

on the edge curriculum

A guide for progressive speed skating instruction.



Great starts start here.



Canadian
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Dear Friends of Speed Skating,

When you talk to most people about speed skating, the conversation usually revolves around all the great Olympic or World Cup performances of Canada’s athletes throughout the years.

While these moments are incredible, speed skating is about more than that – it starts with our amazing young athletes, their parents, their coaches, and the many volunteers who make this sport such a great part of Canada.

I started speed skating when I was nine-years old. I was like everyone who starts, a little nervous, and more than a little shaky on my blades. Thankfully, I had a great club and great coaches to show me the little steps and tricks to help me improve, and maybe more importantly, they encouraged me to go fast and have fun. That was the great start I needed.

I know that great starts start right here – with the passion and commitment of the numerous volunteers that make speed skating fun for kids.

I’m really excited to give back to the sport through ING’s generous support of grassroots programs like On The Edge. With your help, On The Edge introduces kids to speed skating in communities across Canada. Whether the goal is to become an Olympian, or just get out on the ice and learn the fundamentals – the friendships, values and lessons gained through speed skating last a lifetime.

Thanks for being an active part of On The Edge.

Sincerely,



Catriona Le May Doan



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GENERAL INFORMATION

The objective of this program is to give the students an awareness of speed skating. We encourage schools to participate in the full sequence of instruction and to include the following information somewhere within your lesson plans or prior to each lesson.

“On The Edge” was developed by the Club & Membership Committee of Speed Skating Canada.

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INTRODUCTION

The development of this school instructional program serves two purposes:

- To create an awareness of the sport of speed skating.
- To assist teachers of physical education with the teaching of skating through a speed skating approach.

Skating is a lifelong skill and as such, is an attractive activity for a school to participate in. The elements of fitness: balance, coordination, endurance, strength and agility can all be improved upon within a skating program. Learning to skate well is a prerequisite to successful participation in the organized sports of speed skating, in-line skating, hockey, figure skating, and ringette. Speed skating is often used as a cross-trainer for other sports such as cycling and cross-country skiing.

Speed skating is a sport rich in tradition throughout the world. It has been an integral part of the Winter Olympic Games and the World Championships in both long track and now short track as well.

The notable successes of Gaetan Boucher, Cathy Priestner, Sylvia Burka, Catriona LeMay Doan and Jeremy Wotherspoon in Long Track and Sylvie Daigle, Frederic Blackburn, Natalie Lambert and Marc Gagnon in Short Track have established Canada as a truly world class participant in this sport.

Children of elementary school age (particularly grades 3-7) can learn to skate comparatively easily. They are also interested and keen to learn. Instruction can take the shape of exploration and experimentation activities aimed toward the development of specific skating skills. The teacher should de-emphasize elaborate analysis of skills for students but rather emphasize well-defined practice.

The purpose of this document is to provide teachers of physical education with a series of sequential speed skating activities through a 12 lesson approach. A speed skating program can add a new dimension to a school's physical education program by injecting new and exciting ideas and activities into skating programs that already exist in the schools. The lesson plans incorporate the teaching components, the teaching progression and the exercises and activities that may be used to accomplish the lesson's objective.

Since this series of lesson plans has been designed for physical educators, an attempt has been made to include fitness and social development as well as the basic skills of skating.

Through participation in physical education students will develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active healthy lifestyle. (Active Living)

HISTORY

Brief description of the sport; rules, short track/long track, speeds and equipment. Show the “On The Edge” video to acquaint the students with the sport of speed skating. This is available from local speed skating clubs.

Explain some of the following:

LONG TRACK

- 2 lanes on a 400 m track with a cross-over to equalize the distance, object is to have the best time

SHORT TRACK

- Track on a hockey rink with a system of heats, semis, finals

SPEED

- Skaters travel up to 65 kph at top speed on the 400m track, lap time 25 seconds

DISTANCES

- Men 500, 1000, 1500, 5000, 10000, team pursuit
- Women 500, 1000, 1500, 3000, 5000, team pursuit
- Short track 500, 1000, 1500, 3000 and relay

SKIN SUITS

- Very stretchy to provide freedom of movement and tight fitting to be aerodynamic as much of skating resistance is air resistance

TRAINING

- Elite level skaters train up to 11 months/year including cycling, running, strength training, imitations, inline skating, ice skating and flexibility

Brief comparisons of speed skates, hockey skates and figure skates:

SPEED SKATES

- Boots are low cut for flexibility around the ankle
- Good support in the heel
- Blade is long and relatively flat to have good contact with the ice during the push and to provide a better glide
- Short track blades are offset so that skaters can lean into the turn without hitting the boot
- Many short track blades are curved to the left to increase stability and control in the turn

HOCKEY SKATES

- Heavier boot for protection and support
- Blade is short and round for better maneuverability
- Little contact with ice so speeds are limited after the first 10-15 meters

FIGURE SKATES

- Short round blade for maneuverability
- Picks on toes for jumping

DRYLAND TRAINING

1. WARM UP ACTIVITIES

These activities can be incorporated into the regular physical education program prior to or during the skating program.

- Jog 3-4 minutes
- Jogging with:
 - Circle arms forward and back, alternate
 - Skip with arms swinging as in the skating motion
 - Skipping bringing knees to chest
 - Kick heels to buttocks one leg at a time
 - Drive knee to chest then kick leg straight forward then quickly to the ground
 - Fast feet, running on the spot moving the feet as fast as possible without lifting them too high off the ground
 - Fast feet, running on the spot bringing knees up to the chest
 - Kick leg forward and rotate around to side by circling the hip
 - Side hops/skips
 - Side hops/skips with legs crossing
 - Squats to explosive jumps
 - Low walks with long steps and full extension
 - Side to side imitation steps
- Alternate quick sprints and easy jog
- Static stretches up to 5 minutes (optional)

2. ICE PREPARATORY ACTIVITIES

Each of the lessons in this guide provide a number of skills to be developed. Each skill is designed to be developed on the ice. However it would be an advantage to the students if they were introduced to the skills during an off ice session in the gymnasium prior to each lesson. This would better prepare the students for each skill progression. Many of the activities are much easier to teach in the gymnasium because the students are more comfortable in their running shoes than in their skates. The students will also find an easier time with balance and understanding centre of gravity. This is also an excellent opportunity to introduce the students to games and activities that will assist the development of strength in the legs and the core muscles of the abdominals and back. When the students do step on the ice they will be better prepared to learn these skills on skates.

SPEED SKATING TECHNIQUE CHECKLIST

BASIC POSITION

- ankles straight up/down
- skates parallel 15 to 30 cm apart
- knees over toes
- 90° bend at knees
- back bent at least 45°
- centre of gravity in middle of blade
- head up, looking 2 to 5 m in front



POSITION DURING THE PUSH TO THE SIDE

- all the weight is on the pushing leg
- one skate at the time on the ice
- directions of the push start to the back to get speed and shift gradually to the side to carry the speed



PUSH TO THE SIDE

- complete extension of leg
- all weight on support leg at the end of push
- 90° bend in support leg
- skates parallel, pointing straight ahead
- centre of gravity over supporting leg at the end of push
- head, knee and foot of supporting leg in same vertical line



ARMS

- relaxed yet controlled
- hands open
- no higher than shoulders
- swing backwards and forwards
- slight bend in elbow and more bend in front

RETURN OF LEG (RECOVERY)

- legs parallel during recovery
- all weight on support leg
- knees and feet come together
- leg relaxed after push to side
- support leg bent 90°



TURNS

- push straight out along radius lines of the turn
- slight head rotation to left
- body lean to left
- left arm swing reduced
- feet close to ice during cross over
- push with whole blade, not with the front end of the blade
- support leg bent 90°



STARTS

- skates parallel, 45° to line
- skates shoulder width apart
- even weight distribution
- bend in arm
- trailing arm loosely extended behind
- arms and legs working together, i.e. left arm move in front as the left leg is pushing right arm move in front as the right leg is pushing



RECOGNIZING DIVERSITY

You have taken a significant step by giving careful consideration to integrating your participants with a disability into your activity program. Participants with a disability cannot always be fully integrated into every activity program, but each participant's ability to participate effectively should be considered for each physical activity program.

When considering integration, it is important to remember that skill development is not necessarily the primary focus for these participants – social interaction often is. Participants with a disability benefit greatly by being integrated. However, integration is important for both the participants with a disability and their peers. Research has clearly shown that both groups exhibit more positive behavior's and attitudes as a result of exposure to each other.

