

THIS IS ROLLER DERBY

WFTDA
ROLLER DERBY



photo: Atreyu courtesy of WFTDA

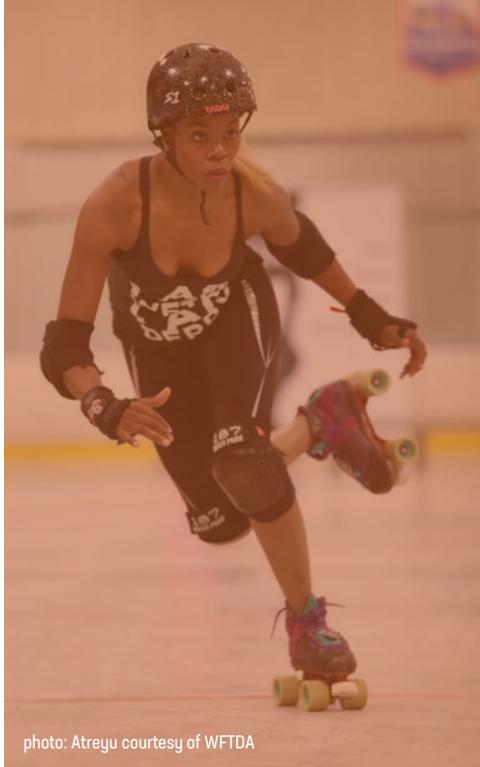


photo: Atreyu courtesy of WFTDA



photo: Anja Wettergren



photo: Anja Wettergren



photo: Anja Wettergren



photo: Sam Kelly Photography

Contents

Principles of The Curriculum	6
Participant-Centered Approach	7
The Curriculum	14
How to Use This Curriculum	15
Development Stages	20
Introduction	21
Exploration	24
Development	27
Proficiency	30
References & Acknowledgements	33

Additional resources to support the curriculum are available from WFTDA.com

KEY ROLES REFERENCED IN THIS DOCUMENT

Participant: Anyone engaging in the sport of roller derby in any capacity.

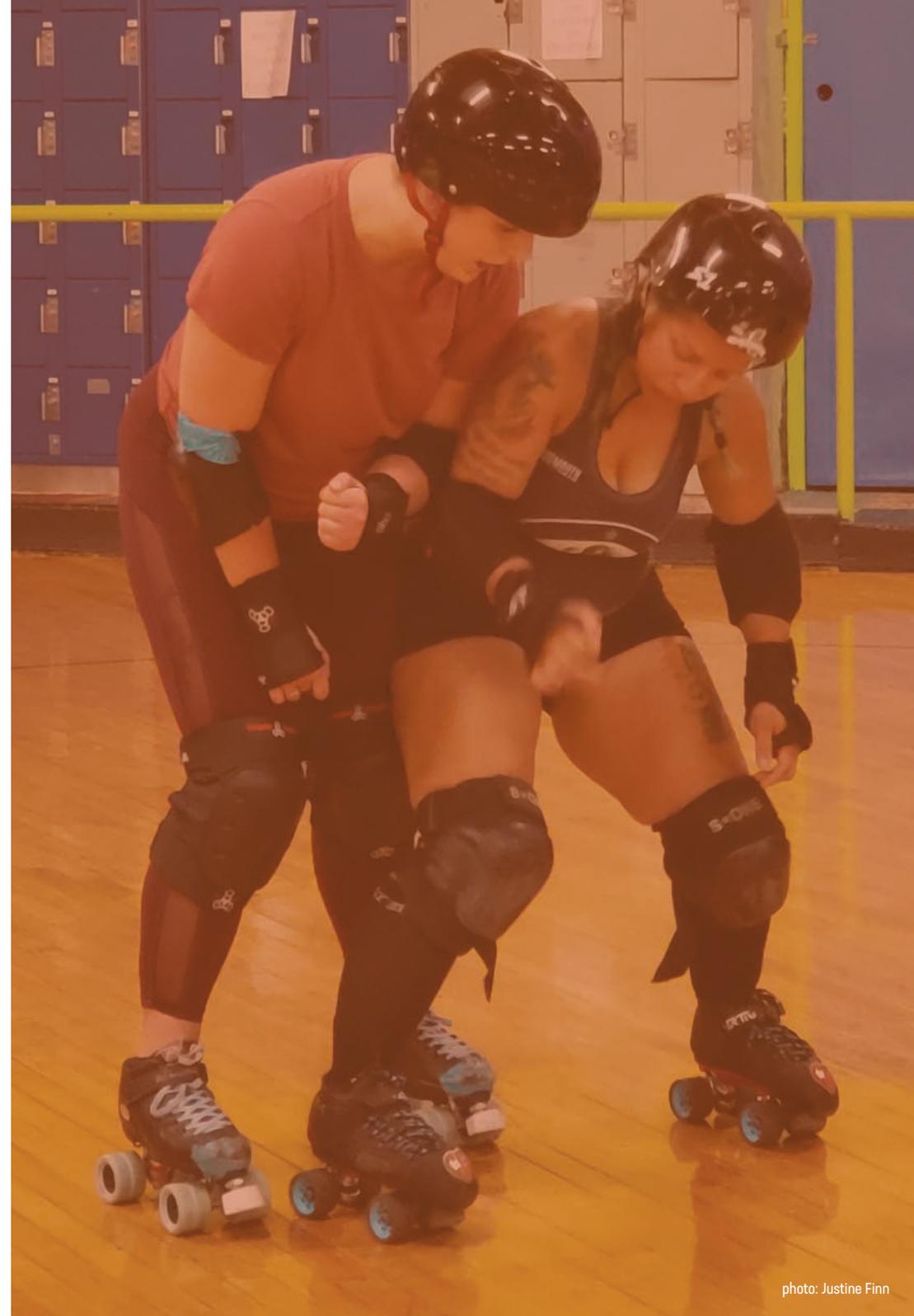
Skater: Anyone on skates while engaging in roller derby (Player or Skating Official)

Player: A skater who plays the game of roller derby

Coach / Trainer: Person who teaches skills, tactics, and gameplay.

