

LESSON 7: SKATING STATIONS

Grade-Level Outcomes

Primary Outcome

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Embedded Outcome

Fitness knowledge: Identifies major muscles used in selected physical activities. (S3.M14.6)

Lesson Objectives

The learner will:

- explore in-line skating with direction changes.
- explore body position in space.
- demonstrate in an assessment a knowledge of skating.

Equipment and Materials

Per student or every two students of similar size:

- Helmet (sanitized between interpersonal use)
- Pair of knee pads
- Pair of elbow pads
- Pair of wrist pads
- Pair of in-line skates
- 5 to 10 12- × 2- × 2-inch (30 × 5 × 5 cm) blocks, carpet squares, or similar pieces of equipment
- 4 to 20 cones (any size)
- 5 to 20 small blocks
- Low-level step or ramp with ample space to land
- 4 to 6 hockey sticks
- 2 or 3 street hockey pucks (balls)
- Goals or 2 cones for each necessary goal

Introduction

What similarities did you notice from doing the homework between using ice skates and in-line skates? Is it possible to practice for tough balancing situations on purpose? What skills should you practice to improve at in-line skating? Today, we will refine our in-line skating skills so we can skate more confidently.

Instructional Task: Skating Stations

■ PRACTICE TASK

Set up stations to improve footwork in four categories. Use cones to designate zones. Students may select one or more activity per station.

Station 1: Speed and Direction Changes

- Skate through speed zones for alternating speeds.
- Practice navigating up and down hills.
- Skate through starting and stopping zones to improve control over speed.

- Navigate around cones to practice left and right direction changes in zigzag lines.
- Skate through direction zones for forward and backward.

Station 2: Turns and Balance

- Cross over while going through a curve.
- Keep both skates in line and shift weight to turn.
- Skate on one leg.
- Navigate through student-created figure eights of various sizes.
- Skate on only two wheels (any combination such as front and back or both back or front wheels).

Station 3: Obstacles

- Jump over low blocks or carpet squares.
- Skate over obstacles such as uneven pavement.
- Jump and turn 180 degrees.
- Jump over low objects and turn.
- Navigate a student-created obstacle course (e.g., hoops, boxes, cones, other objects).

Station 4: Hockey Skills

- Work on passing skills.
- Play a small-sided game (e.g., 2 v 2).
- Work on dribbling skills.
- Do lead-pass drills (pass the puck or ball to where the receiver will be, not where she is at the time it leaves your stick).

Extension

Combine any of the skills.

EMBEDDED OUTCOME: S3.M14.6. At each station, have students discuss the major muscles that they're using.

Refinements

- Suggest that students work on familiar and unfamiliar skills.
- Make sure that students use feedback from video analysis from previous lessons.

Guiding questions for students:

- Describe how to change directions from left to right while skating.
- Name one way to complete a turn while skating.

Student Choices/Differentiation

- Use a timer at stations.
- Challenge higher-skilled students to complete each activity at each station.
- Students complete stations alone or with a partner's assistance or competition.

What to Look For

- Are students centered over their skates?
- Are students persistent and responsible in their learning? (That is, they don't give up but also don't take too much risk for their skill level.)
- Are students using feedback from the video analyses in lesson 5?

Instructional Task: Skating Module Quiz

■ PRACTICE TASK

Students should take the end-of-module quiz.

Student Choices/Differentiation

Apply any testing modifications needed.

What to Look For

- Students know the critical elements of the skills taught in the module.
 - Students know and are able to apply Newton's laws.
 - Students know safety procedures and concepts related to skating.
-

Formal and Informal Assessments

- Skating module quiz
- Self-reflection homework activity

Closure

- What stations were the most challenging for you?
- What skills did you like best and why?
- Practicing these situations helps us be more prepared when the situation arises unexpectedly.

Reflection

- What were the most popular skills?
- Did I provide ample practice space and equipment?
- Are students improving in more than one area of skating?

Homework

- Complete a self-reflection homework activity.
 - Did I practice familiar and unfamiliar tasks at each station?
 - What are my areas of strength and weakness?
 - What changes in muscle soreness have I noticed after seven lessons of skating as compared to after one lesson?
- Look up some Olympic events on ice skates, and be prepared to share at the beginning of next class.

Resources

Internet keyword search: "how to improve in-line skating," "things to practice for in-line skating," "Rollerblade freestyle slalom (nine-year-old girl)"