

LESSON 4: STARTING AND STOPPING

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

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:

- explore in-line skate manipulation.
- demonstrate turns while in-line skating.
- combine skills of skating forward, turning, and stopping while navigating an obstacle course.

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
- 4 to 20 cones (any size)

Introduction

Remind students to inspect safety equipment for damage and how to make adjustments.

Is anyone sore from the last lesson? Why do you think you are sore? The low position and push-off of in-line skating can make you sore if you're not used to using your glutes, hamstrings, and quads that way. Today, we're going to review some of the skills that we practiced last time and then learn how to turn on our skates. Before we finish, we'll combine all the skills we've learned so far to skate through an obstacle course.

Instructional Task: Starting and Stopping

■ PRACTICE TASK

Have students review starting and stopping five times each (skating in between so the skills are no longer in isolation).

Extension

Use speed to navigate up or down hills.

EMBEDDED OUTCOME: S4.M4.6. Discuss with students that not all students have the same skill level, and we should accept differences and provide encouragement and positive feedback while practicing skating.

Student Choices/Differentiation

- Students select the speed at which they wish to travel (faster skaters must pass on the right side, allowing ample space).
- Only students wearing shoes may assist skaters.

What to Look For

- From the T or V position, students push outward diagonally and away from the body while shifting weight to the opposite leg.
- Students are repeating the pattern with the opposite leg to develop a comfortable rhythm.
- The upper body shifts weight in the opposite direction of the push to maintain balance.
- Students stop to gain control.

Instructional Task: Turns

■ PRACTICE TASK

Demonstrate the scissor turn. Have students practice the turn five times in each direction at a comfortable pace.

Students can practice the turn around any obstacle or a partner who is wearing shoes to assist.

Extensions

- Demonstrate the crossover turn. Have students practice the turn around any obstacle or partner wearing shoes.
- Students practice both types of turns five times each in both directions.
- Students practice turns with varying speeds (five times per speed).
- Continue station work of all previous skills and have students combine jumping and landing, stopping and turning.

Repeat for a longer turn or step with the non-dominant foot to turn in the opposite direction.

Refinement

For the crossover, reinforce the dominant foot crossing over the weight-bearing foot.

Student Choices/Differentiation

- Students may walk or skate the turns.
- Students may choose the surface (grass or pavement).

What to Look For

- Scissor turns: One foot is slightly in front of the other, but knees are close together. Knees are bent slightly during the turn. Students shift body weight to force momentum left or right.
- Crossover turns: Students step across non-dominant foot and push out with dominant foot. Students shift body weight to non-dominant foot.

Instructional Task: Skating Course

■ PRACTICE TASK

Using stations, students review previously learned skills to navigate an obstacle course: (1) jumping and landing, (2) starting and stopping, (3) turning, and (4) skill combinations.

Set up skating courses with cones and varying degrees of difficulty for learners to practice turns and previously learned skills. Make the turns of varying tightness.

Students navigate the course on skates using scissor-style turns.

Use a checklist or rubric to assess whether students are shifting their weight and center of gravity properly.

Extensions

- Repeat, using crossover-style turns.
- Repeat, navigating at a faster speed but still in control.
- Create obstacle courses for self or others.
- Time partners for obstacle course completion.
- Self-assessment: Students rate their balance and control on a scale of 1 to 10, explaining why they ranked themselves as they did and why they are or are not falling. They also should identify whether they are falling correctly.

You should evaluate whether students are timing the weight shift appropriately and whether they are accounting for how the center of gravity shifts during movement.

Student Choices/Differentiation

- Set up courses of varying difficulty; students choose which course to practice on.
- Students choose the surface (grass or pavement).

What to Look For

- Are students skating with control?
- Are they able to combine skills of turning and stopping?
- Are students shifting their weight correctly and at the appropriate time?
- Are students keeping their center of gravity low and accounting for how the center of gravity shifts during movement?

Formal and Informal Assessments

- Self-assessment of balance and control
- Teacher assessment of weight shifting and center of gravity maintenance

Closure

- List two ways to complete a turn. (Answer: scissors, crossover)
- Share any tips you have found particularly helpful when stopping and starting; when turning; when navigating a hill; when making a speed change. (Answer: ample amount of personal space, use the technique that's most successful when there is no partner to help, crouch lower for turns than when skating in a straight line)

Reflection

- What is the confidence level of the students?
- How should I adjust my instruction accordingly?

Homework

Read Newton's laws of motion. Describe how these laws work when you are skating.

Resources

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

Internet keyword search: "in-line skating," "how to turn"