

Lesson 6 of 6

Ice Skating

EQUIPMENT

CSA approved helmets » skates, gloves or mittens » weather appropriate clothing » one garbage bag for every two students » music » music player » self-assessment form » pencils

Warm It Up

ICE OLYMPICS

Welcome students to the Ice Olympics! Describe each of the events and explain that all events will be completed in pairs. Ice Olympic events might include; ski jump – students skate to a centre line and then glide as far as possible (some students may incorporate a jump); cross-country ski relay – students take turns skating around the perimeter of the ice surface, each student completes one lap; luge – one student pulls a partner seated on a garbage bag around the perimeter of the ice surface; bobsled – one student pushes a partner seated on a garbage bag or chair across the ice surface in a curvy pattern.

ABCD's of Physical Education



RELATED RESOURCES

- Physical Education Online website, www.education.alberta.ca/physicaleducationonline



Safety First!

2008 Safety Guidelines page 115.



Do it Daily...For Life!

Effort	
Safety	
Goal Setting/ Personal Challenge	D(4-5)-7
Active Living in Community	

Clues that students are achieving the outcome...

"Students will demonstrate different ways to achieve an activity goal that is personally challenging" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify and acknowledge their ability to skate on ice.
- Students can complete each activity in a way that challenges their individual abilities.



Whoop It Up

SKATING TRIATHLON

As a finale to a series of lessons developing ice skating skills, students will participate in a group triathlon to demonstrate their refined skating skills. Describe what each of the swim, bike, and run events entail in a skating triathlon and encourage students to add a creative twist to each activity that challenges their abilities. Swim - students “swim” across the ice from one side of the surface to the other by pulling themselves across the ice. Bike – students “bike” by skating five times around the inside (slower track) or outside (faster track) of the pylons that have been set up around the perimeter of the ice surface. Run - students will take off their skates, put on their boots and jog the perimeter of the skating area, staying off of the ice.

Play music while students complete each activity as many times as possible in 6 minutes, and stop the music to indicate it is time to transition to the next activity. Two minutes will be provided for transition from one activity to the next to allow time for the organizers (teacher and volunteers) to ensure the area is organized and safe and to allow students to walk or skate slowly to a starting position. As students transition from the bike to the run, ensure that skates are placed neatly in a designated area and not thrown. During the skating triathlon, provide feedback to students about their effort and creative ways to modify each of the swim, bike, and run events.



Safety First!

2008 Safety Guidelines pages 23-24, 115.



Wrap It Up

GROUP WAVE AND SELF-ASSESSMENT

At the conclusion of the triathlon, students can celebrate their completion of the events by participating in a group wave. Encourage students to reach low to the ground and high in the air during the group wave, and to complete a head to toe stretch. Provide each student with a self-assessment form and invite them to consider each question, record their answers and submit their self-assessment at the start of the next lesson. Self-assessment questions might include: How did you promote physical, emotional, and social safety for yourself and others while participating in ice skating activities? What strategies did you use to develop and refine your ability to skate on ice? What skills have you developed and what skills would you still like to improve? Where in the community can you access support for continuing to develop your ice skating skills?