

FRESHMEAT Learning program

Program name	East Coast Derby Dolls Freshmeat learning program
Purpose	To prepare ECDD skaters to pass WFTDA minimum skills and move into full-contact training at Rookie/Well-Done level.
Program outcomes	<ul style="list-style-type: none"> • Skaters (Learners) will be safe, will acquire basic skating skills, will be trained to the endurance, strength, speed and agility competency required to participate with full-contact, bouting skaters in Rookie/Well-Done level training sessions. • Skaters will acquire NSO and beginner game rules and strategy • Skaters will be empowered to move into Rookie/Well-Done level to train as a bouting skater or as a Referee. • Skaters will have the stability, strength and exhibit practical and written evidence of fulfilling the WFTDA minimum skills.
Competency standards / Benchmark	WFTDA minimum skills and ECDD standards
Pre-requisites	<ul style="list-style-type: none"> • ECDD membership and skaters Insurance (within 4 weeks of beginning program). • BASIC roller skating ability* (please see page 2)
Delivery mode	Practical
Program duration (total)	12 weeks + 1 week cumulative assessment
Assessment	<ul style="list-style-type: none"> • Minimum skills practical assessment at Week 13 • Rules written test at Week 13 • Progressive assessment at weeks 4 and 8
Number of learners	1-30
Venue and equipment required	<ul style="list-style-type: none"> • Runaway Bay Indoor Sports Centre • Assessment sheets and training resources (whistles, stopwatches, cones, track etc) • ECDD Rules and Regulations
Program administration and assessment	ECDD Training Coordinator, ECDD Head Coach, ECDD Freshmeat Coaches, ECDD President, ECDD Executive Committee
Program reporting	ECDD Training Coordinator, ECDD Head Coach, ECDD Freshmeat Coaches

IMPORTANT NOTES FOR LEARNERS ABOUT THE PROGRAM

- This program is intended for learners who have BASIC roller skating ability (can stand up and balance on skates, can move in forwards motion in skates). Though ECDD warmly welcome learners with no previous roller skating experience, they are recommended to gain some confidence on roller skates prior to beginning the Freshmeat program. Those who are beginning at 'zero skating level' are recommended to attend 'Learn to Skate' classes at a local recreational centre or rink OR spend a few weeks in pre-freshmeat practice with ECDD*.
- This 12 week program is designed to cover skills and knowledge a skater will need to prepare them for roller derby training at full contact level (Rookie/Well Dones). This does not mean that the skater will necessarily be ready and cleared to move up a training level after completion of the 12 week program.
- In order to progress to the next level, learners must pass all assessment criteria (which can be found in the ECDD Skater's Assessment Handbook) AND be cleared for progression by all stakeholders indicated on the previous page under 'program administration and assessment'. Skaters' skill level, knowledge and general attitude towards training and club culture will all be taken into consideration before being cleared for progression.
- Learners who do not pass their final assessment at the end of the program cycle will be required to repeat the program to consolidate and improve their skills and knowledge. Skaters will be assessed again at the end of the program cycle in final assessment week (week 13). Skaters may only be assessed for progression at the end of each program cycle (week 13). Skaters may not be assessed for progression mid-way through a program cycle.
- The more work the learner puts in, the better their chance of progression. This means that those skaters who make all the training sessions in the 12 week program, challenge themselves physically during drills, concentrate on developing their skills, work on developing their endurance and strength outside training sessions and study all the assigned homework, are likely to progress to the next training level at a faster rate than those skaters who skip sessions, don't study the rules of roller derby and don't push themselves out of their comfort zone at training. In short – you get out of it what you put in.

IMPORTANT NOTES FOR COACHES

- The following program should be used as a guide to planning well-structured, challenging and fun training sessions.
- 'Suggested Drills' are suggestions only – you are free to coach drills of your own choice as long as they fit the overall focus, content and learning outcomes of the session.
- Each week reflects 2 sessions (2 hours per session) of content.
- Coaches are encouraged to assess skaters on an ongoing, individual basis, communicate frequently with learners about their progress and make notes as necessary on those skaters requiring extra support.

**Pre-freshmeat practice is an option available to learners who are beginning with zero skating experience. These learners are invited to attend ECDD training session times and use this time to 'find their feet' on-skates by using a designated space to simply practice skating. Learners will not be given direct instruction or coaching in how to roller skate, but rather, the space to practice standing up and moving around on skates. For learners wishing to receive direct instruction on how to roller skate, they are recommended to attend 'Learn to Skate' classes, which are conducted at Epic Skate Rink in South Tweed Heads.*

LEARNING PROGRAM CONTENT

Week	Overall Focus	Duration	Learning Outcomes:	Content	Suggested Drills	Skaters' Homework	Resources
1	Basic Skating Skills Stride, Standing and Stepping	240 min (2 sessions)	<i>Learners may:</i> Acquire basic skating skills Learn about stability and recovery Learn and perform basic stops and falls Learn about correct stride Learn about track boundaries Learn about wheel edges and how to stand and step Learn about pacelines	Derby stance Sticky skating T stops & plows Double knee fall Safe recovery (getting down and getting up) Endurance introduction Single knee fall / tap 4 point fall Correct stride Standing, stepping and using edges of wheels Paceline introduction	Emphasis is on basic skill introduction Suicides Stepping on whistle watching the coach Last in line Lap the line	Roller Derby 101 NSO roles	Cones Whistle