While social interaction is generally of primary importance for the participants with a disability, skill learning and physical fitness are also very important for them and should be pursued to the fullest extent possible. Ideally, participants with a disability should be pursuing these objectives through the regular program or through a partially or totally adapted program within the regular group session. At times a participant may not be able to be fully active, but may nevertheless still participate as a peer mentor or by giving other assistance. Don't sell them short – they will probably be able to do more than many expect.

GETTING STARTED

The following considerations should be made before you start your program:

1. Ideally, you should acquire the following information about any of your participants: current health records, knowledge about their unique needs, knowledge of the physical limitations of the participants, knowledge of any special communications systems that may be needed (e.g. Braille), knowledge of resource persons available to assist in integrating the participants, and an overview of the participants' skill level.
2. Essentially, the critical questions to determine whether integration is possible are:
 - Does the participant have any serious

behavioural problems that would significantly disrupt the group? If yes, then integration might not be advised.

- Does the participant have any special communication needs which must be met in order to participate in the session? If yes, the assistance should be sought to ensure satisfactory communication can be established.
- Does the participant have the physical capacities (strength, mobility, etc.) to adequately perform all or some of the activity skills?

If not, then this will affect the type of integration that is feasible.

- Does the participant have any medical considerations which might limit the degree of participation in the unit's activities?

If yes, this will affect the type of integration that is appropriate and the nature of the participant's physical education program.

The following approaches might be considered:

- Peer Mentor Program: Each participant with a disability is matched with a peer mentor from the regular group. The two participants help each other with their skill learning. No program adaptation is involved. This type of integration works best for participants with comparatively high skill levels.
- Mixed Program: Each participant with a disability participates in the instructional sessions for the skills which he or she is able to perform. When the group engages in skills the participant is not able to perform then s/he works on alternative skills as part of an adapted skill learning program. This program is best for participants who are able to perform some but not all of a given activity program.

3. Discuss with the parents the programs you have developed for your participants with a disability.
4. Implementing your Peer Mentor Program:
 - a) Explain your Peer Mentor Program and its intent to the participants.
 - b) Organize the participants into pairs or have the participants choose partners for themselves. If a selection proves to be inappropriate you should intervene. The participants should have similar skill levels and should be of the same age.
 - c) Proceed with your instructional program and monitor the peer mentoring process. Adjust the pairs as needed.
5. Implement your Mixed Program:
 - Instruct the participant with a disability with the group for the skills s/he can perform. When the participant cannot perform the skill the rest of the group is learning give individual instruction as part of an adapted skill learning program.

Meeting participants' needs requires thoughtful planning and teaching techniques. But it does get easier after the first time and your hard work will have a positive impact on participants with a disability and their peers.

INDIVIDUAL DIFFERENCES

In each class group, there will be a great variety of abilities, from the child who has never been on skates to the one who is playing hockey or participating in speed skating, inline skating or figure skating lessons. These individual differences probably will be more noticeable in the skating lesson than in many other activities. The teacher must take into account "all

such personal differences within a class as well as recognizing the varying stages of development and rates and ways of learning." Allowance for these differences will be built into the lessons either through activities selected or class organization.

SPEED SKATING TECHNIQUE — PRIOR TO THE FIRST LESSON

DEMONSTRATE BASIC POSITION PRIOR TO EXTENSION

- Ankles straight up/down ie: not caving in or leaning out
- Skates shoulder width apart
- Blades parallel and pointing straight ahead
- Knees over the toes
- Legs bent approximately 90 degrees
- Elbows on knees with hands clasped
- Back bent at least 45 degrees in a relaxed position
- Center of gravity in the middle of the blade
- Head and eyes looking straight ahead

DEMONSTRATE BASIC POSITION AFTER EXTENSION

- Complete extension of leg directly to the side
- Blades parallel and pointing straight ahead
- Knee, toe of supporting leg and nose in a straight line
- Supporting leg bent about 90 degrees
- Elbows on supporting knee with hands clasped
- Back bent at least 45 degrees in a relaxed position
- Center of gravity directly over the supporting skate
- Head and eyes looking straight ahead
- Very little weight on the extended leg

DEMONSTRATE BASIC POSITION WHILE GLIDING

- Take 2-3 strides and glide in both basic positions (with and without leg extension)

DEMONSTRATE BASIC POSITION WHILE SKATING

- It is not necessary to push extremely hard or quickly to skate reasonably fast. It is only necessary to push efficiently i.e. in the right direction
- During the demonstration, skate fairly fast toward the group. Be certain to be in the correct position and push to the side to maintain your speed. Tell students to notice that there is very little movement with the shoulders

- Demonstrate with a 25-50m acceleration towards the group and push more and more to the side as you gain speed.

DEMONSTRATE BASIC POSITION ON THE CORNERS

- During the demonstration elaborate on the crossover stride and how the tempo increases and the arm swing changes in the corners

* The purpose of these demonstrations is to give the students a visual image of what speed skating should look like so it is implanted into their memory prior to the commencement of the lesson.

EQUIPMENT AND FACILITIES

The skating instruction should take place in the closest community rink. This could be an indoor or an outdoor facility.

Students should be encouraged to wear either hockey or figure skates. This will allow for a certain level of comfort to start. Those students who may have speed skates (and who are likely from a local club) can be great role models for use in demonstrations and may help get the other kids excited about the prospect of trying speed skating. However, if you do have kids with speed skates on, they should not be allowed to partake in any of the high-speed activities/ games/ races since they will be able to go faster than the other kids but will be risking injury by crashing into the boards. Normally, speed skating clubs have crash mats set up against the boards during practices. If other children express interest in the speed skates it will still be an excellent opportunity to make arrangements with the local speed skating club to have the kids come out and try the speed skates at a real speed skating practice where there will be mats on the boards.

The importance of sharp skates cannot be over-emphasized. One important point to make is that in order to experience success a child must be able to stand up on ice. It is most frustrating to the student and teacher when falling and getting up is the most common activity. It is also important to protect the sharpness of the blades with skate guards or be extra careful as they walk to and from the change rooms to the ice surface.

Students must wear helmets while on the ice. The school could purchase a supply of helmets to have on hand for those students who do not have their own.

All students must wear gloves or mitts, preferably cut resistant to prevent any injuries to hands. Knee pads might also be helpful to those students who have difficulty staying upright.

Students should dress in loose fitting, yet warm clothing. Wind and water resistant outers with layers of clothing underneath is preferable, especially in colder weather conditions. It is also important to cover the head and ears during cold weather.

RESOURCE PEOPLE

Parents should be encouraged to participate in the skating lessons so they can learn to give guidance and assistance in a positive and helpful manner. To acquire assistance with the demonstration of the skills of speed skating you might find it helpful to contact the local speed skating club for their cooperation and support.

CLASS MANAGEMENT AND SAFETY

Ice etiquette should be taught. Good manners are as important here as anywhere else in life. The teacher can foster an atmosphere of cooperation and helpfulness amongst the children in the class. They can help each other with tightening their skates and learn to show consideration and respect for one another on the ice. Incidents of pushing and knocking classmates down should be dealt with firmly and strongly before the first time such incidents occur. Skating should be treated as a privilege not a right. Train the children also, to ask for permission before going inside. Trips to the bathroom should take place before leaving the school. It is expected that a teacher would have few difficulties particularly if the same type of control and activities experienced in the gymnasium are carried onto the ice. The scattered formation of locomotor activities in the gymnasium, including running, stopping and starting, change of pace and direction, dodging and so on, without touching a classmate, will provide the background for the children's behavior on the ice.

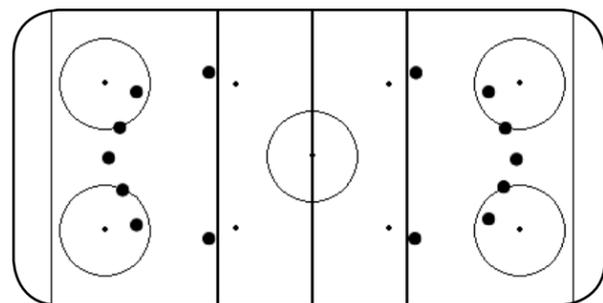
LESSON PLAN OVERVIEW

The following lesson plans have been developed as a guide to instruction. It will be necessary to make adjustments in order to provide for the differences in each class. More or less practice time may be required than is allowed for in the lessons. However, children should be encouraged to skate during recreation skating periods at their community rink in order to benefit fully from this program.