Skating Official: Skater responsible for assessing and enforcing penalties.

Non-Skating Official: Non-skaters who perform a range of non-skating roles to ensure the smooth running of a roller derby game.





A foundation curriculum for introducing new participants to roller derby.



Supported by research and focused on a safe and holistic introduction to roller derby play.



Recommendations of good practices to support leagues in developing beginner programs for skaters and officials.

When bringing new participants into the sport, the WFTDA recommends that participants engage in roller derby at their level rather than limiting participation to one version of roller derby gameplay.

This curriculum creates opportunities for learning, play and engagement at every level, without focusing on defined timelines for successful completion. It provides progression pathways to set participants up for success and is flexible and adaptable to different contexts and circumstances.

Leagues can decide on coaching, testing, or selection processes, based on their own needs and context. The WFTDA supports leagues by providing a consistent structure, resources for coaching based on good practice, and supports participants by providing a clear view of their development path.

THIS GUIDE PROVIDES

- recommendations for how to develop and bring new participants into the sport;
- a curriculum for developing progression and a clear understanding of different levels of skills that promote early contact and gameplay in a safe environment;
- guidance on assessing game level readiness.

Please note: The WFTDA is NOT setting baseline skills for entering into a WFTDA sanctioned game. Safe skill recommendations for playing roller derby are now included in the *WFTDA Risk Management Guidelines*.

WFTDA MEMBER LEAGUES' RESPONSIBILITIES



Creating a program that works for them



Identifying appropriate level opponents that match what derby looks like on their level



Making a decision for when a participant is eligible for gameplay



Training policies and procedures (e.g., coach/team selection, return to contact play, etc.)



Supporting their coaches and training staff



Principles of this curriculum

ONE SIZE DOES NOT FIT ALL

Derby looks different at different levels of the game and for different bodies, roles, and participants.

GAMEPLAY AT EVERY LEVEL

The WFTDA recognizes that every skater and official progresses at their own pace. This should not be a barrier to participation in the game of roller derby.

ROLLER DERBY IS A SAFE SPACE

Roller derby should be a safe space for participants to train and build a love for sport. Participants should feel confident that they can be themselves and also know that their coaches are mitigating injury through dynamic risk assessments and safe coaching.

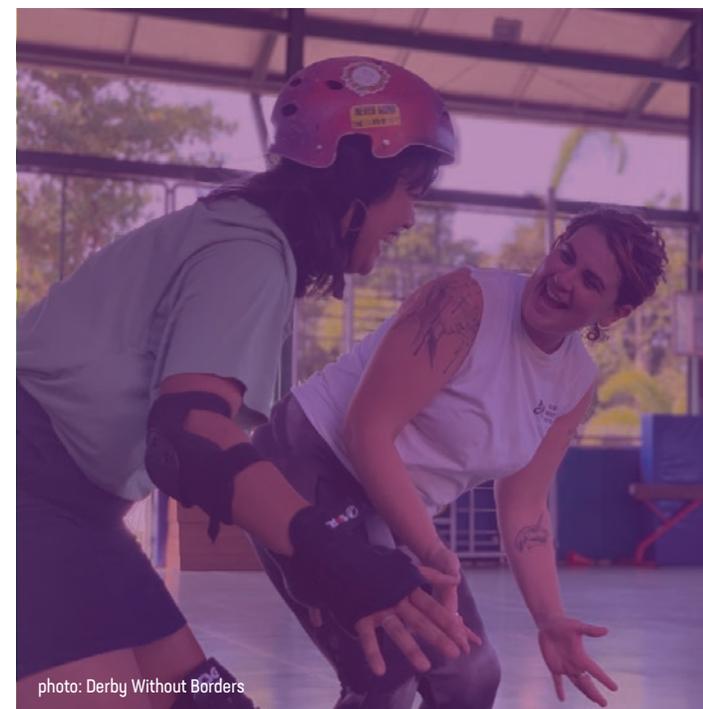
WE PLAY ONE GAME, WE TRAIN ONE GAME

We are a community that learns, works, and plays together. All participants are part of the training environment, whatever their role.

Participant-centered approach

A participant-centered approach means we coach people, not sport.

- ✓ We focus on listening to individuals, providing clear information for them, and creating a safe environment for people to take part.
- ✓ We understand the varying needs, expectations, and aspirations of participants coming into roller derby.
- ✓ We support participants to develop their ability to self-assess and plan their progression. In this way, they can take responsibility for their own success.
- ✓ We make space for adaptation and exploration rather than prescribing outcomes. The coach is not the sole source of knowledge.
- ✓ We look at the whole participant rather than at component parts or skills.
- ✓ We create in safe spaces.



This approach increases participant engagement in their training and leads toward a more positive experience for both coaches and participants.



How do we build safe spaces?

Assessments and progression are **built on conversations** rather than tests.

Participants have the **space to fail and the support to try again.**

Coaches and trainers are **intentionally inclusive** and are aware of their language and biases.

Participants are **set up for success** and are not “thrown in the deep end”.

Development pathways are clear and change and choices are transparent.

Achievements are celebrated.

