

Lesson 1 of 6

Ice Skating

EQUIPMENT

CSA approved helmets » properly fitted skates » gloves or mittens » chairs to assist new skaters to balance » weather appropriate clothing » chart paper » felt pen » list of “can you...” statements

Warm It Up

UP, DOWN, ALL AROUND

Invite older student and parent volunteers to help ensure all students have skates tied tightly and are wearing a CSA approved helmet appropriately. Before getting onto the ice, emphasize the importance of embracing and accepting the different levels of ability in the class; e.g., those who are on skates every week and those who have never been on skates, and ask students to identify behaviours that are positive and encouraging for everyone. Record and post the positive behaviours in the activity area. Provide time for students to explore skating around the ice surface in the same direction, while observing student levels of proficiency. Gather as a large group and have students sit down on the ice. Ask a few student volunteers to demonstrate how they get back up on their skates; e.g., get on one knee, place hands on the ice, place one skate on the ice, stand up. Challenge all students to stand up and sit down at least three times.

ABCD's of Physical Education



Activity	
Basic Skills	A(5-6)-1
Application of Basic Skills	

RELATED RESOURCES

- Get the Edge, (LRC # 396152), A. Bakeswell, 1996, www.lrc.education.gov.ab.ca



Safety First!

2008 Safety Guidelines pages 11-17, 115.

Clues that students are achieving the outcome...

“Students will select, perform and refine more challenging locomotor sequences”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can complete a variety of developmentally appropriate individual skills on skates.
- Students can start and stop in a controlled manner.



Whoop It Up

SKATING SKILLS: CAN YOU...

Students with and without skates can participate in the learning activities, provided they are all wearing a CSA approved helmet, gloves or mittens, and clothing appropriate for the weather. Consider contacting a local used sports equipment store, recreation centre, or community members to have skates and helmets for all.

Explain the importance of being able to stop before coming into contact with the boards, snow that surrounds the ice surface or another person. Invite student volunteers of varying abilities to demonstrate how to skate forward and stop. Students might demonstrate the half snow plow stop, where the end of one skate is angled out, pressure on the inside edge of the blade is gradually increased, and centre of gravity lowered until coming to a stop, or the side stop (hockey stop), where both skates are turned to the side and pressure is placed on the inside edge of the lead foot or outside edge of the back foot while bending the knees to come to a stop. Both methods are good, what is most important is for students to stop before making contact with another person or object.

Post and introduce a list of “Can you...” statements that describe a variety of simple to more complex skating skills. Group the statements into three sections; e.g., blue, red, black. Instruct students to work individually or with a partner to complete the skills described in each statement. All students must demonstrate their ability to stop on skates before proceeding to more complex skills. Students should begin with skills that match their level of ability and work to develop and refine their skating skills. Occasionally, call out “coaches corner”, and the name of a group of statements. Students interested in getting feedback and help performing the skating skills in that group should move to a designated part of the ice for instruction.

“Can you...” statements might include:

- Can you balance on each skate for 10 seconds?
- Can you push forward with the right skate and glide on the left?
- Can you skate forward bringing feet close together and then far apart?
- Can you extend one leg in front of the body while squatting and gliding forward?
- Can you cross one skate in front of the other while skating backward?
- Can you jump with two feet over a line in the ice?
- Can you rotate three times on one skate?
- Can you create your own skill?



Safety First!

2008 Safety Guidelines page 115.



Activity

Wrap It Up

SKATING TRAINS

Challenge students to move creatively around the ice in the same direction connected to one, two, or three other students.

Students might choose to link arms and skate side by side, skate in a line placing hands on shoulders, or hold hands or sticks while one student skates forward and the other skates backward.