

## Lesson 5 of 6

# Ice Skating

### EQUIPMENT

CSA approved helmets » skates » gloves or mittens » weather appropriate clothing » chairs » pinnies, pylons » soccer balls (one for every two students) » camera

## Warm It Up

### SOCCER SKATE

Divide the class into groups of 3-4 students and instruct each group to stand behind a row of four pylons. On the signal to begin, one student from each group will skate forward or backward weaving through the pylons, around the last pylon, and back to the group. Each student will take turns weaving through the pylons in a way that challenges their abilities and focuses on the development of skating technique. While one student weaves through the pylons, the remaining group members will practice passing and receiving a soccer ball on skates. Ensure extra soccer balls are available for students who choose to weave through the pylons while controlling a ball. Continue for 6-8 minutes, or until all students have had several opportunities to weave through the pylons.

### ABCD's of Physical Education



### RELATED RESOURCES

- Daily Physical Activity: A Handbook for Grades 1-9 Schools, Alberta Education, 2006, [www.education.alberta.ca/teachers/resources/dpa.aspx](http://www.education.alberta.ca/teachers/resources/dpa.aspx)



### Safety First!

2008 Safety Guidelines pages 23-24, 115.



Activity	
Basic Skills	
Application of Basic Skills	A4-7

### Clues that students are achieving the outcome...

"Students will select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can skate in all directions while sending and receiving a soccer ball.
- Students can skate and stop with proper technique while playing games on ice.



## Whoop It Up

### ICE SOCCER

Explain to students they will have an opportunity to apply their ice skating skills while playing a game of ice soccer. Allow each group to decide if they would like to play a mini game; e.g., 2 on 2, or if they would like to challenge another group to game of 4 on 4. Groups should identify the boundaries of their playing area with pylons and choose to wear pinnies as appropriate. The size of the playing areas should be adjusted as needed, to ensure all groups can participate. Students on each team work together to pass the ball and move toward a goal to score a point. Each goal is identified with pylons, and each team can choose where to place two additional pylons in front of the goal to prevent scoring, there are no goal keepers. Other rules to consider are; no body contact, no offside, and using the hands to control a ball in the air is permitted, as long as it is not during a shot on goal. For safety, the soccer ball should only be contacted or kicked with the inside or outside of the foot. Do not allow kicking with the toes or wild swings at the ball.

Take pictures of students during the ice soccer games to demonstrate their application of skating skills in a game situation. Consider providing a print or electronic copy of pictures to individual students and ask them to analyze each of the photos and critique their ice skating technique; e.g., what was done well, what could be improved, do the images in the pictures match their perceived abilities?



### Safety First!

2008 Safety Guidelines pages 115, 121.



## Wrap It Up

### TEAM CHEER

Invite each team to create and share a team cheer, rap or song that incorporates positive messages about the performance of students during the ice soccer games. Cheers could also be based on the challenges and opportunities related to skating with a soccer ball.