Participant-centered development

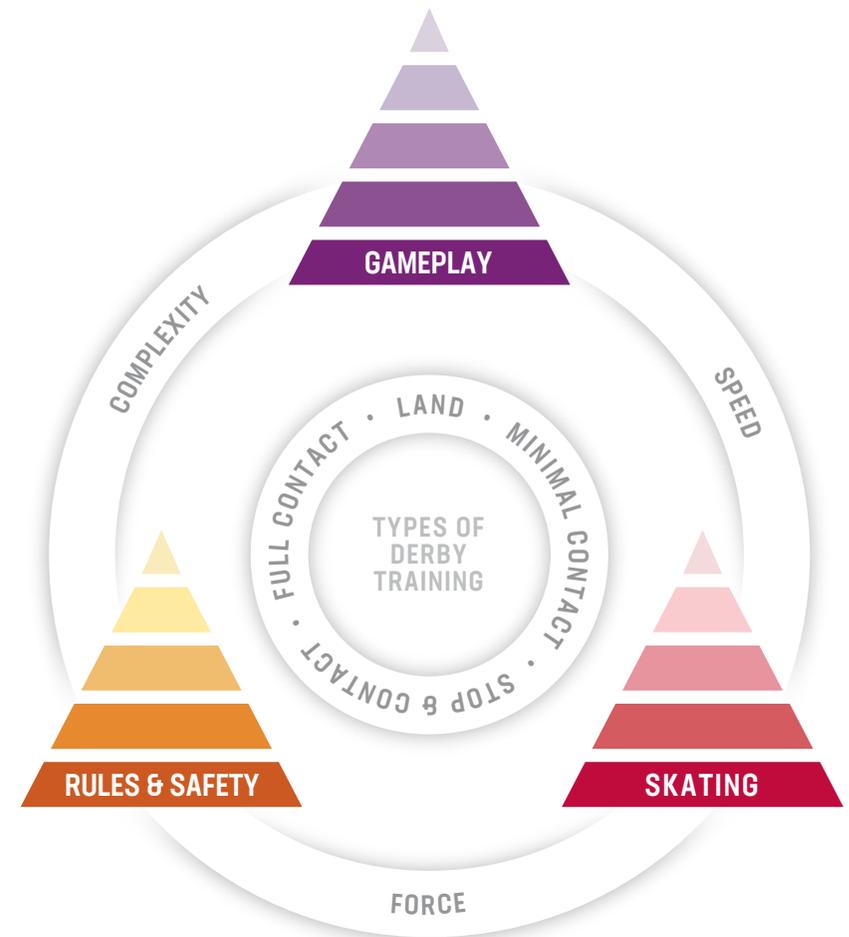
THIS IS ROLLER DERBY takes a holistic approach to participant development, looking at the whole of the individual and their progression rather than specific skills.

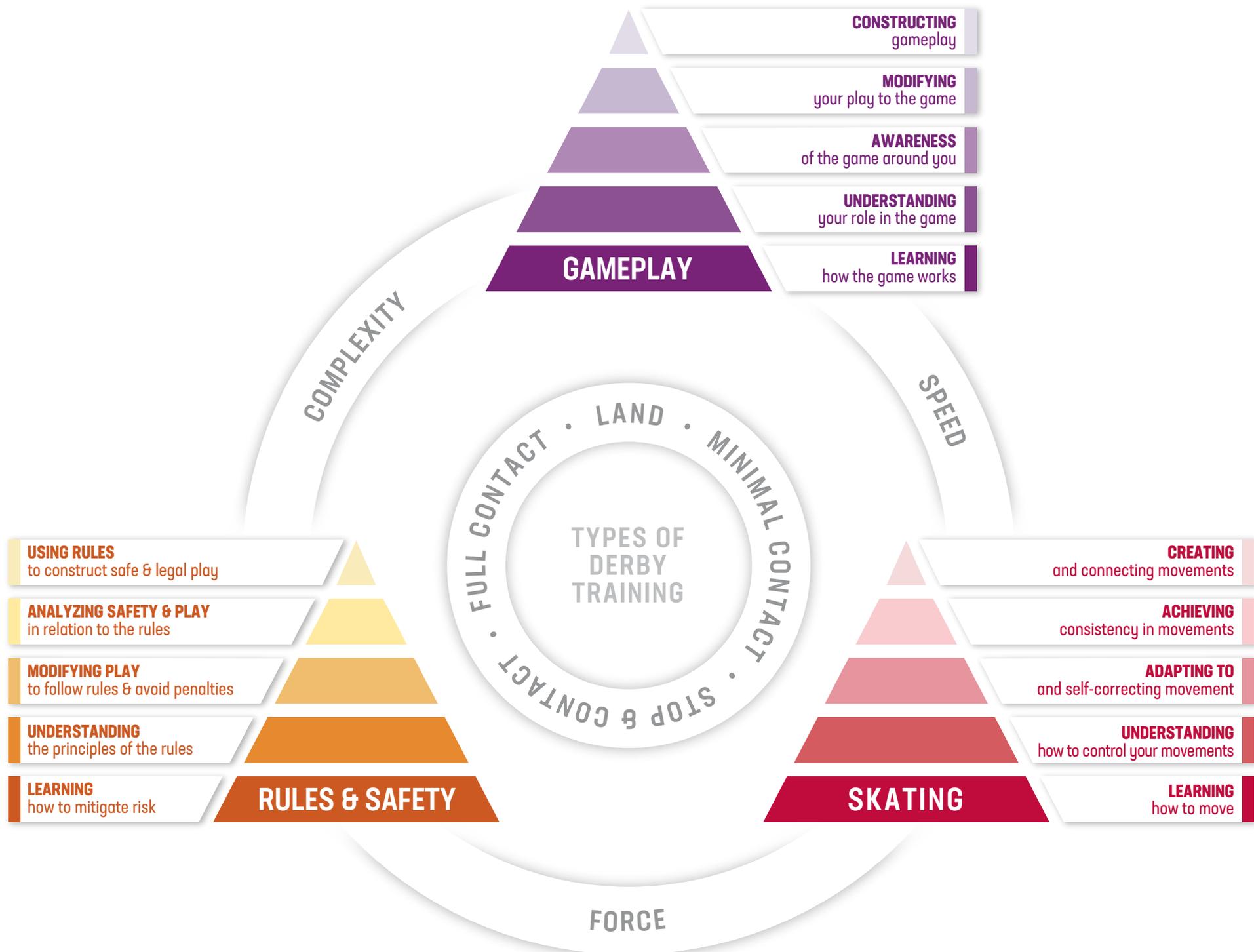
Participant development is built on 3 pillars of Roller Derby:
Skating, Gameplay, Rules and Safety

As participants reach the top of each pyramid, they can continue to develop their skills by adding speed, complexity, and force.

Every participant's path is different, moving through stages on one pyramid more quickly than the others, moving up and down the pyramids. Participants may switch or add roles mid-development. Each journey is unique. Engaging with the game (as a player, official or other participant) is central to all development. No participant has to reach the top of a pyramid to play roller derby.

