

Lesson 2 of 6

Precision Ice Skating

EQUIPMENT

CSA approved helmets » skates » gloves or mitts » weather appropriate clothing » chairs » chart paper » felt pen » pinnies

Warm It Up

FOLLOW THE LEADER

Invite students to warm up by completing a variety of “can you...” challenges from lesson 1. After a few minutes, instruct students to find a partner with hair of a similar length and take turns demonstrating skills they are able to perform. Invite each pair to join another pair to create groups of 4. Each group will start in a line one behind the other and follow the leader. Each time the whistle blows, the leader moves to the back of the line and a new leader chooses a new movement. Encourage students to choose to skate forward, backward, and to the side, and to balance or rotate incorporating arm and leg movements in such a way that all group members are comfortable participating.

ABCD's of Physical Education



RELATED RESOURCES

- Ice Skating: Teaching the Basics, (LRC# 476722), W. Wedmann et al., 2003, www.lrc.education.gov.ab.ca



Safety First!

2008 Safety Guidelines pages 11-17.



Benefits of Health

Functional Fitness	
Body Image	B(5-6)-4
Well-Being	

Clues that students are achieving the outcome...

“Students will acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can identify the three major body types; i.e., endomorph, ectomorph and mesomorph.
- Students can identify skating activities at which each body type might excel.



Forever Healthy

Whoop It Up

BODY TYPE EXPLORATION & PRECISION SKATING

Have you ever noticed the body type of a figure skater? Are they long and lean or wide and round? There are three basic body types also known as somatotypes. They are endomorph, ectomorph, and mesomorph. Post a piece of chart paper with the name of each body type written at the top. Invite students to share what they know about the characteristics of each body type and the kinds of activities at which each body type tends to excel; e.g., ectomorph: long, lean, low fat storage, tend to excel at figure skating, distance running, triathlons, basketball, gymnastics; mesomorph: medium build, wide shoulders, muscular, tend to excel at speed skating, sprinting, weightlifting; endomorph: large build, wide waist, heavy set, tend to excel at wrestling, rugby, throwing events. Explain that most people are a mix of the three body types. Genetics play a large role in determining our body type, so we are each predisposed to a certain body type based on family history. Emphasize that people come in all shapes and sizes and if we adopt healthy habits we may make some changes to our body composition, however, it is very difficult for an ectomorph to ever become an endomorph due the characteristic high metabolism of an ectomorph. All body types, however, can be healthy and active.

Invite students to consider their body type(s) as they skate around the perimeter of the ice in the same direction. On each whistle, instruct students to stop and balance on a certain body parts for 5 seconds, and then continue skating in a different way; e.g., backward, cross-over step. Encourage students to balance on a variety of combinations of body parts when they create two, three, and four point balances.

FROZEN BALANCE TAG: Celebrate body types by having the students divide into one of three groups based on what they believe to be their most predominant body type. Instruct each group to identify their own boundaries on a third of the ice surface. Provide a pinnie to two students in each group, they will be the taggers. On the signal to begin, all students skate throughout the activity area using the proper technique. Should a student be tagged, they take the pinnie and switch roles to become a new tagger. To avoid being tagged, students may stop and freeze in a balanced position.



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2008 Safety Guidelines page 115.



Wrap It Up

SLOW MOTION

Instruct students to slowly skate around the perimeter of the area in which they played tag, exaggerating the skating movements; e.g., low to the ground, extend legs back, swing arms. As students exit the ice surface, ask them to share the name of a body type and a way in which a person with that body type might positively contribute to performance in physical activities.