

LESSON 2: BRAKING

Grade-Level Outcomes

Primary Outcomes

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

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

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- wear equipment properly.
- select appropriate skates for size.
- demonstrate weight transfer to brake position.

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

Introduction

What did you see in the videos you watched from the previous lesson's homework? (Several students share.) If you saw a fall, how did the skater handle it? Today, we are going to put on our skates, keep working on our falls, and practice the braking position.

Instructional Task: Continue Safety Gear and Skate Introduction

■ PRACTICE TASK

Inspect equipment for damage.

Select and adjust skates. Students will need to know their shoe size (round up for half sizes). Explain the importance of a snug (but not too tight) fit using the buckle adjustments.

Students review falling techniques five times.

Students practice lowering center of gravity to promote balance five times.

Extensions

- Practice fastening skates five times.
- Practice putting on skates and fastening them five times.
- Stand in crouched position (wear one or two skates, hold a partner's shoulder who is not wearing skates) five or more times.

Refinements

- Make sure all buckles are secure when fastened.
- Check for athletic stance with knees slightly bent.

EMBEDDED OUTCOME: S4.M1.7. While students are putting on equipment and practicing falls, they should exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates with encouraging comments. Provide feedback to students about the way they support one another.

Student Choices/Differentiation

- Students inspect equipment for self or partner.
- Students wearing shoes may lend a shoulder to those wearing skates.

What to Look For

- Students report damaged equipment.
- Students fall from knees to elbows to hands.
- Students find skates that match shoe size and select another pair as needed.
- All buckles are secure when fastened.
- Skates are tightened to allow for little or no gaps (long socks are recommended to reduce friction).
- Knees are slightly bent as if sitting in a chair to distribute weight downward instead of forward, fingers point upward, head is up (similar to the athletic stance).

Instructional Task: Brake Position and Promoting Balance

■ PRACTICE TASK

1. *Locate the brake on the right foot by raising the toes while pressing the heel down five times.*

If applicable, students repeat with the left skate five times.

1. *Stand on one foot five times. Repeat with the other foot to feel your weight distribution shift and to become aware of wearing all equipment.*
2. *Squat to a tuck position five times.*
3. *Stand with your feet in the shape of a T five times. Repeat, with your feet in opposite positions.*

Guiding questions for students:

- What happens to your center of gravity when you shift your weight from one skate to the other?
- When would you want to be less balanced? More balanced?
- How would you get into a more balanced position?

Extensions

- Repeat any activity more than five times.
- Vary the speed of the activities.

Refinement

Make sure students are maintaining an appropriate body position, keeping the head up and keeping a balanced center of gravity.

Student Choices/Differentiation

- Students may remain on grass instead of skating on pavement.
- Students take breaks as needed.
- Students may hold a partner's shoulder with dominant hand (partner should wear shoes to assist).

What to Look For

- Students' heads are up, center of gravity is lowered, knees and elbows are bent for balance and control, palms are open.
- Students maintain body position. Their speed is dependent on the comfort level of the skater rather than the assisting partner.
- Students are beginning to establish rhythm of movement, shifting body weight with control.

Note: All skates for the beginning learner have a right-foot brake; some have a brake for each foot.

Formal and Informal Assessments

Exit slip: Self-assessment: How do you feel when performing balance activities?

Closure

- What was challenging about the equipment sizing, placement, or adjustment? (varied answers)
- How does crouching help when skating? (Answer: lowers center of gravity)

Reflection

- Did I provide ample choice for differentiation?
- Did I explain the various ways that skates can be adjusted by showing a sample of those with buckles, hook-and-loop fasteners, and laces?
- How can I help those who are missing skill practice time by spending more time with some than others to put on the gear?

Homework

Review all balances wearing shoes, and repeat with socks. Review all balances while standing on a low-level piece of equipment such as a wooden block.

Resources

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

Internet keyword search: "how to learn in-line skating"