This curriculum aims to create a program framework that gives all participants the freedom and flexibility to develop on their own path and gives coaches and trainers the support they need to train individuals, not just the sport.





The role of the coach or trainer¹

Coaches and trainers are responsible for

- creating a training narrative that suits the needs of their league and of their participants
- planning and running sessions to support that training narrative

WFTDA supports participant-centered coaching, which means that coaches and trainers need to take into account the development of individuals as well as that of their wider group.

It is not appropriate to stop an individual participant's progression based on one specific skill or one performance. Coaches are expected to use discretion.

Coaches and trainers make decisions about an individual's participation and next steps for progression

- Are they stable enough to skate in proximity with others without impeding their skating?
- Do they have the ability to safely recover from a fall?
- Are they controlled enough to move to higher impact chest blocking?

Coaches and trainers also make decisions about a training group's trajectory

- Would reviewing stance improve their stops?
- Would improving lateral acceleration help with their Jammer catches?

These decisions lead to adjustments to the training narrative and to how sessions are delivered.

What is discretion?

Discretion is used to make decisions in coaching where there is no clear answer or quantitative measure to determine next steps.

Discretion should be informed by

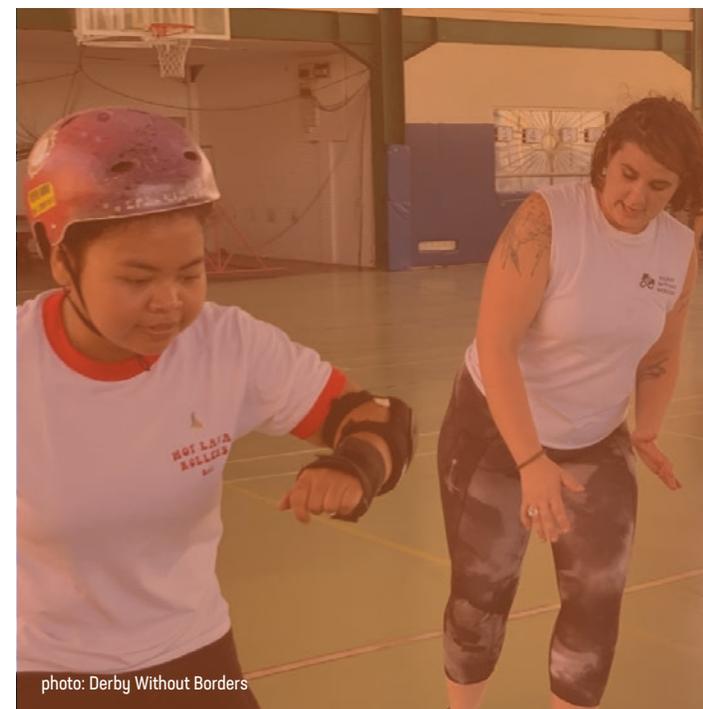
- observation
- coaching experience
- understanding of the individual participants
- the context within which a skater is developing their skills.

This curriculum provides a baseline framework that a coach or trainer can build from, using their discretion to add their own parameters or adjust as needed to meet the needs of their league.

¹ Leagues may use different names or structures for managing their training. They may be individuals or groups. They may have additional responsibilities, such as rostering. This curriculum cannot account for every league structure. We use the term coach or trainer to specifically refer to the individual or group with the responsibilities listed above.

Participant-centered assessments

- ✓ Open communication is encouraged between coaches and participants to create an environment of cooperation and transparency.
- ✓ In order to support participants in taking ownership for their own progression, assessments should be a conversation between a participant and their trainer/coach.
- ✓ Using the development pyramid as a framework and the objectives for each stage in the curriculum stage as a guideline, work together to identify where the participant is in their development. Encourage participants to make their own assessments and track their own progression.
- ✓ Avoid trying to “check off” a list of skills. Instead, focus on the whole participant and where they fit into the game.
- ✓ How do they feel they are performing in their scrimmages? As a coach, is this reflected in what you see? What skate skills or rules knowledge will help with their development to improve their ability to work with speed, force, and complexity?



“One of my favorite things about being a coach is being there when a skater learns what it truly means to be empowered. Empowered to use their body, to take space, to fill a room with their voice. Giving them the right to define their own successes and supporting them to map their own path and to assess their own achievements is the most empowering thing a coach can do.”

When assessing skill in gameplay, look at the 3 defining elements of gameplay progression:

Use these elements to help players describe their current skill level and use the same language to share your thoughts with them.²

COMPLEXITY:

How complex are the strategies and gameplay?

- Are they able to adapt as the situation changes?
- Are they looking to others to explain decisions?
- Do they understand how their position impacts tactics?

FORCE:

How hard are the hits? How strong are the drives?

- Are they able to recover from the blocks they receive?
- Are they able to deliver blocks that impact gameplay?
- Are they able to catch the Jammer at speed and maintain stability?

SPEED:

How quickly does the gameplay itself move? How rapidly are decisions being made and executed?

- Are they able to keep up with the speed of gameplay?
- Are they able to get to where they need to be in a sufficient amount of time?
- Are they able to make decisions quickly?

For more support on having assessment conversations, use the DEVELOPMENT MAP that accompanies this curriculum.

²Bear in mind other elements to consider when giving feedback (e.g., tactical mind, leadership skills, listening skills)

The background is a solid light blue color. It features several concentric circles on the left side, with the innermost being a darker shade and the outermost being a lighter shade. A large, stylized, light blue 'G' shape is positioned in the center-right of the image, partially overlapping the circles. The text 'The Curriculum' is centered horizontally and vertically in a bold, white, sans-serif font.

