

Lesson 4 of 6

Power Skating

EQUIPMENT

CSA approved helmets » skates, gloves or mittens » weather appropriate clothing » chairs » cloth skipping ropes » long rope » 10 pylons » beanbags (two per student)

Warm It Up

ROPES OF FUN!

Assign each student a partner of a similar skill level and provide a rope to each pair. Consider using cloth ropes to avoid having vinyl or plastic ropes break in the cold. Ask students to demonstrate the stance of a speed skater; e.g., bent knees, leaning forward, lower centre of gravity, long strides, swinging arm movements, and challenge students to skate around the ice surface mimicking the actions of a speed skater. Each partner will hold onto the end of a rope as they move together around the track. Faster skaters should skate on the outside of the track and slower skaters should skate on the inside of the track to avoid collisions. Students looking for an additional challenge can each hold on to a piece of a long rope. The large group will then try to coordinate their strides and movements around the track.

ABCD's of Physical Education



RELATED RESOURCES

- Steps to Success Series: Ice Skating, (LRC #406307), K. Kunzle-Watson, 1996, www.lrc.education.gov.ab.ca



Safety First!

2008 Safety Guidelines pages 19-20, 115.



Do it Daily...For Life!

Effort	
Safety	D4-5
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

"Students will describe how to move safely in various environments e.g., skating rink"
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can choose to skate in the same direction and on a part of the track that matches their abilities.
- Students can stop in a controlled manner before coming into contact with other people or objects.
- Students can wear appropriately sized skates, helmet, gloves or mittens and clothing while skating.



Whoop It Up

ICE CUBE THIEVES

As a large group, ask students if the identification of a faster and slower track in the warm up activity promoted physical and emotional safety, and invite suggestions for improvement. Describe the Ice Cube Thieves game, and provide two minutes for pairs of students to discuss the kinds of rules that should be in place to promote physical and emotional safety. Pairs will then share their ideas with another pair, and each group of 4 will be asked to share with the large group. Collectively determine the rules of the game. Stop frequently during play to make modifications as necessary. The purpose of the game is to provide an opportunity for students to practice and develop power skating skills.

ICE CUBE THIEVES: The ice cube thieves (students) begin at one end of the ice surface, and the ice cubes (bean bags) are placed at the other end approximately 2-meters away from the perimeter to allow room for safe stops. At the centre line of the ice surface, there are two Ice Cube Security Guards (two students wearing pinnies). Security guards must stay at the centreline. The thieves try to race past the security guards, steal one ice cube at a time, and bring it back to the opposite end of the ice surface without being tagged. Thieves who get caught (tagged), return the bean bag and switch roles with the security guard who caught them. Continue until all ice cubes have been stolen.

Modifications might include changing the number of security guards, changing the way in which students skate, or eliminating the security guard and challenging individual students to steal an ice cube as fast as possible and beat their best time.



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2008 Safety Guidelines page 115.



Wrap It Up

SAFETY REVIEW

Invite students to slowly skate around the perimeter of the ice surface in the same direction, while thinking about things that should be considered when ice skating on different ice surfaces in the community; e.g., ice condition, number of people on the ice, abilities of other skaters, what is happening in the surrounding area, look in the direction you are skating. Ask each student to share one idea as they leave the ice surface.