

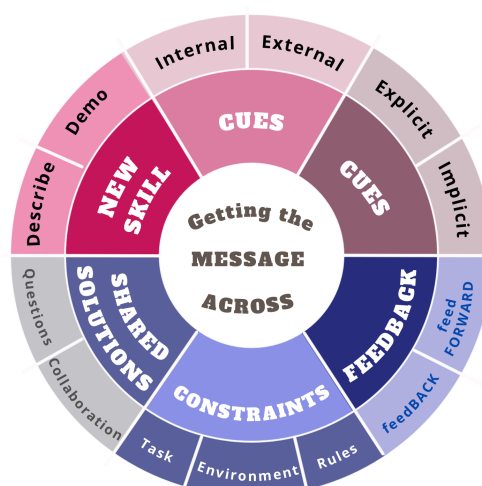
# Getting the message across

## ***What you will find***

The graphic provides different ways to think about instructional strategies. The top half of the circle shows that there is a time to talk about a skill in some detail (*new skill* or *revisit an old skill*). This contrasts with what coaches say (*cues*) in the moment just prior to executing a skill.

In the bottom half of the circle, two segments '*shared solutions*' and '*feedback*' indicate there are different ways to debrief a skill.

Athletes progress in the acquisition of skills under the influence of *constraints*. Constraints are conditions that eliminate certain possibilities for action. For example, modifying playing equipment for kids may eliminate the barriers that adult sized equipment might impose.



**Instructional Strategies**

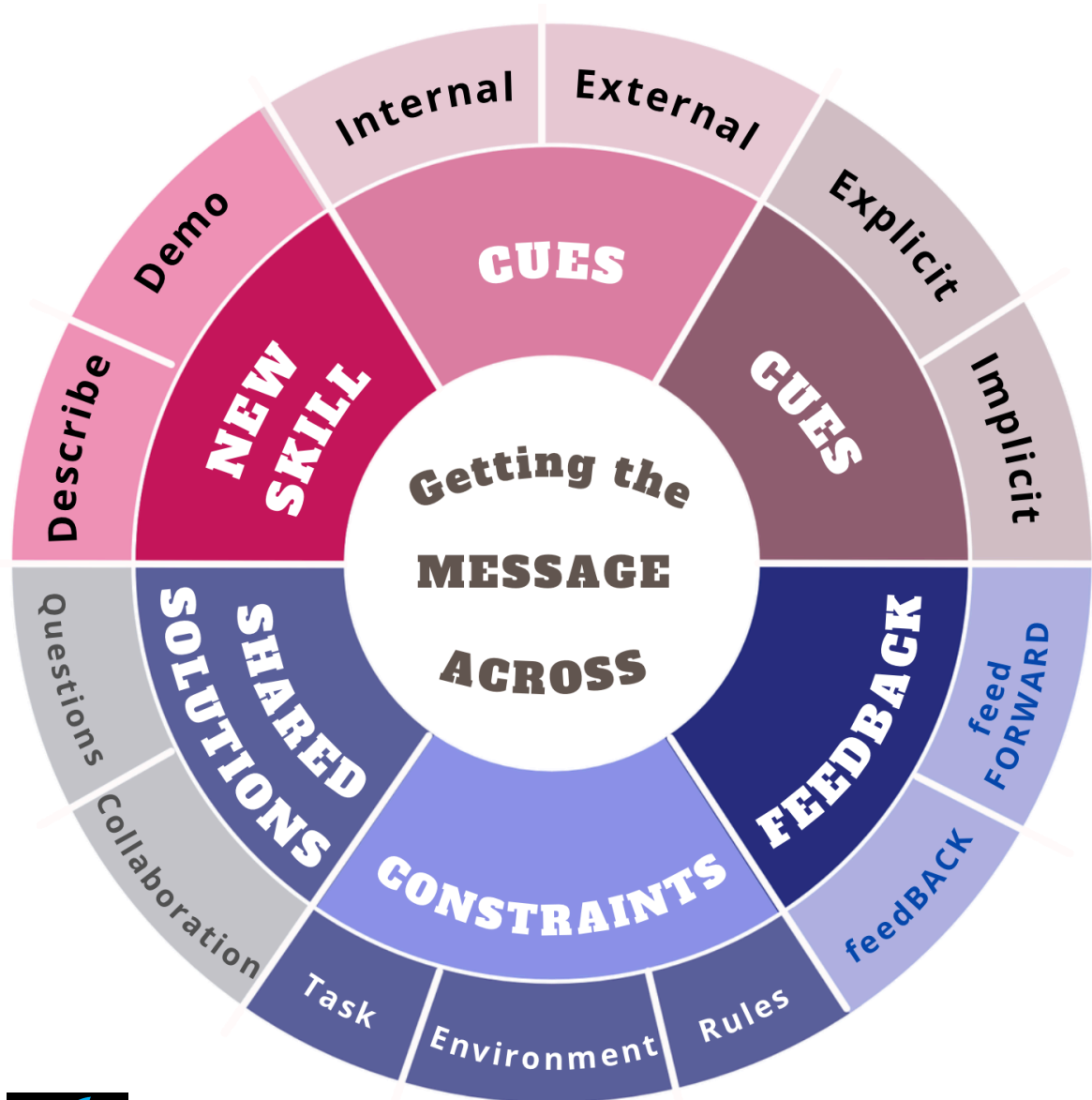
## ***Resources for coaches and officials***

The resources below are provided for non-commercial use by people developing sport education programs/frameworks.

Gene Schembri

Don't forget to visit: [coachdev.org](http://coachdev.org)





## Instructional Strategies