The Curriculum

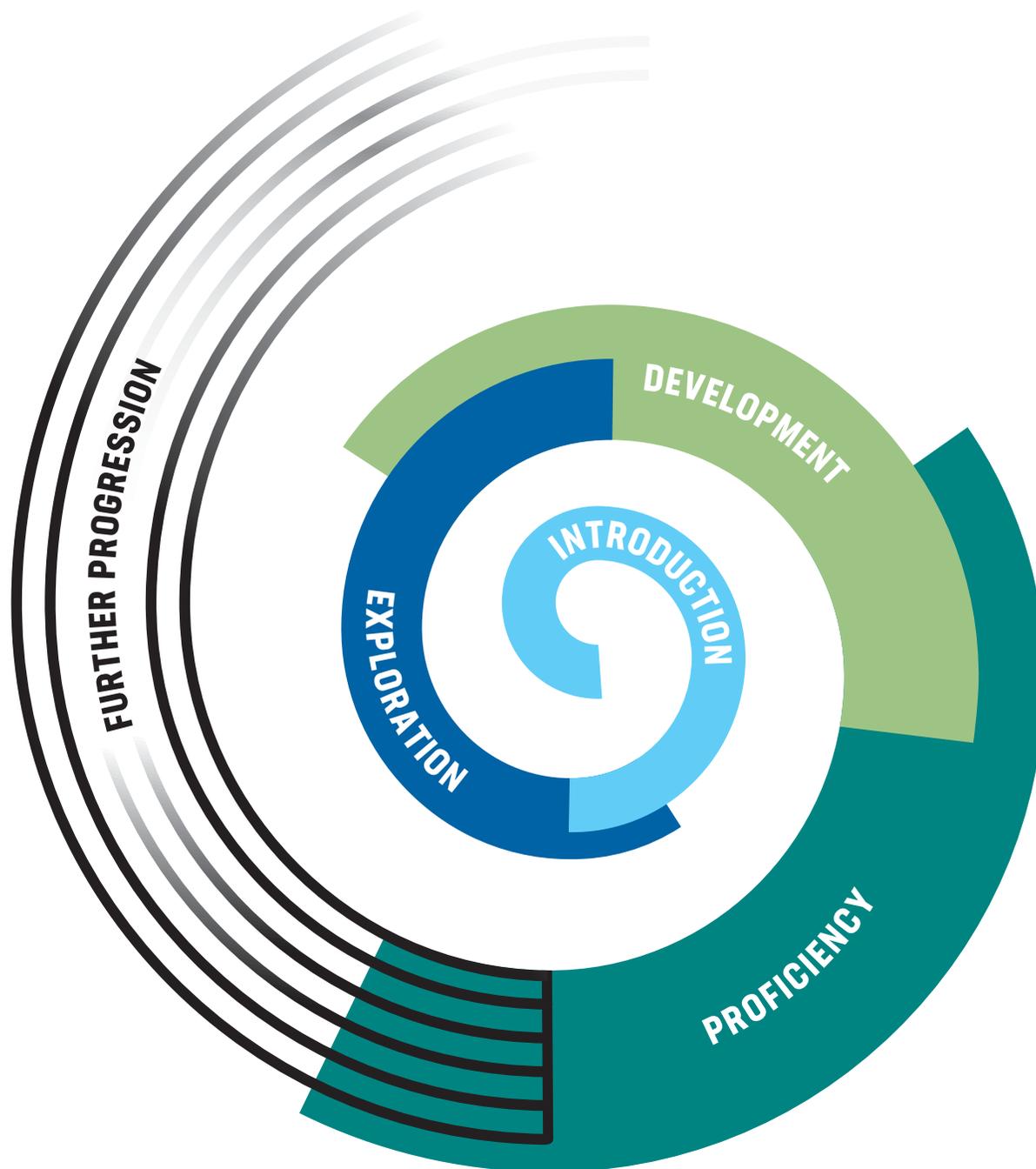
How to use this curriculum

This curriculum is intended for training participants who are new to roller derby. The guidance here is designed to support coaches to bring skaters and officials to a level of proficiency which allows them to participate in standard WFTDA gameplay.³



Roller derby is an ongoing development process, whether for players or officials. Development is not linear, nor does it fit into tidy boxes. Each development phase blends into the next with participants working at different levels as they develop and progress.





INTRODUCTION

- Presented with the concept of the task.
- Takes individual steps to master individual elements.

EXPLORATION

- Understands the end goal.
- Works on individual elements of the task.

DEVELOPMENT

- Capable of performing the task without instruction.
- Directs focus to building force, complexity, and speed.

PROFICIENCY

- Brings the different elements of the task together to achieve the end goal.
- Ability to self-assess and self-correct.

Planning for participant development

The framework is flexible and adaptable, providing a consistent approach for bringing new participants into roller derby safely with a focus on progression and injury mitigation, while introducing them to gameplay early in the process.

Each level of development includes a list of skills and exercises that have been identified as being appropriate for participants at that level. These are not intended as a checklist or exhaustive list of skills. Coaches and trainers are encouraged to use these elements to design a training narrative that works for their participants.

Different development pathways can be integrated using this curriculum. Leagues are encouraged to bring all participants together for training. As well as improving league cohesion and ensuring consistency, this structure facilitates participants changing to or taking up additional roles without having to begin a brand new training program.

Player

- All elements of the curriculum are appropriate for developing players, including rules knowledge, hand signals for calls, and the values of the sport.

Skating & Non-Skating Official (SO & NSO)

- All elements of the skating curriculum are appropriate for skating officials except for advanced contact or engagement skills. For Non-Skating Officials, all non-skating elements are appropriate.
- All officials should be included in sessions that focus on values, rules, and safety.
- For each development level, there are (non-)skating official training goals that can be developed alongside player-specific elements.
- The WFTDA offers official-specific online learning courses which can supplement the training narrative for these participants. You can find these and other resources in the Coaching Library in the additional Curriculum Resources.

Volunteer (coaches, announcers, board members)

- All non-skating elements of the skating curriculum are appropriate for non-skating volunteers.
- In particular, all volunteers should be included in sessions that focus on values.
- Announcers and coaches should also be included in sessions regarding rules and safety. They will also benefit from observing scrimmages.
- Job descriptions for announcer roles should be shared with participants to help identify skills.
- These are available in the WFTDA Resources in the Coaching Library.

