Correction Strategies

The ability to teach, see, and correct must be practiced and refined with time and exposure. Being able to identify the points of performance and associated faults is one of the first steps on the path to a successful coaching career.

The following exercise references “Roundtable Discussion: The Nine Foundational Movement One-Sheets” and builds off of the exercise done in Worksheet 5.

This exercise is designed to run for one hour. Coaches will need a pen and paper to complete the exercise. The facilitator will need to make sure a whiteboard and printed copies of the Nine Foundational Movement One-Sheets are available. Additionally, prior to the start of the workshop, the facilitator should write up each of the nine foundational movements on a whiteboard with enough space to write below each movement.

Facilitator’s Guidance and Timeline

:00–:05 Welcome and Purpose

• Present your team with an overview of what they will be doing today: completing a professional development exercise by watching a video and collaborating in a discussion to develop multiple correction strategies for various faults associated with the primary points of performance.

:05–:10 Review the Nine Foundational Movement One-Sheets

• Allow trainers time to individually review the list of faults for each of the nine foundational movements.
• Ask each trainer to select one of the nine foundational movements and write down the primary points of performance and the associated faults on a piece of paper or whiteboard.

:10–:30 Fault Demo and Identification

• Have each trainer demonstrate EACH of the faults associated with the movement they selected to the group. The group should try to identify the specific fault the trainer is demonstrating.
• Work with each trainer to ensure the fault demonstrated is clear and identifiable to the group.
• Continue through the group having each trainer demonstrate the faults associated with the movement they selected.

:30–:40 Develop Correction Strategies

• Have each trainer take 10 minutes to develop two verbal cues, two visual cues, and two tactile cues for EACH of the faults associated with the movement they selected.
• Remind trainers to develop short, direct, and actionable cues that focus on specific body parts and identify what is out of place.

:40–:55 Share and Discuss Correction Strategies

• Have each trainer present each of the cues they developed. Discuss as a group.

:55–:60 Recap

• Go around the room and ask each coach to give one takeaway from this exercise.