Ice time should be approximately 40 minutes of active skating within a one-hour time frame. This allows for travel to and from the rink, and getting skates on and off. Teacher instructions and talk should be kept very simple and short so as to minimize time spent standing around on the ice. It is best to organize the class in the classroom prior to leaving for the rink. The children can be told the objectives and an outline or the activities on the ice as well as space involved in the activities. The sooner they get out to the ice, the more free skating time they will have.

Each lesson will start and end with free skating in order to provide unstructured practice time. At this time, the teacher can coach individuals. It would be advisable to curtail the final free skating period or to eliminate it altogether for some children depending on the speed of changing.

DESIGN OF ICE SURFACE FOR INSTRUCTION



Cones are used to approximate a 100m track.

THE LESSONS

Lesson Purpose

1. To become comfortable on skates by walking, falling down, getting up, balancing, pushing, gliding and stopping
2. To become familiar with using both edges of the skate blades (inside/outside edges)
3. To improve gliding on the straightaway
4. To improve gliding on the turns
5. To learn crossover turns clockwise and counterclockwise
6. To improve forward skills using stops on the left and right side
7. To introduce the skills necessary to facilitate backward skating
8. To introduce the start and the transition to skating
9. To introduce activities that help gain power stability and confidence in the corners
10. To introduce activities that will assist the transition from one skating position to another (agility)
11. To further refine the straightaway and cornering techniques to prepare for the racing phase
12. To introduce a variety of racing experiences

LESSON 1

| THEME | PURPOSE |
|---------|---|
| Balance | To become comfortable on skates by walking, falling down, getting up, balancing, pushing and stopping |

INTRODUCTORY ACTIVITY (WARM UP)

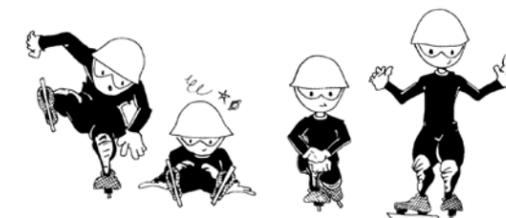
1. Free Skate
 - Skating clockwise and counter clockwise to allow an opportunity to assess the skills of the children and group them accordingly.

SKILL DEVELOPMENT

1. Demonstrate the standing position
 - Assume a relaxed and comfortable position with skates parallel (approximately 30cm apart). Maintain a slight bend to the knees and back.

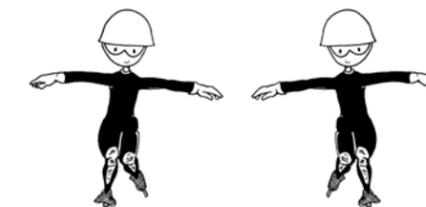
* Skill Cues

- Skates parallel (approximately 30cm apart)
- Body relaxed, balanced and comfortable
- Slightly bend to knees and back



2. Have students try falling down and getting up. First left knee then right knee then both knee.

3. Have students balance on left leg then right leg assisted. If ready, then they can now try balancing without assistance.



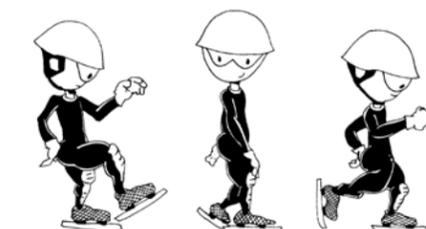
* Skill Cues

- Use boards, mats or partners for support

4. Have students now try walking on their skates, first forward then backward and finally sideways left to right and right to left.

* Skill Cues

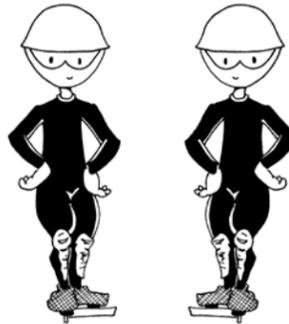
- Clean crisp steps
- Knees lifting



5. Introduce the T position left and right. T position right is when the right skate lines up perpendicular to the left. T position left is when the left skate lines up perpendicular to the right.

*** Skill Cues**

- Push off right or left foot and glide on two feet
- Weight on the pushing leg during glide
- Weight transfer from pushing skate to both feet during glide



6. Demonstrate the basic position

- Assume a relaxed position with skates parallel approximately 30cm apart.
- Keep your ankles straight up/down while bending your body so your knees are over your toes and are at approximately 90° angle.
- Now bend your back till it is about 45° so your knees and toes lines up. Your nose should be along your centre line. Your centre of gravity should be over the middle of the blade and your head should be up.

*** Skill Cues**

- Ankles straight
- Skates parallel
- Knees over toes
- 90° bend at knees
- Back bent to 45°
- Centre of gravity over middle of blades
- Head up looking ahead

7. Introduce half snowplow so students have a safe way of stopping

*** Skill Cues**

- This is a stop on two feet in a snowplow position however weight is either on the left or right skate
- Skates pointed inward at toes



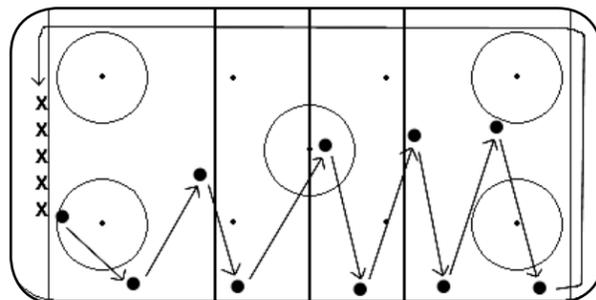
CONCLUDING ACTIVITY

1. Free Skate

- Students should go for a free skate to further practice the skills that they learned in this lesson. If there are students that are having difficulty then the teacher can work with them one on one.

2. Lightning Drill

- Students skate a lightning shape pattern on the command of the teacher. Cones marks the spots to skate to and the students will participate in this drill in a continuous fashion until everyone has completed the drill 2 or 3 times. The students should be encouraged to skate this drill at the speed at which they have most control.



LESSON 2

THEME

Edge Control

PURPOSE

To become familiar with using both edges of the skate blades (inside/outside edges)

INTRODUCTORY ACTIVITY (WARM UP)

- Free Skate
 - Skating clockwise and counter clockwise
- Stop and Go on teacher's signal

SKILL DEVELOPMENT

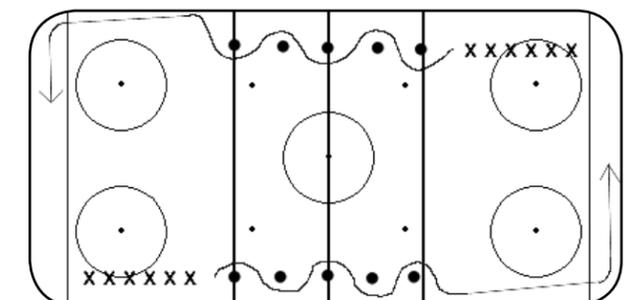
- Introduce the students to the two foot glide.
 - Use a T start and have students push 3 or 4 times on the right skate then glide on both feet from blue line to blue line.
 - Now try with the left skate pushing. After trying this from a standing position the students can then try it from the basic position.
 - Have students pick up a bean bag while gliding in the basic position.
 - Now have students feel the edges on their skates by gliding on two feet in standing and basic position and shifting their weight to the right edges and then to the left edges.

*** Skill Cues**

- Same as basic position skill cues. Maintain position from blue line to blue line

2. Introduce edge control activities over the lines on the ice.

- Have students step side to side over one of the lines on the ice.
- Have the students experience a change in centre of gravity as they change their weight from right skate to left skate over the line on the ice.
- Introduce the students to jumps over the line with two skates and then one skate while standing, then in basic position.



3. Slalom Course

- Set up cones 2 meters apart between blue lines.
- Start up at one end to get momentum then glide turn left then right around cones.

* Skill Cues

- Lean right to go right and left to go left

4. Scull around cones

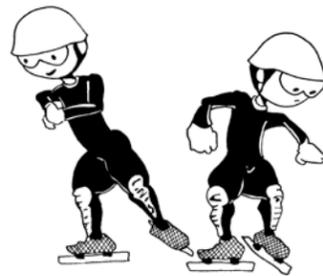
- Sculling is feet apart at cones and together between cones. Same start up as slalom.

