

LESSON 1: SAFETY

Grade-Level Outcomes

Primary Outcome

Safety: Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance*. (S4.M7.6)

Embedded Outcome

Working with others: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

Lesson Objectives

The learner will:

- demonstrate proper placement of protective gear.
- inspect gear for damage.
- learn how to fall properly wearing in-line skating protective equipment.

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

Introduction

Have you ever seen or heard of the X Games? Do you know of any sports in the X Games?

Show a quick video clip of athletes competing in in-line skating during the X Games.

Today, we will start a module on in-line skating, which is a great activity for exercising, being with friends, and challenging yourself. The focus for our first lesson is going to be learning about the safety gear and how to fall safely.

Instructional Task: Introduction to Safety Gear

■ PRACTICE TASK

Demonstrate how to wear the safety gear properly, including placement on the body and adjustments for proper fit. Be sure to inspect all equipment for damage before student use.

Students practice putting on protective equipment five times and then help their partners do the same.

Once gear is being worn appropriately, instruct students on proper stance while skating. In general terms, students need an athletic stance: head up, elbows bent to approximately 90 degrees, and knees flexed to allow quick position changes required when skating.

Students practice falling forward from the athletic stance—in order—from knees to elbows to hands, five times.

Extensions

- Peer assessment: Students complete a checklist for proper positioning and falling technique.
- Display damaged equipment to help students recognize what it looks like.
- Students time one another for correct gear placement in the least amount of time.
- Plant damaged pieces of equipment (before being worn and used) and intervene if students don't identify them as being unsafe.

Guiding questions for students:

- What does it look like when you fall? (Answer: varies depending on activity, speed, skill)
- How do people usually look when they fall? (Answer: as if they don't know what they are doing)
- What is the proper way to fall? (Answer: from crouched position to knees, then elbows, then hands)

Refinements

- Remind students to have equipment tight, but not to the point that it restricts movement.
- Shake the head to be sure the helmet is snug.

Student Choices/Differentiation

- Students may describe placement of gear to a partner verbally or while fastening it in position physically.
- Students may fall more than five times.
- Students may practice the fall onto a mat to gain trust in the safety equipment placement and the feeling.
- Students may jog or run before falling.
- Students may “sock skate” before falling.

What to Look For

- All protective equipment should fit securely in such a position as to protect the body as intended.
- When students have gear in position, it will look appropriate.
- When students practice falling, gear will not move out of proper position (make adjustments as needed).
- Students fall from crouched position and land initially on knees, then on elbows and hands (as applicable with associated forces).

Safety Notes

- Helmet must fit securely to the head and sit on top (no cowboy hat tilting), with the chin strap buckled under the chin to prevent the helmet from sliding forward or backward.
- Knee and elbow pads must be worn as described by the manufacturer and fit with the protective plastic at the bend of those two joints. Pads must be fastened tightly enough to prevent sliding out of position, but not to constrict movement.
- Wrist pads must be worn as described by the manufacturer. Fit should be snug and supportive to cover the entire wrist and thumb joints.

Instructional Task: Demonstrate Common Damage to Check

■ PRACTICE TASK

Inspect all equipment for cracks or missing and loose buckles and other fittings.

Guiding questions for students:

- How could the damage occur to equipment? (Answer: speed, improper equipment placement)
- How do you think proper stance helps when skating? (Answer: encourages good skating technique, falling properly and safety)
- Why do you want to try to fall forward? (Answer: safety)

Extensions

- Describe common equipment damage to a partner.
 - Equipment damage to the back of the helmet suggests the skater was standing higher than a crouch and therefore fell backward.

- Wrist pads that are cracked at the wrist joint suggest the skater fell directly on the hands instead of knees first, then elbows, then hands to break the fall. This skater was probably higher than a crouch position.
- Damaged knee pads suggest proper skating and falling techniques.
- Manipulate equipment and have partners make adjustments and repairs to ensure safety.

EMBEDDED OUTCOME: S.4.M4.6. Encourage partners to accept differences among peers and provide positive feedback while inspecting partners' work.

Student Choices/Differentiation

Have a list of equipment issues that students can check off if they are having a hard time finding damage.

What to Look For

- Students can recognize unsafe equipment.
- Students can recognize unsafely placed equipment and manipulate it to a safe state.
- Students attempt to fall forward to utilize padding for protection.

Safety Notes

- Helmets should be free of cracks and have appropriate padding intact.
 - Discrepancies should be reported to the teacher and equipment not be used until deemed safe by inspection, repair, or replacement.
 - All helmet, knee, elbow, and wrist pad buckles fasten securely and adjust freely. Velcro should be intact and free from debris that weakens the fabric.
 - Skates should buckle, brakes should have ample padding, and wheels should be free of debris that prevents smooth rolling.
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Formal and Informal Assessments

- Peer assessment using a checklist of equipment positioning and falling technique.
- Exit slip: List five important safety considerations when using in-line skates.

Closure

- Where should pads be worn? (Answer: covering joints, secure fit for movement without sliding out of position)
- Where should the helmet sit? (Answer: top of head, no tilting forward or backward, chin strap secure so no more than three fingers can slide in between your chin and the strap when buckled)
- How should you try to fall? (Answer: from crouched position to knees, then elbows, then hands)
- How will you know if the equipment is being worn properly? (Answer: pads stay in position when you fall)

Reflection

- Did I have enough equipment?
- How can I adjust the time for equipment to avoid loss of skating time?
- Did the equipment fit all students?
- Were students providing positive feedback to each other in today's lesson?

Homework

Seek out videos on in-line skating techniques and share with a friend. Please e-mail me the links of any cool videos I can post to the school's website.

Resources

Keep original manufacturer information and websites handy.

Internet keyword search: "how do I put on knee and elbow pads"