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2	Balance and Weaving Pack Awareness and Walls	240 min (2 sessions)	<i>Learners may:</i> Glide on one foot Consolidate paceline knowledge Learn about pack definition Gain basic understanding of pack awareness – i.e. head turning, looking around Learn and perform basic wall formation (four across, hips in line)	Balancing on one foot for 30 seconds Gliding on one foot Stepping grapevine Sticky skating Skating in a pack Weaving in a paceline Speed training with emphasis on crossover technique Pack awareness Walls Waterfalling	One foot glides around the track Stepping on whistle (crab walking) Skating in a pack on the track, holding up numbers. Playing catch in a pack Weaving pacelines (solo), Paceline with buddy- last in line, lap the line Quick feet drill Squeezebox	Pack definition: What is - No pack, pack is here, out of play, pack destruction. Target zones Blocking zones	Balls for catch Whistle Skater Assessment Profiles

Week	Overall Focus	Duration	Learning Outcomes:	Content	Suggested Drills	Skaters' Homework	Resources
3	Jumping and Hopping Backwards Skating and Quick Cuts	240 min (2 sessions)	<i>Learners may:</i> Perform basic Jumping and hopping on skates Begin to practise beginner backwards skating technique Learn and perform basic recovery techniques – knee falls to knee taps Perform beginner C-turns	Jammer and pivot roles Jumping and hopping over cones Paired pacelines Transitions Backwards skating C-turning and quick cutting Knee taps	Obstacle Course with jumps and hops Sliding Doors (double paceline race to the front through middle of paceline) Pushes and pulls Quick taps/recovery on the whistle	Whistles – what do they mean? Blocking penalties: high block, low block, forearms, back blocking, blocking with the head, etc.	Cones Helmet covers Whistle Cones Whistle
4	Starts and Speed Control Proximity	240 min (2 sessions)	<i>Learners may:</i> Be aware of toe-stops and begin to understand how to use them effectively Develop speed control in packs and pacelines Develop effective weaving technique Skate and perform actions in close proximity with other skaters	Getting low and leaning forwards on the 'edge of comfort zone' Toe stop starts Duck running Weaving between cones Plowing, knee tapping and t-stopping in a pack Stopping in walls, transitioning in walls Strength and endurance	Jammer start races Obstacle course race Relays Squeezebox Stopping in front of partner Stopping before reaching partner Walls – transitions and stops Shopping trollies	Referee signals Engagement Zone	Whistle Balls Tape for making lanes Cones Whistle

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5	REVISION WEEK <u>PROGRESSIVE ASSESSMENT</u>	240 min (2 sessions)	<p>Learners may be able to:</p> <p>Demonstrate developing knowledge of correct stance, stride, stops and falls, stepping, gliding and standing, as well as basic ability to skate in a pack and a paceline.</p> <p>Developing execution of a c-turn, weave through cones, jump and hop, and be able to comfortably wall with a partner and be developing crossovers during speed.</p>	Jumping and hopping Glides Cutting from one side of the track to another/weaving Backwards skating Stops and falls Speed control Walls	Stopping on whistle Musical stops Weaving pacelines Passing ball through paceline Obstacle course Squeezebox	Penalty box Cut track and skating out of bounds penalties	Balls Whistle Assessment Sheets

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6	Beginner Contact Speed control and stops within a pack and when positional blocking	240 min (2 sessions)	<i>Leaners may:</i> Be developing basic positional blocking skills Be developing basic hitting skills (shoulder and hip checks) Be able to safely receive blocks Be developing wall work and be developing an understanding of pack definition Use stops at a brisk pace and in proximity to other skaters Understand track boundaries and legal re-entry to the track Have developing knowledge of cutting and skating out of bounds penalties	Hitting and target zones Hip and shoulder checks How to receive hits – appropriate stance and stability Pack definition Walls Stopping at a brisk pace Positional blocking: using proximity to plow stop and slow down another skater Blocking opposition skater out over the line Cutting and skating out of bounds penalties	Basic hits Squeezebox Blocker's alley (hip checks / positional only) Blocker's Alley (positional) Fight for the front Minefield	WFTDA Rules book	Whistle Cones Track

Week	Overall Focus	Duration	Learning Outcomes:	Content	Suggested Drills	Skaters' Homework	Resources
7	Transitions and Backwards Skating Whips and Assists	240 min (2 sessions)	<i>Learners may:</i> Be more confident in backwards skating technique Show increased agility, building towards 360 turns and transition stops Show basic knowledge of correct assisting techniques Be developing skills in blocking in pairs Have knowledge of penalties associated with assists	Backwards skating Transition stops at speed Backwards paceline Roles of the pivot, jammer and blockers (scrimmage scenario) Whips, assists and pushes (stopped assist penalties) Blocking in pairs Truck and trailer Hammer and nail Timing of hits Location of hits on track (directional penalties)	Backwards paceline with weaving Reverse fire drill Human obstacle course Burpees Green light/red light Obstacle course with a 'sit down' like a penalty box Four Corners Endless jammer Fight for the front	WFTDA Rules book	Balls for catch Deck of cards Whistle Cones Helmet covers