5. Introduce the one foot push glide.

- Start from the T start and continuously push with the same foot, left then right.

* Skill Cues

- Glide one direction on right foot and the other direction on left foot (between blue lines)



6. Introduce students to the cross over.

- Have the students walk to their left across the rink using crossover steps then repeat going the other direction.

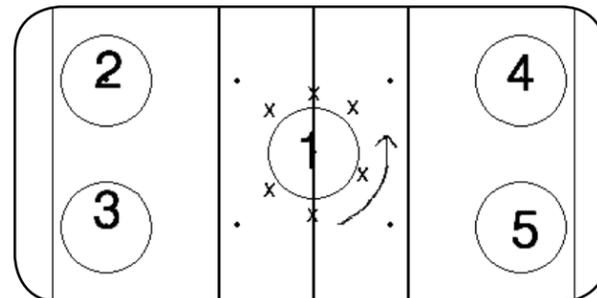
* Skill Cues

- Step right over left then step with left skate and repeat going to the left
- Step left over right and then with right skate and repeat going to the right

CONCLUDING ACTIVITY

1. Grab a Tail

- The class is divided into 2 or 4 groups of approximately the same skill level. Each group is given a section of the rink to stay within. In each group one person has a tail sticking out of their clothing (piece of cloth or a pinny). On the sound of the whistle everyone tries to “grab the tail” from the person who is wearing it in each group. The person who succeeds now gets to wear the tail. The person with the tail may only dodge, skate or duck away to avoid captors and must stay within their section.



LESSON 3

THEME

The Straight Away

PURPOSE

To improve gliding on the straightaway

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate

- Skating clockwise and counter clockwise

2. Skate and Balance

- on left and right skate
- introduce many different positions

SKILL DEVELOPMENT

1. Demonstrate the gliding position on straightaway.

* Skill Cues

- Body balanced
- Low centre of gravity
- Body stationary

2. Skate and Glide on Two Feet

- Skate forward in a variety of positions (squat, pump and jump).

3. Skate and Glide on One Foot

* Skill Cues

- Balance on one skate
- Raise other leg straight out behind
- Arms out to the side

- Skate forward in a variety of positions (standing, basic, slalom, leg extended and jump).

- Move centre of gravity forward and back by rocking slightly on the blade.

- While gliding on one foot let recovery leg drag behind with toe of blade on the ice.

4. Aeroplane.

5. Shoot the Duck

* Skill Cues

- Basic position
- Right or left leg extended forward



6. Partner Push

- Partners take turns pushing each other on the straight away beginning with a two foot glide then progressing to a one foot glide for a short distance. Try on left foot then on right.



7. Now try the slalom course while gliding on one skate then alternate.

8. Skate the length of the ice.

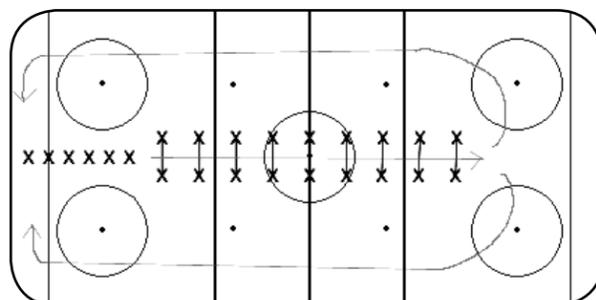
CONCLUDING ACTIVITY

1. Free Skate

- Individually
- Partner push
- Team races

2. Tunnel Game

- A tunnel is formed by pairs of skaters standing face to face joining hands. One skater at a time takes a few strides and glides all the way through the tunnel in a low position. Once through the tunnel the skater waits for another and then forms another arch of the tunnel. A variation would be to have half the group make a tunnel while the other half continuously skate a circle then glide through the tunnel. After a short time, they switch positions.



LESSON 4

THEME

The Turns

PURPOSE

To improve gliding on the turns

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate
 - clockwise and counter clockwise
2. Skate and Balance
 - turns left and right in a variety of positions

SKILL DEVELOPMENT

1. Demonstrate the gliding position on the turns.

- * **Skill Cues**
- *Body balanced*
 - *Centre of gravity over skates*
 - *Body in basic position*

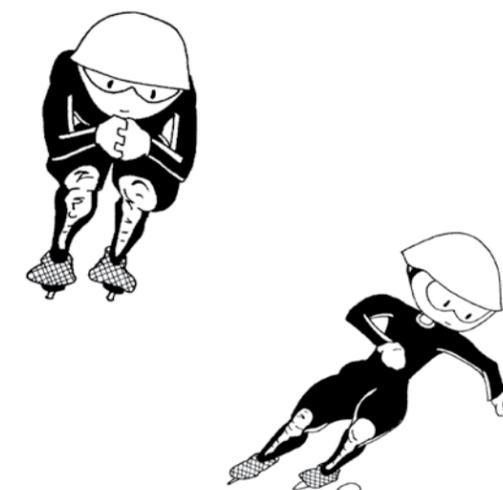
2. Skate and glide on two feet while turning left and right

- Glide forward and backward in a variety of positions (squat, pump and basic).

3. Skate and glide on one foot while turning left

- Glide forward and backward in a variety of positions (standing, basic and extended).

- * **Skill Cues**
- *Sharper turn*
 - *Keep low*
 - *Accentuate the lean*



4. Glide turns around a cone
 - Glide around a cone on two feet then one foot to the left and to the right
5. Now skate the corners using crossovers (alternate skating and gliding)
6. Partner push on one foot around the corner. One partner glides while the other skates.

*** Skill Cues**

- *Glide on right foot clockwise*
- *Glide on left foot counterclockwise*

7. Snowplow stop on two feet.

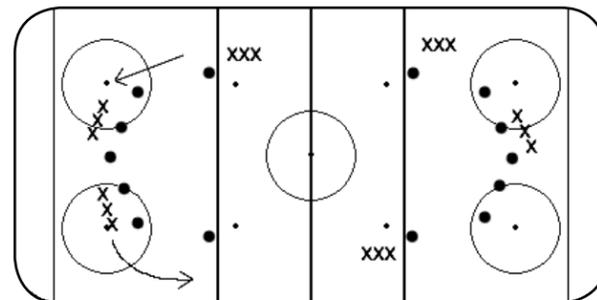
*** Skill Cues**

- *Weight evenly distributed on both skates*
- *Toes pointed in and heels pushing out*
- *Stop performed after an easy glide*

CONCLUDING ACTIVITY

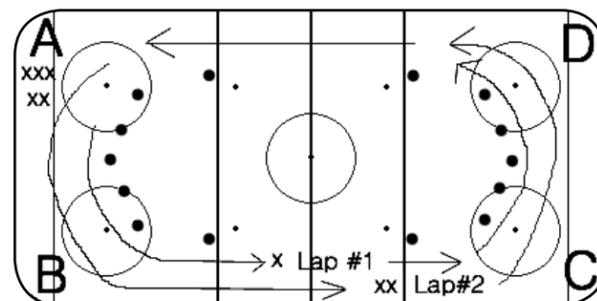
1. Train Relay (Three Person)

- Three members to a team. The back person pushes the other two while they are in the basic gliding position. After one or two laps they switch positions. Gliding can be on two skates, one skate and clockwise or counterclockwise.



2. Add on Train

- Create four teams, A, B, C and D, with one team in each corner of the rink. The first skater of each team skates one lap and then assumes a basic position. The second skater then pushes that skater for a lap at which point both skaters assume the basic position and the third skater has to push them for one lap. This continues until the last skater in each team has pushed his whole team one lap and is back in the starting corner.



LESSON 5

THEME

The Crossover

PURPOSE

To learn crossover turns clockwise and counterclockwise

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate
 - Skating clockwise and counter clockwise
2. Partner Tag
 - Scatter formation
 - Restrict space an alternative

SKILL DEVELOPMENT

1. Demonstrate cross over position on corners.

- Teacher demonstration

*** Skill Cues**

- *Full extension with left and right leg when turning left or right*



2. Cross over walk in basic position (knees at 90°). (Clockwise and counterclockwise)

*** Skill Cues**

- *Slight lean*
- *Strongest thrust or push*
- *More extension or pushes*

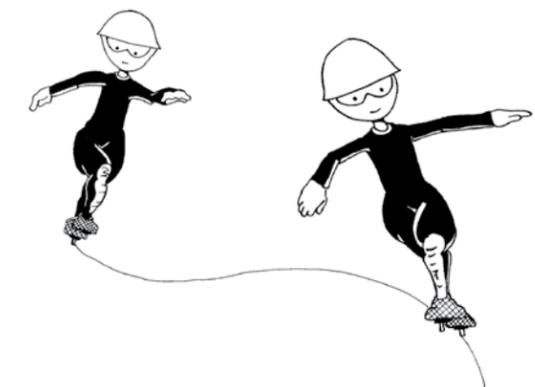


3. Crossover Weave

- Alternate left over right and right over left.
- First try this while stationary and then while skating.

