

Drills .. A Possible Sequence



Russell Parsons, OAM, ATFCA4
North West Athletics
2/72 Hopwood Street
ECHUCA, 3564
Ph/Fax: 03-54-801-705
Email: nwa@inet.net.au
Web: www.nwaswimaths.com

Self-esteem

An outline of a presentation to primary teachers in Bendigo, 2001

A fundamental aim of a drills program is:

- to enhance student self-esteem through progressive skill acquisition outside the scope of the known pecking order(s) of sports performance young people love the challenge of learning new things, and being able to **demonstrate** to the people they care about (parents, siblings, friends, you) that *they can do it*.

The precise drills and progressions will be determined by your group, their experience, their preparedness, and their rate of skill acquisition. and your enthusiasm.

The *Speed is a Skill* program (now called *Speed is the Key*) offers the youngsters a sequence of skills to confront ... drills can be introduced in a specialist session, or as part of the preparation for another activity or game (e.g. 5-10 minutes of drills / movement skills instead of the “traditional” jog a lap and static stretch).

It is important to repeatedly relate drills to specific sports .. where do they fit in? .. consult the *Why Drills* handout .. that is, justify the skill acquisition that you are programming (video / demonstration).

In general, no more than two (2) new drills per session.

Do not compromise on quality of performance ... expect nothing less than the best the students are capable of offering: **ONLY Plenty of Perfect Practice Produces Professional Performances.**

Session

- 1 A-Skip ... Fast Claw
- 2 Review: A-Skip .. A- Walk .. Fast Claw
Butt Kicks .. Right / Left / Alternating
- 3 Review
Fast Leg (Right / Left / Alternating) .. Double A's .. Triple A's
- 4 Review
Assessment / Evaluation .. certificates
Combinations: Fast Leg – Butt Kick (Right / Left / Alternating)

An eyeful is better than a mouthful

Video and/or student demonstration: today and the **Drills to Enhance Speed video** are an excellent starting point

A “**Speed is a Skill**” program outline is available; 10 sessions. Can serve as a model.

By now you are under way and determining your own progression; but, be patient .. don't rush .. quality is more important than quantity.

You only need to be one or two sessions ahead of the students, and getting through the first few sessions is the hard part .. here's where your demonstrators come in.

Remember, the students do not want you to show them that you are better than them ... they want you to provide an environment in which they can develop their skills.

Do this, and every night you will be dinner table conversation, reported the way you would like to be reported.

The video: *Drills to Enhance Speed* (Noel Dillon) is an excellent starting point; support resources abound and I encourage you to explore them .. use them.

There are several basic drills and the video will introduce you to some of them:

A-Skip
Ankling
Butt Kicks
Fast Claw
Fast Leg
Combinations

Double A's
Straight Leg Shuffle
Straight Leg Bounding
Straight Leg Bounding / Fast Leg

There are literally hundreds of drills;
more than you would ever use / could ever use in any semester / year / or longer.

In each case there are progressions that can be applied, e.g. hands on hips (take the arms out of the game); hands on head; right leg; left leg; alternating ... you will find your own strategies to introduce drills, but remember the aim is an enhancement of student self-esteem based on progression and success.

I have seen many, many young people who cannot run fast, but have encountered no student who could not learn to drill efficiently ... unfortunately, I have met a number of teachers who simply lacked the courage or foresight to try something new (although this is not new).

Speak to .. reinforce .. recognise .. reward .. the endeavour and achievement (progression) of **every** student, **every** lesson.

Let there be no doubt:

Your preparation, enthusiasm and sincerity will determine student response

ALWAYS use the **same cues** ... one of the biggest errors in teaching kids new skills is exposing them to a multitude of different cues ... be **consistent**: Examples:

Athletics / Movement Skills: A-Skip: *“Toe Up, Heel Up, Knee Up .. step over the knee of the support leg”* **Swimming:** Breaststroke Timing .. *“Hands Together .. Heels Apart”*
Streamline B-R Kick on Back: *Head Back – Hips Up – Toes Up*

Variation is important in the presentation of the program, but **consistency** is a vital element in the application of the program.

ALWAYS finish each session with a consolidation of what has been learnt .. the complete process (the Part-Part-Whole Method).

Other skills: Running-the-Boards
Seated Arm Drill
Coach Command Drills .. you know the muscles have the correct memory when the youngster can change immediately to another drill in response to your command.
Starts .. procedure (again consistency is vital) .. empower the students (Every (repeat, every) student should be **compelled** to learn a crouch start .. they want to; it is a new skill for many; is it the teachers who are reluctant?)

Muscles have Memory ... we learn correct movements just as easily as incorrect movements: **so, why not learn the right way, from the outset.**

***50 repetitions will establish a habit
but, it can take 10,000 repetitions to change that habit***

The program works .. with patience and an open mind, you will learn to work the program, and, the students will appreciate your efforts.

I often say to the young athletes I work with ... *Let the difference in you be observable .. seek to enhance your skills .. seek to progress and learn something that those who are not with us are not capable of.*