

# Training Stage Relative Importance Of Heredity, Personality, and Training

**Stage 1: Training** to Achieve Skill Development for Athletes Ages 4>: Beginners of all ages and skill levels

- Focus on acquiring strong technical skills
- Basic skills drill and practice
- Develop good work habits
- Focus entirely on performance
- Emphasize feeling good about skill development
- Stress a variety of fitness activities off ice

Heredity plays an important role in developing a skater's "raw" talent and performance. Skating is a physical activity that requires balance and coordination that anyone can acquire.

Jumping and spinning is much easier if the skater is not overweight and/or very tall. Some skaters experience difficulties at puberty when their body weight is redistributed and/or they experience rapid growth in their height.

## Physical Potential of MITF Test Performance

Basic edges, turns, plus forward & backward crossover training	Specific individual skill training	Combine individual skills into complete elements	Consistent element performance at or above minimum to pass	Consistent performance of all test elements at or above minimum to pass	Stamina - complete last element as strong as first element	Relieving performance anxieties -Develop a high level of confidence
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Learning new skills is a process that proceeds in developmental phases that rarely occur at a constant rate. Frequently, there are spurts consisting of a break through event in which the skater is able to perform a recognizable performance of the lesson's focus.

The goal of the instructor is to have the learner physically feel the proper body mechanics so they know if their practice sessions are being successful.

Instructors must understand and be able to discuss with their students, the theory on which every physical task is based and serves as a platform to achieve more complex and advanced skills.

More coaches are taking the extra time necessary to teach their skaters the basic skating principals and fundamental body control skaters previously acquired from practicing edges and turns on school figures.

Specific milestones need to be incorporated into each individualized training plan's goals and objectives so the skater can focus their practices and measure their im-

provement against these standards when the coach is not available to provide external feedback.

**Physical Potential of Free Skating Test Performance**

Basic edges, turns, plus forward & backward crossover training	Jumps –1/2, full & multi rotation skill level training	Spins – training including combining positions & change of feet	Footwork, and step sequences that transition & connect musical highlights	Consistent performance of all test elements at or above minimum to pass	Develop stamina to complete all program elements securely	Relieving performance anxieties -Develop a high level of confidence
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Skaters frequently attempt to include elements (especially jumps and spins) into a free skating program that they are unable to consistently perform in practice sessions as individual elements.

An effective training schedule consists of a series of workouts spent in preparation leading up to the actual week of the competition, and a period of recovery following the competition. This same cycle continues throughout the entire training season start from the beginning and concluding with final competition of the year.

The pre-competition practice schedule requires adding and improving existing technical abilities. Much of the creative preparation occurs during this period as new music is selected, the short and long free skating programs choreographed, costumes are designed, cre-

ated, and evaluated for practicality, and new equipment ordered (boots and blades) and broken in.

Skaters who place in sectional and national junior through novice events may be asked to be guest soloists in ice shows, carnivals, and various exhibitions.

The Junior, Senior, and International level skaters may find themselves participating in World Exhibition Tours that delay their rest by six to eight weeks or longer.

These post competition demands on the time and energy not only delay a needed rest period, but also may shorten their training schedule to prepare for the next competitive season.

## The Role of Physical Potential in Competitive Strategies in Free Skating Competitions

Practice sessions with a successful performance percentage of individual elements at 90% or higher	Continue to perfect full rotation jumps while developing multi rotation jump skills	Continue to perfect basic spin positions while developing variations to include in combination, change of foot, & flying entry spins	Increase level of difficulty of footwork, and step sequences that connect & transition between musical highlights	Consistent performance of all individual jump, spin, & footwork elements at full speed combined with a high level of presentation skills	Develop stamina to securely perform all elements as part of a well balanced program	Reduce performance anxieties associated with technical & program component skills at a high level of confidence
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### Stage 2: Establishing a Training Schedule and Goals

Athlete Ages 5 -10: Formation Phase

Athlete Ages 11 – 18 > (adult): Specialization Phase

- Identify and focus on attaining goals and objectives in a short and extended timeline
- Develop competitive strategies to succeed
- Concentrate on forms of figure skating that emphasize skater's natural aptitude
- Emphasize quality of skill performance over quantity of poorly executed elements
- Concentration on figure skating, while minimizing non-related sports and physical activities
- Development of mental training and conditioning

A skater's personality influences how they relate to peers and adults at the ice rink, school, family, church, and at a job. Some individuals have a positive, out going personality with lots of energy, passion, and unlimited determination/perseverance.

The direct opposite to the positive individual is the negative personality who sees their life as a series of in-

cidents resulting from bad luck and being "picked on" by others. They do not accept responsibility for their poor decisions and this negative attitude colors all interactions with peers and adults at the ice rink, in school, with family, at church, and in job situations.

### Stage 3: Training to Achieve A Skater's Full Potential

Athlete Ages 10>: High Performance Phase

- Focus on raising the bar of technical and performance goals in achievable increments
- Use psychological and physiological factors to personal advantage
- Maximize technical accomplishments and minimize or disguise weakness
- Maximize performance proficiency and minimize or disguise weakness
- Concentrate on figure skating and minimize most other athletic and social activities
- Train to achieve stamina and consistent performances in test and competitive situations