

Lesson 3 of 6

Pairs Ice Skating

ABCD's of Physical Education



EQUIPMENT

CSA approved helmets » properly fitted skates » gloves or mittens » weather appropriate clothing » chairs » deck of cards

RELATED RESOURCES

- PE Central website, www.pecentral.org

Warm It Up

SURRENDER TO SILLY SONGS

Invite students to stand in a large circle, facing the centre of the circle. Lead students in a silly song warm up, such as the Hokey Pokey, skating style. "You put your right mitt in, you put your right mitt out, put your right mitt in and shake it all about. You do the hokey pokey (dance or march on the spot) and you turn yourself around (do a complete 360) and that's what it's all about! CLAP!" Continue for a few verses with the left mitt, right skate, helmet, and finally somatotype. Any silly song will do! Provide an opportunity for students to take the lead in a different silly song warm up.



Safety First!

2008 Safety Guidelines pages 23-24, 115.



Cooperation

Communication	
Fair Play	
Leadership	C(4-5)-4
Teamwork	

Clues that students are achieving the outcome...

"Students will select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can listen to and thoughtfully consider the ideas of others.
- Students can take turns leading and following in the development of a pairs skating routine.



Whoop It Up

PAIRS SKATING

Explain to students they will have an opportunity to explore pairs skating by creating a routine with a partner, which will be shared at the end of the class. As in the warm up activity, students will need to take turns leading and following in order to successfully collaborate with a partner in the development of a routine. If possible, show a video clip or series of pictures of pairs skating. Explore some of the elements of pairs skating; e.g., some partner movements are synchronized (lift skates off of the ice at the same time, glide for the same length of time, spin at the same speed), and other movements are distinct (move away from each other, one partner supports while the other performs a skill). Instruct students to develop a routine that includes 3 balances or rotations, and three locomotor movements. Ask students to share examples of different kinds of balances, rotations, and locomotor movements on skates. The emphasis is on collaboration and consideration of the ideas, needs, and abilities of each partner. Have chairs available for those students who may prefer a little extra support when moving on skates.

Explain that partners will be chosen randomly to allow an opportunity for students to work with and learn from different students in the class. Invite each student to choose a card from a deck of cards and to find the other student who pulled the card with the same number. Prepare the deck of cards prior to class to ensure the appropriate cards are included. Circulate to each pair during the development of routines to provide descriptive feedback and facilitate cooperation as needed; e.g., encourage the use of “I” statements rather than “you” statements.



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2008 Safety Guidelines page 115.



Wrap It Up

SHOW OFF

Invite three pairs to perform their routine at the same time, while other students observe from one side of the ice surface. Before the pair performances, ask students to watch for creative elements in each routine, and to acknowledge the efforts of each group by throwing both hands in the air and shouting “yay” once and at the same time at the end of each performance. As a large group, share the highlights of the performances, and discuss strategies that allowed for the successful development of a pairs routine.