*** Skill Cues**

- *Thrust on rear skate and glide on front skate*



4. Glide around the hockey circles on two feet with one foot slightly ahead of the other.
 - Try this in standing and basic position clockwise and counterclockwise

5. Skate circles using crossover turns left and right. Use the hockey circles with all the skaters participating at the same time.

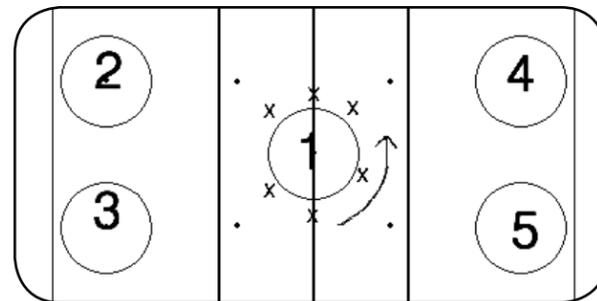
- * Skill Cues**
- Try to push each leg to the full extension



CONCLUDING ACTIVITY

1. Free Skate
 - Three partner trains clockwise and counterclockwise.

2. Circle Overtake (one minute limit)
 - Group students according to ability on hockey circles. On signal to begin have students skate around the circle to the left for one minute. The students will gain one point for every person they pass on the outside. Repeat to the right. Regroup according to ability. The faster students could use the centre circle.



LESSON 6

THEME

Stopping

PURPOSE

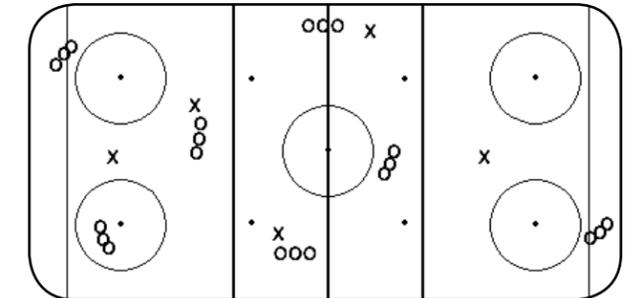
To improve forward skating skills using stops on the right and left side

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate
 - Skating clockwise and counter clockwise
 - Review basic position, glide, leg extension and recovery

2. Figure Eights
 - Use two circles

3. Catch the Caboose
 - Divide the children into groups of three with one student being the engine, the second a passenger car and the third the caboose. The threesome needs to be quite tight with each student holding on to the waist of the student in front. Five or six students need to be it and their objective is to catch a caboose around the waist. When they do, the caboose becomes the passenger car, the passenger car becomes the engine and the engine becomes "it". The passenger car is just along for the ride and does not skate.



SKILL DEVELOPMENT

1. Demonstrate parallel stop left and right. Practice this skill until most students look comfortable with it.
 - * Skill Cues**
 - Equal distribution of weight on both feet
 - Left or right leg leading the stop
 - Skates together and perpendicular to the direction of travel
 - Body leans away from feet.

2. Slow skate
 - Alternate left and right stopping.



3. Faster skate
 - Continuous parallel stops left then continuous parallel stops right.
4. Forward Skate
 - Three minutes clockwise and counterclockwise emphasizing techniques
5. Partner Push (clockwise and counterclockwise)
 - One partner will glide on two feet in the basic position while being pushed by the other for one lap. They then switch position.

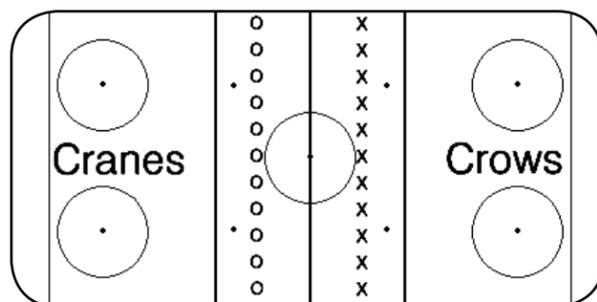
- * Skill Cues**
- Basic position
 - Strong pushes
 - Long glides

- * Skill Cues**
- Glide on two feet
 - Basic position
 - Elbows on knees
 - Push on hips

CONCLUDING ACTIVITY

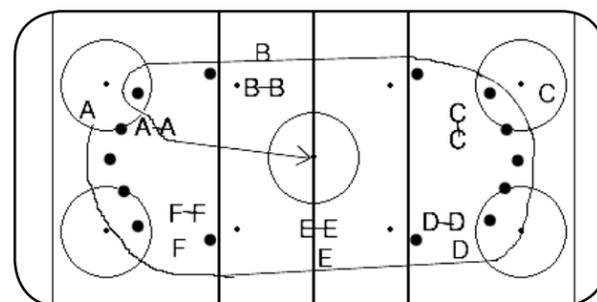
1. Crows and Cranes

- Two teams line up across from each other on each blue line. One team is called the crows and the other called the cranes. The leader calls advance and the two teams skate towards each other. The leader will then call “crows” or “cranes”. If the call is “cranes” then the cranes chase the crows and try to tag them before they reach home (their blue line). If the call is “crows” then the crows chase the cranes and try to tag them before they reach their blue line. When a player is tagged he/she then becomes a member of the other team and stays there until a play tags him/her back. Game continues for a time limit or until there are no players left on one team. If no team name is called by the leader, then the players advance through the opposition to their blue line and get ready to start again.



2. Snap, Crackle, Pop

- Divide the entire group into several teams of three. Each team should consist of a snap (better skater), crackle (middle skater) and pop (weaker skater). Have each team stand at a marked location just inside the track. The coach or instructor calls “snap”, “crackle” or “pop”. Whoever is called skates one lap around the track while his/her teammates form an arch with their arms. The team member who is skating must pass under the arch and stop in the centre circle at the completion of his/her lap. First one into the centre wins.



LESSON 7

THEME

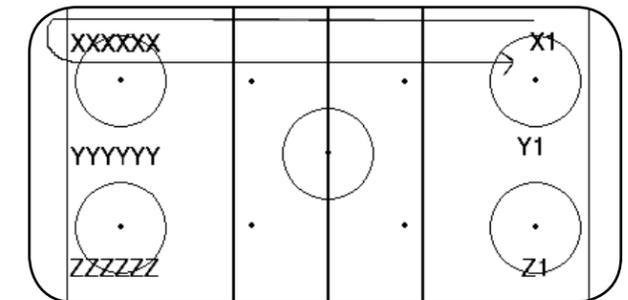
Backward Skating

PURPOSE

To introduce the skills necessary to facilitate backward skating

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate
 - basic position, glide on one foot at a time, push to the side with 90° leg bend in supporting leg and swing arms.
2. Rescue Relay
 - Skater X1 skates around his own team at the other end and then rescues X2 by taking him/her by the hand back to the safe zone. Then skater X2 returns to rescue X3 and so on. The team that gets to the safe zone first is the winner.

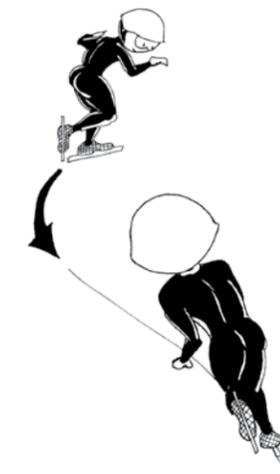


SKILL DEVELOPMENT

1. Introduce the backward glide on two feet. Push off the boards and glide backwards, knees slightly bent and weight a bit forward.

- * Skill Cues**
- Push hard
 - Body balanced
 - Face forward
 - Skates parallel
 - Weight a bit forward on blades

2. Move backwards using a ‘C’ motion with the left skate and a ‘∩’ motion with the right skate (reverse sculling).
3. Skate backwards the width of the rink.
4. Skate backwards the length of the ice. Incorporate ‘C’ motion and glide the entire distance. (reverse sculling).