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8	REVISION WEEK <u>PROGRESSIVE ASSESSMENT</u>	240 min (2 sessions)	<p><i>Learners may be able to:</i></p> <p>Demonstrate developing knowledge of correct stance, stride, stops and falls, stepping, gliding and standing as well as basic ability to skate in a pack and a paceline.</p> <p>Execute a c-turn, weave through cones, jump and hop, and be able to comfortably wall with a partner and be developing crossovers during speed.</p> <p>Skate safely within a pack and wall in close proximity to other skaters, execute basic blocks and be developing the ability to effectively positionally block.</p> <p>Be familiar with track boundaries, be able to stop safely and at speed within a pack, skate backwards at a reasonable pace, be developing understanding of their role within a pack and have developing pack awareness, demonstrate effective assists and be developing an understanding of pack definition.</p>		Scrimmage scenarios Obstacle courses Relays Walls Packwork	WFTDA Rules book	Cones Helmet covers Whistles Track Assessment Profiles

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9	Pack Awareness, Wall Formations Communication on Track	240 min (2 sessions)	<i>Learners may:</i> Communicate and work with others in a pack Navigate sudden obstacles within a pack Define a pack Demonstrate correct penalty box entry Show awareness of others in the pack (within their own team and opposition). Have a developing understanding of various wall formations and be able to form walls on command with relative speed.	Pack definition revision Quick feet, jumps and hops – obstacle course with different cones closer together More walls and waterfalls Knee taps – one after the other Quick cuts Jumps and hops, including lateral hops Hockey stops and power slides Shuffles and quick steps Hip & body checks Walls formations (tripod, box etc)	Minefield 27/5 in a pack Beginners scrimmage Two-point touch Quick feet Elevator doors Four Corners Clocks and flowers	WFTDA Rules book	Cones Helmet covers Whistle Track

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10	Starts and Speed Control Backwards blocking and bracing	240 min (2 sessions)	<i>Learners may:</i> Execute explosive starts (toe stop running or duck runs) Demonstrate speed control in a pack Begin to understand timing and effectiveness of various hits Begin to develop backwards blocking and bracing techniques	Explosive starts Basic jam starts – what to do on the line Jammer speed control coming up to the back of the pack Weaving between cones – 10 cones along straightaway and into apex Shoulder checks, can openers introduction Backwards blocking Backwards assists: braces and whips Timing and effectiveness of hits (using the track to your advantage) Bracing walls	Jammer start races Obstacle course race Endless jammer Backwards bracing in walls Backwards blocking one on one	WFTDA Rules book	Cones Whistle

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11	Making and Breaking Walls	240 min (2 sessions)	<p><i>Learners may:</i></p> <p>Be Developing an ability to create effective walls</p> <p>Be Developing an ability to jam against and break braced walls</p>	<p>Explosive starts</p> <p>Pushes and pulls</p> <p>10 minute speed in pack</p> <p>Strength training</p> <p>Sweeping walls</p> <p>Pushing out of bounds</p> <p>Jammer training</p> <p>Wall breaking</p>	Scrimmage scenarios	WFTDA Rules book	<p>Cones</p> <p>Whistle</p> <p>Helmet covers</p> <p>Track</p>

Week	Overall Focus	Duration	Learning Outcomes:	Content	Suggested Drills	Skaters' Homework	Resources
12	REVISION WEEK <u>PROGRESSIVE ASSESSMENT</u>	240 min (2 sessions)	<p>Learners may be able to:</p> <p>Demonstrate developing knowledge of correct stance, stride, stops and falls, stepping, gliding and standing as well as basic ability to skate in a pack and a paceline.</p> <p>Execute a c-turn, weave through cones, jump and hop, and be able to comfortably wall with a partner and be developing crossovers during speed.</p> <p>Skate safely within a pack and wall in close proximity to other skaters, execute basic blocks and be developing the ability to effectively positionally block.</p> <p>Be familiar with track boundaries, be able to stop safely and at speed within a pack, skate backwards at a reasonable pace, be developing understanding of their role within a pack and have developing pack awareness, demonstrate effective assists and be developing an understanding of pack definition.</p> <p>Demonstrate developing knowledge of speed control, safety within an advanced pack, transitions, stability in walls, and stable ability to give assists.</p>		Beginner scrimmage Obstacle courses Relays Walls Packwork	WFTDA Rules book	Cones Helmet covers Whistles Track Assessment Profiles
	ASSESSMENT WEEK	240 min (2 sessions)	Skaters may be able to consolidate their knowledge of all skills learned and required for passing WFTDA Minimum Skills.	Minimum Skills Assessment	Beginner scrimmage Obstacle courses Relays Walls Packwork	WFTDA Rules Test	Cones Helmet covers Whistles Track Assessment Sheets