

# THE DRILLS EXPERIMENT

## An Overview



From our recent blog "Drills vs Games" ([Click HERE](#) for blog), we suggested 'drills' (isolating technique) give limited opportunity to develop skills and intelligence in the context of a complex, sport such as football. .

We decided to 'go back in time' and compare young learners doing a 'drill' with our usual game-based, constraints-led approach ([click HERE](#) for blog on Upholding the Game's Integrity) and see how our learners responded.

We designed four practices referencing the Repetition : Representative Continuum ([Click HERE](#) for blog) to observe five learning principles:

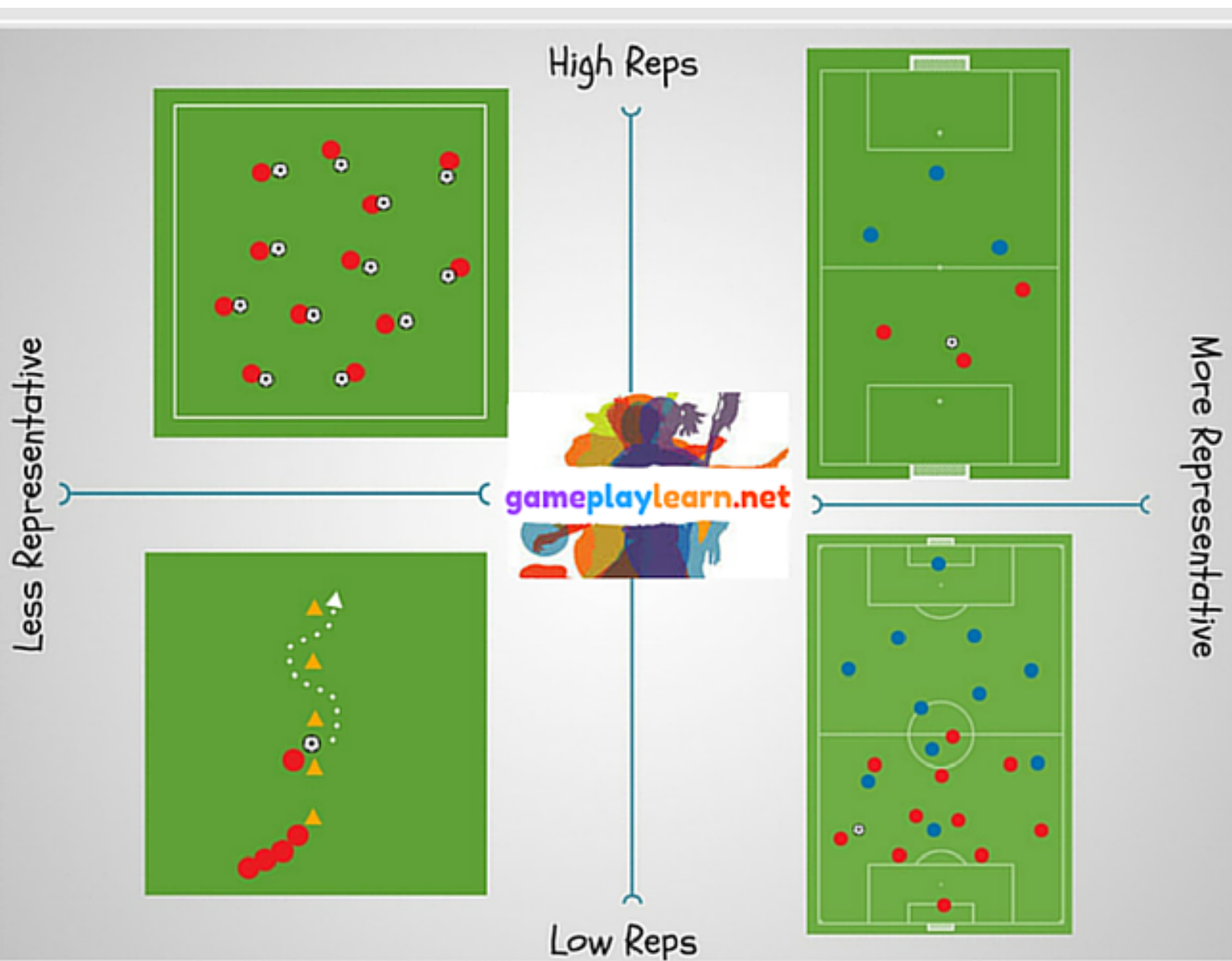
1. Skills in Context
2. Game Intelligence
3. Repetition
4. Representative
5. Engagement

1. "The Circle" (Drill)
2. "Last Pair Standing" (Constraints-Led Game)
3. "Golden Goal" (High Repetition Game)
4. "6v5/5v5+1" (High Representative Game)

# REPETITION



## MUST BE IN A REPRESENTATIVE SETTING



When designing practices, we need to balance the exposure to repetition, in order for adaption to occur, with the need for the task to closely resemble that to which the learner will face in a game.

# OBSERVATIONS



GAME PLAY LEARN

## A Summary

KEY:  included  limited

### PRACTICE 1

#### the circle DRILL

-  1. Skills in Context
-  2. Game Intelligence
-  3. Repetition
-  4. Representative
-  5. Engagement

### PRACTICE 2

#### last pair standing CONSTRAINTS-LED

-  1. Skills in Context
-  2. Game Intelligence
-  3. Repetition
-  4. Representative
-  5. Engagement

### PRACTICE 3

#### golden goal GAME

-  1. Skills in Context
-  2. Game Intelligence
-  3. Repetition
-  4. Representative
-  5. Engagement

### PRACTICE 4

#### 6v5/5v5+1 GAME

-  1. Skills in Context
-  2. Game Intelligence
-  3. Repetition
-  4. Representative
-  5. Engagement

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## Learnings



From our 'Observations Summary', it's hard to make definitive conclusions and specific measures on any practice design in a complex environment.

Hopefully the learnings that can be shared are noting the importance of affording principles in practice design, particularly of skills in context and 'game intelligence' which isolated drills give limited opportunity for.

The relationship between Representative and Repetition continues to hold tension in learning design. A long term approach to balance both is apparent and which types of practices can afford both.

More exploration of Engagement is needed, and it proved interesting that the simplicity of 'the circle drill' seemed appealing to some of our young learners with assumptions that with the isolation of a skill and no decision making in relation to game intelligence, it made for a level of comfort and enjoyment. To what extent do we seek to please our learners when growth is known to be outside our comfort zone?