5. V stop backwards.

- * Skill Cues**
- Skates wider than shoulder
 - Weight evenly distributed
 - Body leaning forward for balance

6. Backward glide on two feet in standing position then in basic position. Try initiating the backward glide from backward skating. If ready some students can try turning to a backward glide from a forward skating position.

- * Skill Cues**
- Skate forward
 - Glide on two feet
 - Pivot 180°
 - Glide backwards
 - Arms for balance
 - Pivot left and right

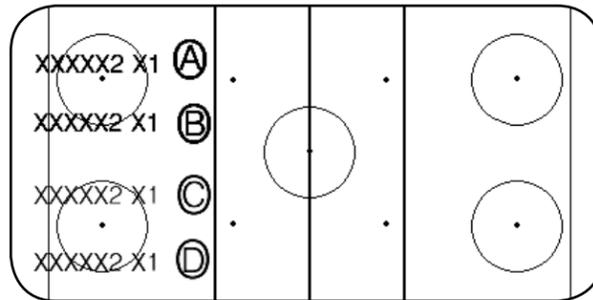
CONCLUDING ACTIVITY

1. Partner Push

- Partners take turn pushing each other around the track with partner facing backwards practicing skating and gliding backwards. This is to be done very slowly and with control so the pushing partner acts as a support.

2. Partner Relay

- X1 pushes X2 to the other end while X2 is skating and gliding backwards. X2 returns to push X3 to the other end and so on. The first team to the end wins.



LESSON 8

THEME

Starts

PURPOSE

To introduce the start and the transition to skating

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate

- Review forwards and backwards skating in basic position clockwise and counterclockwise.

2. Red Light, Green Light

- While skating around track, leader will call out green light to go fast, yellow to go slow and red light to stop. A whistle can be used with 3 peeps for fast, 2 peeps for slow and 1 peep for stop.

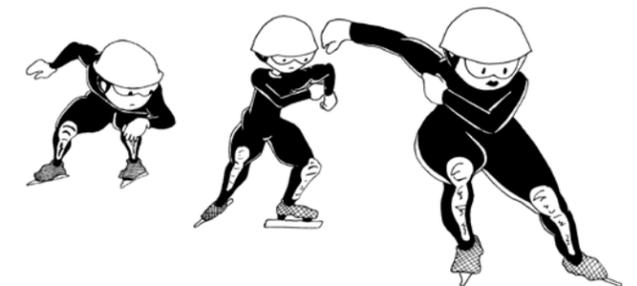
SKILL DEVELOPMENT

1. Introduce start position using a line on the ice as the start line.

- * Skill Cues**
- Skates parallel and 45° to start line
 - Feet shoulder width apart
 - Turn front skate to be perpendicular to back skate
 - Knees bent at 90°
 - Leading arm in front bent at elbow
 - Trailing arm loosely extended and behind body
 - Back at 45°
 - Weight evenly distributed
 - Looking ahead

2. Demonstrate start, make students aware of the starting commands (Go to the start-Ready-Bang). Practice continuously by performing a start at the centre line on each side of the track.

- * Skill Cues**
- Front knee is raised
 - Drive off back foot
 - Front arm swings back
 - Back arm swings forward as if punching someone
 - Executes steps for ten metres



3. Start and glide corners clockwise and counterclockwise on two feet, then on one.
4. Start and skate corners using crossovers clockwise and counterclockwise.
5. Skate mini races with 3 or 4 on the line (one lap).
6. All students skate four laps from the start position.

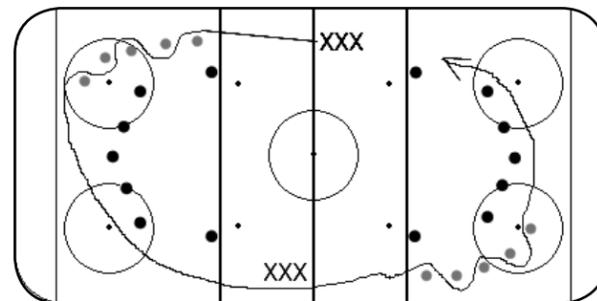
*** Skill Cues**

- Start on any line
- Pass on the outside

CONCLUDING ACTIVITY

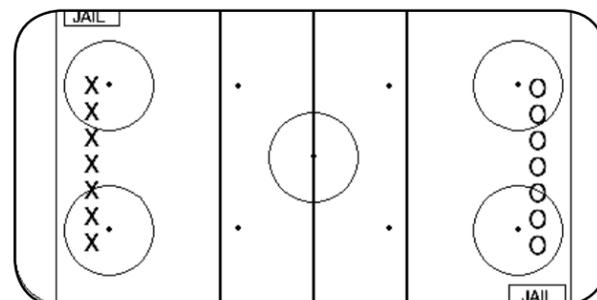
1. Push Train Slalom Course

- Divide students into teams of three and place them on centre start line on both sides of the track. On start signal, third person on the team skates pushing the others in basic position for one lap then they trade places. Each team member will get a chance to push. On each side of the course is a slalom course for each team.



2. Steal the Gold

- Divide group into two teams. Each team is to try and steal a bean bag from their opponent without being tagged. Ten bean bags are spaced out on each team's goal line. If a student is tagged they will go to jail. Max of five people in jail. When the sixth person is tagged, the first one gets freed. The first team to steal all the gold is the winner.



LESSON 9

THEME

Corners

PURPOSE

To introduce activities that help gain power, stability and confidence in the corners

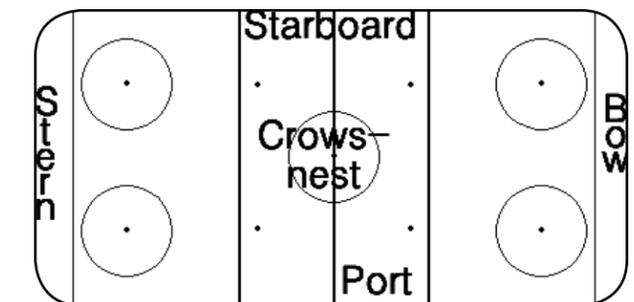
INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate

- Forwards and backwards skating clockwise and counterclockwise.

2. Submarine

- The instructor calls out names of positions on submarines (each area of the rink is designated a specific area). The first one to reach each area is given a point.
- “Man the Lifeboats”
 - Groups of 2 or more sit on the ice behind each other pretending to row.
- “Man overboard”
 - Go to nearest space on the boards where they can lean over the boards with feet off the ice.

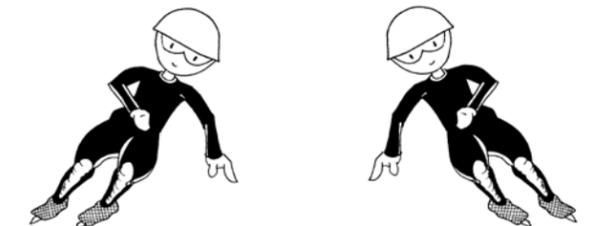


SKILL DEVELOPMENT

1. Skate forward and use sharp turns to the right and sharp turns to the left on two feet.

*** Skill Cues**

- Lean into turns
- Left leg leads left
- Right leg leads right



2. Glide corner counterclockwise on the left skate while pushing with the right skate.

3. Glide a corner clockwise on the right skate while pushing with the left skate.

*** Skill Cues**

- Follow the arc of the corner
- Weight transfer from left to right
- Strong rhythmic thrusts with left skate
- Keep knees bent for balance and greater extension

*** Skill Cues**

- Follow the radius of the corner
- Weight transfer from right to left
- Strong rhythmic thrusts with right skate
- Keep left knees bent for balance and greater extension on the right leg

4. Glide on the arc of the corner counterclockwise with left leg extended.

*** Skill Cues**

- When entering corner, cross right leg over left and continue to glide

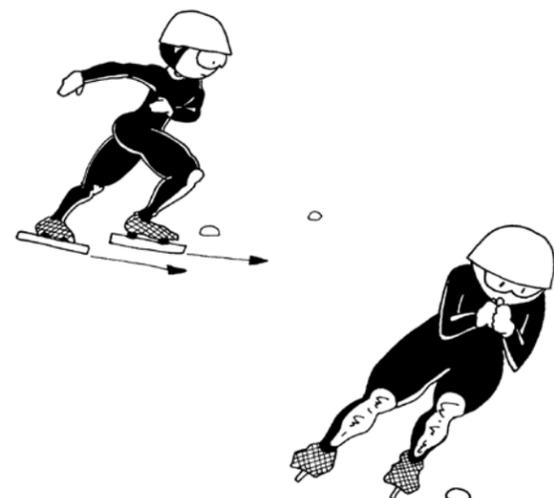
5. Glide on the arc of the corner clockwise with right leg extended.

