication with OF, 3B, 2B (s,pw)
Throw to relay (pw)	Change up (pw) 2 nd change up (m)	Pass ball (s)	Cover H on pass ball (pw)	Rundown (pw)	Force at 3B, throw to 1B (pw)	Double play pivot (pw)
Scoop and throw (b,m)	Drop (b)	Pass ball runner on 3B (pw)	Run down (pw)	Cover 1B on bunt (s)	Rundowns (pw)	Rundown (pw)
Hit cut off (b,m)	Reading batters (b)	Foul ball by fence (pw)	Field bunts (s)	Stretch at 1B (pw)	Fake throw (pw,b)	Cover 3B on bunt (pw)
Block out sun (pw,b)	Intentional walk (b)	Fielding bunts (pw)	Double play (pw)	Relay signals to OF (pw,b)	Cut off from LF (b)	Kneeturn/snap throw to initiate double play
Diving (b,m)	Pitch out (b)	Blocking plate (b)	Range (pw)	Field with runner distraction (b)	Cover 3B on pick-off (b)	Fake throw (pw,b)
Leadership in CF (b,m)	Rise (m)	Giving signals (pw)	Cut off (b)	Jump turn to initiate double play (b)	Squeeze play (b)	Field with runner distraction (b)
		Reading batters (b)	Stretch (b)	Knee turn/snap throw to initiate double play	Runner at 3B options (m)	Relay signals of OF (pw,b)
		Calling cut-off (b)	Pick-off (b)	Cover 1B - pickoff (b)		
		Backup 1B (b)	Squeeze play (b)			
		Throw to 1B (b)	Back up H (b)			
		Pick-off (b)	Runner 3B option (m)			
		1 st + 3 rd options (b,m)				
		Intentional walks				



PSYCHOLOGICAL AND SOCIAL SKILLS



Leadership	(S)
Goal setting	(S, PW)
Work ethic	(PW)
Commitment	(PW)
Visualization	(S, PW)
Attentional control/concentration	(B)
Focus/refocus plans	(B)
Coping strategies	(B)
Pre-competition plans	(M)
Independence	(M)



BASKETBALL SKILLS TEACHING PROGRESSIONS

** Previously taught skills are continually reinforced as players move into older age groups.

UNDER 10 YEARS OLD

Footwork

- Change of direction cuts
- Starting and stopping
- Pivoting

Shooting

- Triple threat position
- Squaring up
- Mechanics
- Set shot
- Power lay up
- One foot lay up

Ball Handling

- Getting to know the ball
- Toss and catch

Dribbling

- Experimental and static
- With movement
- Change of direction

Passing

- Chest
- Bounce
- Push

Receiving

- Funnelling
- Block and trap

UNDER 15 YEARS OLD

Individual

- Play without the ball
- Faking

Offence

- Jabbing
- Cutting
- Fading and flaring
- Curling
- Screening
- Posting
- Give and go
- Screen and roll
- Pass and follow
- Penetrate and pass
- Back door cut
- Floor balance
- Reversal of the ball

Defence

- On the ball
- Denial and help
- Funnelling
- Blocking out
- Leading cutters
- Jumping to the ball
- Back door
- Screen on the ball
- Screen off the ball
- Concepts
- Man principles
- Help side
- Ball side

Transition

- Offence and defence
- 2 on 1
- 3 on 2
- Rebound
- Made field goals

Special Situations

- Inbounds

UNDER 18 YEARS OLD

Individual

- Positional play
- Running the court

Offence

- Double teams
- Triangle play
- Manoeuvres with post
- Man systems
- Zone systems

Defence

- Post play
- Shot contesting
- Coverdowns
- Closeouts
- Help fill the gap
- Exchange
- Doubling
- Pressing
- Zone principles

Transition

- Made and missed field throws
- By rule and concept

Special Situations

- Jump ball
- Last second plays
- Free throws
- Delay game

Tim Artemenko