Session planning:

- ✓ You'll find a breakdown of each of the IEDP phases to support coaches and trainers in planning sessions.
- ✓ For each IEDP stage, the framework highlights an outcome and focus for participants as well as the type of gameplay level we would expect at that level.
- ✓ A list of potential training elements includes relevant skills to help participants achieve the stage outcome. These elements are provided as a guide only and the skills listed are neither exhaustive nor prescriptive.
- ✓ Use the IEDP framework to inform mixed level sessions by scaling drills, adjusting them to allow for different degrees of complexity, force, or speed to meet the needs of participants at different places on the development spectrum.

Skill building:

- ✓ Skills development follows the same path of **introduction <> exploration <> development <> proficiency**
- ✓ This curriculum includes example skills cards and a template for coaches to develop their own skill cards.
- ✓ Mapping these out in advance makes it easier to adjust for skill level mid-session or to set individual challenges for those who are outpacing the group in a specific area.
- ✓ Note: Being in the introduction phase of a specific skill does not necessarily place a participant in the introduction phase of understanding gameplay or developing skating ability.

Incorporating gameplay:

- ✓ Each development phase includes a description of what gameplay looks like at that level.
- ✓ We suggest that coaches and trainers use their discretion in setting parameters for gameplay, e.g., the length of the game, which rules or penalties to focus on, levels of contact, use or location of the Penalty Box, etc.
- ✓ For sessions with smaller numbers, consider adjustments to the *WFTDA Rules of Flat Track Roller Derby* to make lower numbers accessible, such as altering the numbers of skaters or the length and width of the track.
- ✓ When designing your gameplay, work with the officials to agree on the parameters as well as any changes to calls or game definition. Always consider your developing officials and where gameplay parameters can be altered to offer different learning opportunities.
- ✓ Participant development can span levels and they will potentially be included in varying levels of gameplay at any given stage in their progression.
- ✓ See the “Recommendations on Mixed Level Play” Guide for more information.



“It’s great to be able to put all the skills together to play the game - you don’t realize how much you have learned until you put it into practice. Loads of fun!”

The background is a solid teal color. On the left side, there are several concentric circles of varying shades of teal, creating a ripple effect. On the right side, there is a large, stylized arrow graphic that curves from the top right towards the bottom left, also in a teal shade.

Development Stages

Introduction

Introduction is the beginning of each development pyramid. This is our opportunity to introduce participants to skating, to rules and safety, and to gameplay.

The learning in this stage can feel disconnected. Land derby can help participants to pull the elements together and absorb the different concepts and ideas. It's important that we set up our participants for easy successes and give them clear ways to identify progress. This is also a good time to talk about how your league works and fundamentals of sport behavior.





What do we want to achieve?

- Participants have a basic understanding of roller derby and the fundamentals of skating.
- Participants know how the game is played and who is involved as well as game parameters and safety.
- Skaters are comfortable on their skates and have an understanding of their own bodies and controlling their weight shift.
- Skaters are confident with physical proximity to others on skates.
- Non-Skating Officials and other off-skates volunteers feel valued and have a clear understanding of their role in the league.

What derby looks like:

Directed Observation

Directed observation of gameplay where coaches and trainers facilitate a discussion with participants on game roles and basics of gameplay while watching the game play together.

- Participants are NOT taking part in gameplay.

Land Derby

Land Derby essentially follows the rules of WFTDA games, but without skates.

- Participants try out all roles (Skating Official, Non-Skating Official, player).
- Participants wear full safety gear to familiarize themselves with the equipment and to get used to communicating and playing while wearing it.
- Participants should wear shoes.
- Coaches and trainers use discretion as to whether and how to include contact.

Training elements:

Foundation Skills	Engagement and Recovery	Stability and Control	Team Skills	Strength and Functional Movement (Land Training)	Rules and Safety
<ul style="list-style-type: none"> • Edges • T-push • V-push • Stride 2 • Jumping (while skating) • Hopping (while skating) • Single leg glide • Single leg balance while changing body position 	<ul style="list-style-type: none"> • Weight distribution • Standing in a group of people • How to protect your body from a fall • How to protect others when you fall • How to get up safely and quickly from a fall 	<ul style="list-style-type: none"> • Penguin stance • Derby stance • Stepping (side-to-side / shuffle step / quick feet / step over) • Balance on one leg • Balance on toe stops • Balance on front two wheels • Jump on toe stops • Walking on toe stops • Wide 2-footed plows • T-stops • Chop stops 	<ul style="list-style-type: none"> • Giving and receiving feedback • Communicating movements and next steps (narrating gameplay) 	<ul style="list-style-type: none"> • Introduction to core muscles and core engagement • Introduction to proprioception • Balance (e.g., single leg dips, squats) • Stable base (e.g., split squats, walking lunges, clamshells) • Light aerobic exercise (e.g., yoga, stretching, walking) • Ankle strengthening (e.g., foot circles, calf raises) 	<ul style="list-style-type: none"> • Required protection and how to wear it safely • Role of officials and what function they serve • Introduction to gaining position and point scoring • Protecting yourself on track after a fall • What to do if you or another participant is injured • Value of warm up / preparing your body for activity • Stretching and cool down and the impact on recovery • Skate maintenance

CONSIDER THIS:

- **All training elements suggested for this level are appropriate for both players and Skating Officials.**
- **When training new skaters, show them a “safety stance” to go back to whenever they feel nervous or unsafe. After each drill, invite them into that safety stance until it becomes second nature.**
- **It’s useful for skaters to set a mental checklist to run through before starting each new skill 1) shoulders in front of hips 2) chest up and looking ahead 3) core engaged. For the first few weeks, verbally run them through this list before each skill.**

These are intended to provide a proposal for training progression and planning for coaches and trainers. We do not recommend that they be used as a checklist against skater progression through the league.

Exploration

Exploration allows participants to take the knowledge they've been given and begin to apply it to the game. Though they will still be learning how the game works, essentials of skating movement, and risk mitigation, they start to put it all into context.