*** Skill Cues**

- When entering corner, cross left leg over right and continue to glide

6. Review crossovers by using quick crossover steps while holding the boards or being supported by a partner.

7. Skate crossovers on the arc of the track clockwise and counterclockwise.



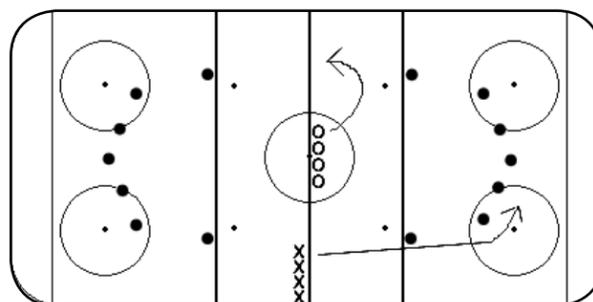
*** Skill Cues**

- Keep feet close to ice
- Place skate in direction of travel
- Push to side with good extension
- Quick tempo

CONCLUDING ACTIVITY

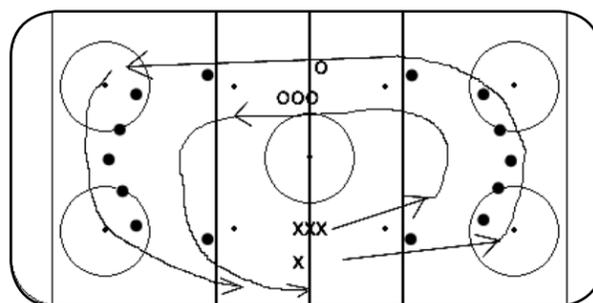
1. Partner Push Relay

- Partner one skates 1 lap while partner two follows in the middle, then enters the track just before partner one completes his/her 1 lap and glides in basic position ready to be pushed by partner one. They repeat this action until they have skated the required laps.



2. Shuttle Relay

- In teams of four, each member skates one lap and passes a baton to the next member of the team. It is advantageous to be moving and on the track when receiving the baton. The relay is complete when each member of the team has completed 1 lap, 2 laps, etc.



LESSON 10

THEME

Agility

PURPOSE

To introduce activities that will assist the transition from one skating position to another (agility).

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate
 - Forwards and backwards skating clockwise and counterclockwise.
2. Feet Hockey
 - Scatter formation, each student with a puck and moving it around as they skate.
 - Students play "keep away."
3. Hockey de Feet
 - Play according to the rules of hockey with the following exceptions:
 - Play is entirely with feet
 - Five players per team
 - No checking
 - Set your own time limit

*This game forces the students to continually transfer weight from one skate to the other, forcing them to use balance and agility.

SKILL DEVELOPMENT

1. Push and pull using hockey sticks. (see diagram)

*** Skill Cues**

- On the push, the partner glides and resists slightly with V stop
- On the pull, the puller skates backwards while partner glides

2. Jump the Sticks

- Students can start by practicing on lines in the ice then progress to sticks first on the ice then set higher.

3. Slalom Course

- Set up slalom courses in about four locations. Have students weave in and out on two feet, one foot, forward and backward.



*** Skill Cues**

- Jump with two feet
- Glide after the jump and keep a low position, ready for the next jump

*** Skill Cues**

- Keep low
- Lean in the direction you are weaving
- When traveling backwards, keep an eye on where you are going

4. Over and Under

- Set up sticks so that students can either jump them or go under them.
- Have an over and under relay.

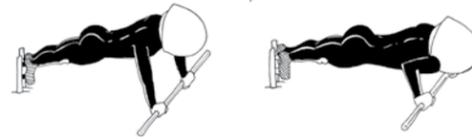


5. Push-ups/Curl-ups

- Demonstrate push-ups and curl-ups with a hockey stick.
- Skate to one end and do push ups, skate back and do curl ups. Skating can be forward or backward.
- Have a push-up/curl-up relay

* Skill Cues

- Hold stick with two hands about shoulder width apart for both activities



6. Skate forward to backward

Turn on two feet, clockwise and counterclockwise

* Skill Cues

- Make quick turns on the centre of your skate blades or use jump turns



7. Skate backward to forward

- Turn on two feet, clockwise and counterclockwise.

CONCLUDING ACTIVITY

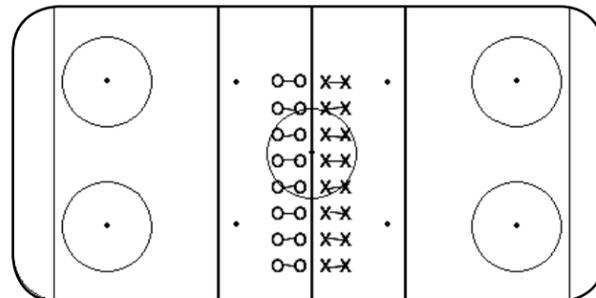
1. Speedy Soup

- Teacher will call out directions from the middle of the rink as students skate, clockwise or counterclockwise, forwards, backwards, hop, jump, stop, figure eight (small), slalom, skill, one foot, two feet, snowplow, parallel stop, crossover weave, shoot the duck, aeroplane, etc.

2. The Romans versus the Greeks

- Line up the students in pairs on each side of the centre line. The team on one side of the centre line are the "Greeks" and the team on the other side are the "Romans". Each pair has a hockey stick between them so one can be the horse and the other in a squat position is the driver. The driver squats down at the end of the stick. The safety areas are beyond the blue lines. You could extend them to the goal

lines if you wish or wherever. When the teacher calls "Romans" the Greeks must chase the Romans and try to catch them before they reach safety. Only the driver (squatted players) can tag or be tagged. Tagged player must join the other team.



Cross Ice Hockey Games

- Use cones for goals and a sponge puck.

LESSON 11

THEME

Refinement of Speed Skating Technique

PURPOSE

To further refine the straightaway and cornering technique to prepare the students for the racing phase

INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate

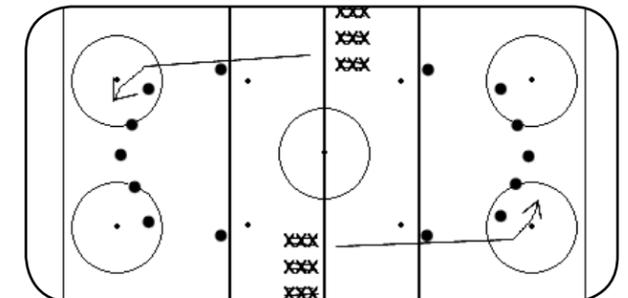
- Review forwards and backwards skating in a clockwise and counterclockwise direction. The teacher will indicate change of direction

2. Roman Chariot Race

- The class is divided into groups of three. Each group has a rope which is joined at the ends. One skater squats while the others pull around the track for one lap. After each lap everyone switches places so each has had a turn as the driver. Race in a counterclockwise direction.

• Variations:

- Change to clockwise direction
- Create an obstacle course to follow



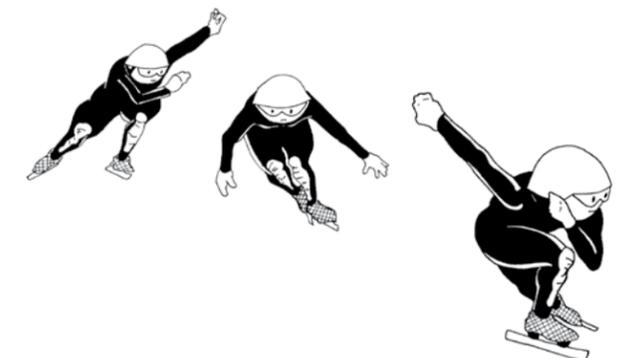
SKILL DEVELOPMENT

1. Basic Position Arm Swing

- Demonstrate a reasonably relaxed arm swing while skating in the basic position on the straightaway.

