

LESSON 3: EXPLORING SKATING—JUMPING AND LANDING

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

Safety: Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)

Lesson Objectives

The learner will:

- explore skating and stopping with a lowered center of gravity.
- learn basic skills for jumping and landing.

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
- Paved and grassed area

Introduction

How does our center of gravity shift when we wear skates? How do we compensate for this? How do our arms and legs help us balance? Today, we're going to work on basic skating technique and different ways of stopping.

Review safety gear placement and inspect equipment before use.

Instructional Task: Control the Body and Skates

■ PRACTICE TASK

In personal space, with a lowered center of gravity, students practice the following five times each:

1. Use the T position for the feet to push off (dominant foot in back).
2. Push off with the dominant foot in back.
3. Position feet like a V and push using an outward stroke.
4. Weight shifts over weight-bearing skate.
5. Take three strides and stop using the brake (raise toes, lower heel and center of gravity, drag the brake).
6. Repeat until comfortable using the brake.

Extensions

- Repeat, using the T stop (place dominant skate behind non-dominant and drag wheels to stop).
- Repeat, using non-dominant foot to drag behind (reverse from above).

EMBEDDED OUTCOME: S4.M7.7 Instead of helping students put on skates and safety equipment, have students independently use equipment appropriately and safely.

Student Choices/Differentiation

Partners may assist with any of the practice tasks, but they must wear shoes.

What to Look For

- Students maintain balance and control of skates.
- Arms extend for balance.
- Weight shifts to appropriate foot for T positioning.

Instructional Task: Jump and Land

■ PRACTICE TASK

Have students work through the following progressions:

- Walk on grass with skates.
- Walk on pavement.
- Do low jumps on grass or pavement.

Extensions

- Do high jumps on grass or pavement.
- Jump and tuck on grass or pavement.
- Step over a small piece of equipment.
- Jump over a small piece of equipment.
- While skating, step or jump over a small piece of equipment.
- Turn blocks or similar items to the elongated position and step or jump over them.

Peer assessment: Describe body positioning to a peer before attempting skills and after landing. Write and share.

Refinements

Remind students to bend their knees and use their arms to maintain a balanced position.

Student Choices/Differentiation

- Students choose whether to attempt more difficult movements.
- Students proceed through tasks at their own pace.

What to Look For

- Students maintain a slightly crouched position before and after movement.
 - Feet begin in a V or T position.
 - Students use arms for balance.
 - Students bend knees to land softly and regain balance immediately using the V position with feet.
 - Students use brake to regain balance.
 - Students use T position to regain balance.
 - Students are able to describe proper body placement to a peer for jumping and landing.
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Formal and Informal Assessments

- Peer assessment
- Exit slip: Write the steps for regaining body control. (Answer: 1. Check body position for athletic stance. 2. Check foot position [return to V shape]. 3. Head up.)

Closure

- How does lowering the center of gravity assist you with these tasks? (Answer: promotes stability, engages leg muscles to assist with balance)
- What role do arms play? (Answer: extend to assist with balance, as when Nik Wallenda uses the pole while walking the tight rope)

Reflection

- How many students chose to help others versus practice for their own improvement?
- Are most students able to brake successfully?
- Are they pushing off to skate with confidence?
- Which students need more practice on their jumping and landing?

Homework

Practice foot positioning (T and V using walking speed) from the lesson today, five times for each foot.

Resources

Miller, L. (2003). *Get rolling: The beginner's guide to in-line skating*. 3rd ed. Danforth, CA: Get Rolling Books.

Internet keyword search: "how do I in-line skate," "center of gravity in in-line skating," "Nik Wallenda tightrope walking"