They see the value in the rules in principle, relate their on-skates movements with impact on their control or recovery, and they start to see how their role fits into the game. This allows participants to work with basic strategies and tactics, including point tracking and rules around scoring.





What do we want to achieve?

- Participants feel confident in their understanding of gameplay and game structure. They apply this to work with simple wall formations and shadow contact.
- Participants build a wider understanding of the community and the value we place on individuals and their identities. They know about opportunities in the sport, the roles different folks can play, and specific development pathways.
- Skaters focus on skills that allow them to find their own recovery point.
- Players develop improved stride and balance and explore small controlled contact and different directions on skates (backwards and lateral movements).
- Officials connect their role and tasks with on track play.
- Skating Officials apply their skating skills to skating the different officiating positions and to following the pack.

What derby looks like:

Minimal Contact Roller Derby

Minimal contact derby follows *The WFTDA Rules of Flat Track Roller Derby* except for the use of engagement.

- Intentionally making contact with an opponent for any reason is not allowed. Illegal actions include intentionally making contact or applying force to an opponent with any part of the blocking skater. Lifting a skate to apply pressure should be considered as applying force to an opponent.
- Jammers should not use pressure to make gaps or to initiate contact.
- Blockers may not use face-to-face blocking.
- Skaters should use positional blocking only. Unintentional or incidental contact should not be penalized so long as it does not present a clear danger to self or opponents.

Training elements:

Foundation Skills	Engagement and Recovery	Stability and Control	Team Skills	Strength and Functional Movement (Land Training)	Rules And Safety
<ul style="list-style-type: none"> • Sculling (sticky skating) • Pivot transitions • Shuttle step (single leg, lateral glide) • Jammer tracking (stationary) • Walking / running on toe stops • Acceleration from toe stops • Acceleration from edges • Backwards motion (weight shift) • Heel kick • Rolling step over (cross the track) • Step transitions • Wheels to toe stops • Lateral hops (landing both feet) • Hopping over an object • Backwards motion (stride) 	<ul style="list-style-type: none"> • Absorbing force and how to receive contact • Preparing for unexpected contact • Friendly engagement in a skating pack (handshakes / hugs / bumps) • Jammer catch in pairs • Leaning • Chest placement • Chest pressure 	<ul style="list-style-type: none"> • Blocker hockey stops • Edge stops • Single leg plow stops • Turnaround toe stops • Pacing in a paceline • Push assists • Pull assists (e.g., hip whips, clothing whips, inside arm assist) 	<ul style="list-style-type: none"> • Two walls • Moving as a wall • Skating in a pack • Communicating immediate next steps and actions 	<ul style="list-style-type: none"> • Core development (e.g., dead bug, plank, Superman) • Weight transfer (e.g., skater jumps) • Agility and quickness introduction (e.g., falling starts, shuttle drills) • Neck strengthening (e.g., shrugs, vertical rows) • Knee strengthening (e.g., thigh contractions, bridge variations, deceleration drills) • Plow prep (e.g., single leg forward taps, banded plow stops) 	<ul style="list-style-type: none"> • Blocking and target zones • Multi-player blocks • Concussion awareness • Different officiating roles and officiating families • Penalty Box protocol • What is a pack? Basic definition.

CONSIDER THIS:

- **Building neck strength can help reduce concussion risk.**
- **Skating Officials can be included in contact training. Coach them to absorb light contact and to build awareness of when they may need to avoid a skater.**

These are intended to provide a proposal for training progression and planning for coaches and trainers. We do not recommend that they be used as a checklist against skater progression through the league.

Development

Development is identified by participants solidifying their understanding of the principles of the rules and having the skill to modify their interaction with the game accordingly. Participants are still focusing on their individual role in the game or in a situation and learning to articulate that role, verbally and physically.

Skating participants have a good basis in all the fundamental movements and are able to control their movements and manage unexpected scenarios. This allows us to introduce more complex wall formations and increasing skater-to-skater contact, giving participants the opportunity to focus on team play and awareness of others while skating or officiating.





What do we want to achieve?

- Participants know what they want to achieve in roller derby and we support them to identify the skills and knowledge needed to develop and progress.
- Participants focus on developing intentional control over their bodies and movements. They fine tune their stability in more complex moves and increase speed and confidence in the fundamentals.
- Participants understand gameplay and feel able to work within the rules. All participants build an understanding of pack structure and definition and its role in the game.
- Players focus on incorporating proximity in gameplay and are able to bring in additional game elements, including offense and tactical play.
- Skating Officials use player contact training to build experience assessing multi-player blocks and pack definition.

What derby looks like:

Stop and Contact Derby

Stop and Contact Derby follows *The WFTDA Rules of Flat Track Roller Derby* except for the use of engagement.

- Acceleration to engage is not allowed. After initial contact is made gently, Blockers or Jammers can apply force to legal target zones with legal blocking zones.
- Skating or stepping into an opponent is not allowed; both of these are considered acceleration to engage.
- Lean blocking only. Picking up skates to lean into an opponent is allowed.
- Face-to-face blocking is only allowed once initial contact has been made.

Training elements:

Foundation Skills	Engagement and Recovery	Stability and Control	Team Skills	Strength and Functional Movement (Land Training)	Rules And Safety
<ul style="list-style-type: none"> • Lateral hops (continuous) • Weaving in a pace line • Backwards movement (one-foot propulsion) • Crossovers • Skating the track • Lateral cuts 	<ul style="list-style-type: none"> • Driving • Jammer catch as a wall • Jammer push • Face-to-face blocking • Chest catching • Cross body hits 	<ul style="list-style-type: none"> • Safe and controlled falls • Hockey stops at speed • Hockey stops for direction change • T-slide • Power slide • Stops on the line 	<ul style="list-style-type: none"> • Simple offense <ul style="list-style-type: none"> ◦ e.g., shielding ◦ e.g., one hit offense • Forming complex walls • Movement as a wall / Jammer tracking • Movement within a wall • Transition into position • Reforming a wall 	<ul style="list-style-type: none"> • Core stabilizing (e.g., skate and hop, bear crawls, single leg deadlift) • Weight transfer progression (e.g., lateral jumps, jukes) • Shoulder mobility (e.g., lateral arm raise, arm swings, scapular stretches) • Drive prep (e.g., broad jumps, single leg squats) • Agility and quickness progression (e.g., agility ladder drills, knee tag) 	<ul style="list-style-type: none"> • Pack definition in-depth and the impact on gameplay. • Legal contact in-depth • Impact / gaining position in-depth • Communication between players and officials, including official hand signals.