* Skill Cues

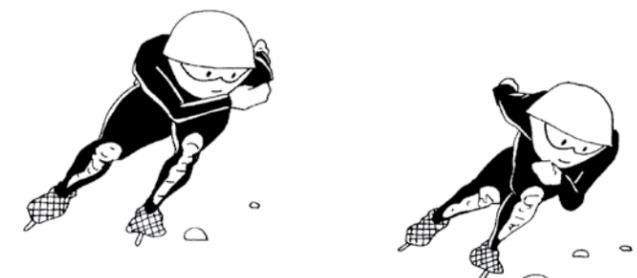
- Swing arms in forward and backward motion
- Do NOT swing higher than shoulders
- Arms slightly bent and relaxed
- Arm swing should be rhythmical



2. Demonstrate a reasonably relaxed arm swing while skating in the basic position on the corners.

* Skill Cues

- The left arm range of motion is reduced due to shorter circumference
- The right arm range of motion is reduced with increased tempo



3. Demonstrate basic position with left leg extended (stationary).

*** Skill Cues**

- Left arm forward and right arm in backward position
- Weight on right leg
- Head, right knee and right foot should line up (nose, knee and toe)



4. Demonstrate basic position with right leg extended (stationary)

*** Skill Cues**

- Right arm forward and left arm in backward position
- Weight on left leg
- Head, right knee and right foot should line up (nose, knee and toe)



5. While gliding on two feet in the basic position, extend the left leg to the side and glide on the straightaway. Also try this with the right leg.

*** Skill Cues**

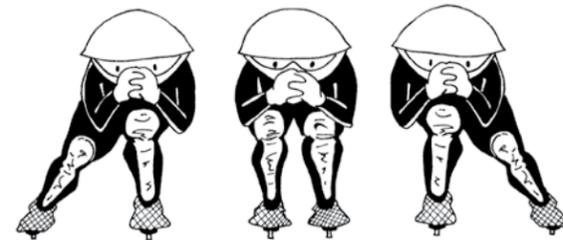
- Skates parallel on the ice
- Body weight supported by non-extended leg
- Glide in a straight line

6. Weight Transfer

- Demonstrate weight transfer by alternating from right leg to left leg extensions while skating and not lifting skates off the ice

*** Skill Cues**

- Weight transfer should be smooth and rhythmical
- Body in basic position



7. After gliding on both skates in the basic position, extend the left leg to the side and lift it slightly off the ice. Now try it with the right leg.

*** Skill Cues**

- Body weight should be totally over the foot that's underneath the body

8. Basic Position-Recovery Phase

- Demonstrate the recovery phase with left leg and right leg while in basic position and stationary, then while skating. (see skills checklist)

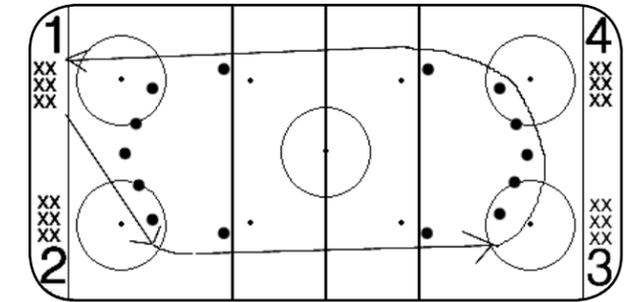
*** Skill Cues**

- Relax leg and allow it to swing behind you
- Knee bent and leg in parallel plane with supporting leg
- Knees and feet close together
- Return leg to starting position
- Repeat with left leg, right leg then alternating

CONCLUDING ACTIVITY

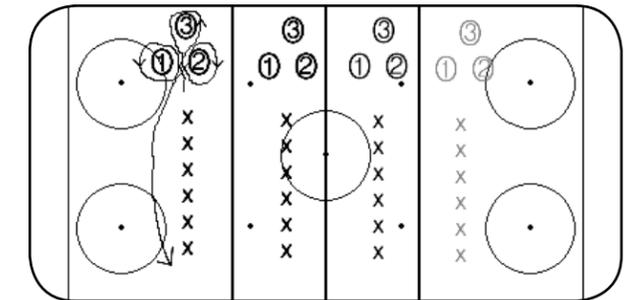
1. Team Relay

- The first member of each team skates a lap and then the next member skates and so on. A variation would be to have each skater skate 2 or 3 laps at a time or just set a time limit with each team counting their laps.



2. Circle Relay

- Divide the class into teams of 5 or 6. Set up three cones as in the diagram for each team. On the teachers signal, the first member of each team skates around each cone in the direction indicated using crossovers. When each skater is finished, they must high five the next skater. The team finishing first is the winner.



LESSON 12

THEME

The Race

PURPOSE

To introduce a variety of racing experiences

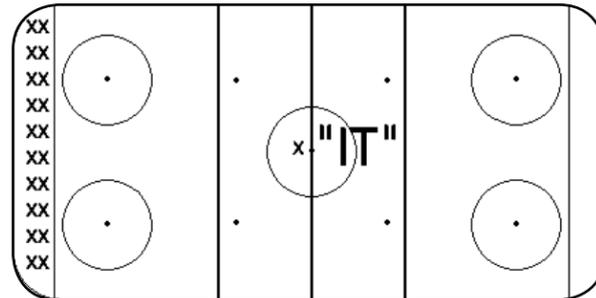
INTRODUCTORY ACTIVITY (WARM UP)

1. Free Skate

- Counterclockwise to review speed skating techniques: the push to the side, the thrust forward, the glide and the recovery.

2. British Bull Dog

- One person is designated as "it" and all the rest line up on the goal line. When the student who is it calls out "British bull Dog" all the other students try to skate to the goal line on the other end of the rink without being tagged between the blue lines. The students that get tagged must join "it" in the middle and help catch others. The game continues until everyone is caught.



SKILL DEVELOPMENT

* Divide the class into groups of four with an attempt to make the groups as even in skill level as possible. For example, a group might consist of one strong skater, two medium skaters and one weaker skater. The skaters should also be numbered from 1 to 4 with one being the strongest and four being the weakest. The purpose of this is to make this racing day more of a team event so everyone on the team is cheering and help each other. This would look like approximately 6 or 7 teams of four. During the races each team member will score points for their team. If there are six teams then first place will score six points and last place one point. The races should be arranged according to ability. All the number one's (the stronger skaters) would race together and all the number two's and so on. Someone would have to help as a statistician for the day to help keep a record of the points.

1. Individual Races

- 50 meters (1/2 lap)
- 100 meters (1 lap)
- 200 meters (2 laps)
- 400 meters (4 laps)
- 800 meters (8 laps)

* Skill Cues

- Start on red line using the start commands: "Go to the Start"- "Ready"- "Go"

Each race will have up to six skaters on the line or as many as there are teams.

2. Partner Races

- Numbers one and two as well as 3 and 4 will partner up for the partner races. On a team, all the one and two partners will race against each other as will the three and four partners.
 - 200 meters (2 laps)
 - 400 meters (4 laps)
 - 800 meters (8 laps)

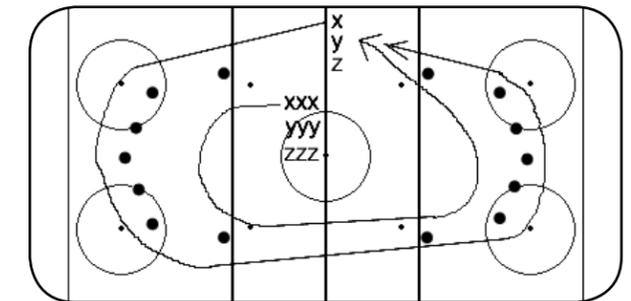
* Skill Cues

- Partner one pushes partner 2 for one lap then they switch places
- The partner being pushed must glide in basic position with elbows on knees

CONCLUDING ACTIVITY

1. Team Relay

- Two or three teams on the ice at a time, otherwise it will be too confusing. As number one on the team starts and skates the first lap, number two follows out on the track in front of the number one skater ready to be pushed. The number two skater should be gliding on two skates in basic position with elbows on knees and facing straight ahead so they can absorb the push. This continues until every team member skates four laps, each one lap at a time. If a skater falls, the next skater may go on to the track and tag the fallen skater and continue on finishing that skaters lap and then skating their own. The winning team of course will be the one that completes all 16 laps first.



* The number of races suggested in this lesson may be more than time permits, so select races from each of the three categories to allow the students to experience each type of race format.

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