CONSIDER THIS:

- **Train backwards power slides with chest blocking to introduce a stable stance while incorporating face-to-face blocking.**
- **Skating Officials may need further development on specific skate skills, such as backwards skating, T-stops, T-slides, and avoiding obstacles while maintaining focus.**

These are intended to provide a proposal for training progression and planning for coaches and trainers. We do not recommend that they be used as a checklist against skater progression through the league.

Proficiency

Proficiency is identified by participants modifying their game engagement to adhere to the rules and moving into a space where they can assess their own role in creating a safe space. At this level, the focus will be on team skills - participants should train for synthesis, continuing to develop their technique and apply previous skills to new situations.

All skaters are improving their coordination and agility and demonstrating consistency in the fundamental elements of skating. This allows us to increase skater-on-skater interactions and interactions within a pack, which will support players and officials to improve their awareness of the game around them.





What do we want to achieve?

- Participants have a solid understanding of the current *WFTDA Rules of Flat Track Roller Derby* (though they may not yet have a firm grasp on nuances or exceptions). They are ready to play and/or officiate full scrimmages that meet the requirements of a WFTDA - regulated or - sanctioned game.
- Participants know how to assess their skills and self-evaluate, setting them up for continued success as they engage with roller derby. Using the concepts of speed, force, and complexity, participants are encouraged to keep working on these elements of their derby development to map and gauge their progression in playing or evaluating play.
- Participants feel empowered to discuss and plan their own development.
- Players focus on improving engagement and recovery, building on the stability blocks we set earlier in the progression. They are able to consolidate learned movements into proactive and reactive gameplay.
- Skating Officials feel confident combining skating, calls, hand signals, and communication with other officials.
- Non-Skating Officials know how to perform all the roles in their chosen officiating family. They continue to develop their skills in the remaining officiating families.

What derby looks like:

Full Contact with Peers

Full contact with peers (or Stop and Contact with more advanced skaters)

- Allows for full contact skating per the current *WFTDA Rules of Flat Track Roller Derby*. All standard WFTDA rules for engagement are allowed.
- Coaches should consider setting their own parameters for directed scrimmages.

Training elements:

Foundation Skills	Engagement and Recovery	Stability and Control	Team Skills	Strength and Functional Movement (Land Training)	Rules And Safety
<ul style="list-style-type: none">• Backwards skating with underpush• Lateral crossunder• C-cuts• D-cuts	<ul style="list-style-type: none">• Individual Jammer catches• Juking	<ul style="list-style-type: none">• Single leg weaving• Side surfing	<ul style="list-style-type: none">• Avoiding offense as an individual• Avoiding offense as a wall• Complex offense• Jammer-initiated offense• Multiple blocker offense• Multiple part offense	<ul style="list-style-type: none">• Core strength (e.g., russian twist, single leg bridge)• Focus on power (e.g., drop squats, shoulder press)• Agility and quickness progression (e.g., ball drops, lower body plyometrics)• Shoulder strength (overhead carries, up down plank)	<ul style="list-style-type: none">• Official Reviews• Game Structure Penalties• Fouling out and expulsions• Point scoring in-depth (e.g., scoring avoidance)

CONSIDER THIS:

- **Rather than learning lots of new skills, skaters should apply existing skills to new situations.**
- **Participants should know the *WFTDA Rules of Flat Track Roller Derby* at this point - use this time to deepen their understanding of complex elements.**

References

Basketball England: Player Development Framework and Playbook

Ice Hockey Canada

JRDA Rules of Flat Track Roller Derby, JRDA Edition January 2020

Marshall J. Milbrath, M.Ed. Track Coach (Issue 2018)
Athlete-centred coaching: What, why, and how

Report on similar sports baseline skills for game play (MSR Task Force)

Report on similar sports introduction of contact and recommendation (MSR Task Force)

Return to play training (Punchy O’Guts – 4 Eyes Coaching)

Roller Derby Athletics

Roller Derby Coaching Guide:
Perspective and experience from the Finnish Men National Team;
by Margot Vander Ghinst

Rose City Rollers MSR Rubric - Readiness Assessment

Rugby Ready from World Rugby

Skate Victoria – Return to Play Plan

The Progression Playbook:
A Guide to Coaching Lacrosse Skills in an Age Appropriate Context

WFTDA Code of Conduct

WFTDA Recommendations for Return to Full Contact Skating

Acknowledgements

CURRICULUM TASK FORCE

Katharina Bohnert (Catherine Beat-Her Bonez)

WFTDA Education Senior Program Manager

Maha El Nasser (Hydra)

WFTDA MSR Curriculum Developer

Chili

Danielle Fortin (muffin)

Emily Cookson (River Strong)

Mari Hemmer (Hammer)

Matthew Heales (Smirkcules)

Pochard

Virginia Tilton (Demon)

Admiral Mayhem (Addie)

Algen

Beast Infection

Callie Strouf (Callegory)

Chainsaw

Cheeks

Christina Capobianco (Hellslinger)

Epic Phil

Erin (SLAY)

Freak (Freak Show)

Hayley Avron

Jami Claire (Bouncing Bite-Her)

Jenergy

Lisa Benson (DeBella DeBall)

Mad McWrath

Mean Frostine

Michael Wynne (Mr Danger)

Nadja

Nicole Rubis (Ida Kildher)

Nikita

Ruby RaGe

RudeBarb (barb)

Sara (Ambush)

Sarah Robertson (Feisty)

Shona

Stephanie Perdue (Pinky Teasadero)

Stevie Kicks

Tom Pritchard

Tuff Bikkies

Ziggy Scardust