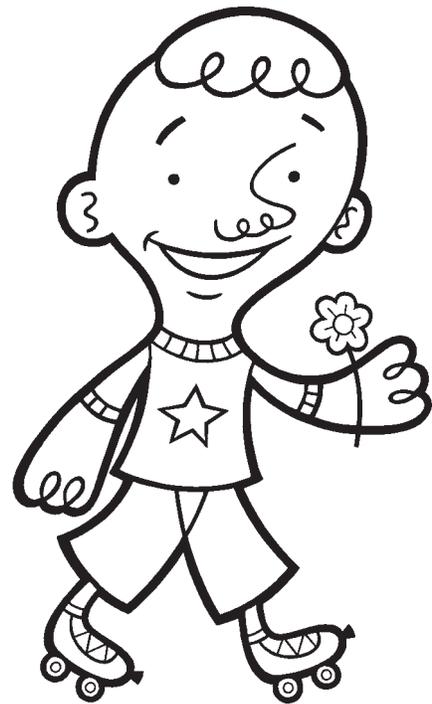


SECTION ONE - BASIC SKILLS

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BASIC SKILLS

SET-UP

> A Week Prior to the Session

Remind students to wear socks and appropriate clothing – no baggy pants, etc. Protective equipment can be brought from home – helmet, elbow pads, kneepads, etc. Have copies of the shoe charts available for reference. Only Skatetime skates can be used during this session. Students can't bring their own skates. Set up a radio and bring music to play during the session – students can bring music too!

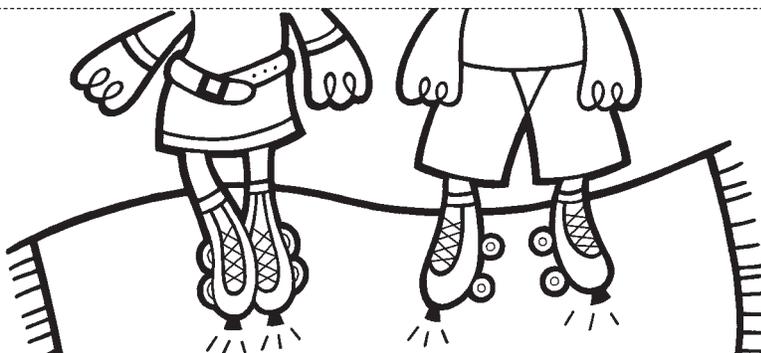
> Gym Preparation

Sweep the gym floor daily to remove all dirt, rocks, and other debris. Particularly dangerous areas of the gymnasium should be identified and students should be made aware of them. For example - not all gyms are rectangular and may have corners which stick out or stages which may be dangerous if a skater were to crash into that area. Any uneven places in the floor surface – warped wood or broken tile – need to be covered. If using a sound system for the music, make sure the cords do not run onto the gym floor.

Place cones in a circle around the gym to give students a pattern to follow while skating. On the first day, have carpet runners or mats on the floor either in the center of the gym or along a wall. Those students needing extra assistance can practice walking on the mats to gain confidence and balance on the skates.

Up on your Toes

Mats are good for beginners



> Equipment

The skates utilize soft urethane wheels designed for indoor surfaces. These components are guaranteed not to damage your gym floor in any way. For this reason, the skates should not be used outdoors!

The skates will arrive in cabinets, which are mobile using soft roller wheels. The cabinet wheels are also completely safe for use on your gymnasium floor. Each cabinet

BASIC SKILLS

has two doors on each side, retained by a bolt in the top. When opening the doors, remove the bolt, open the door, and place the bolt into the hole in the now opened door.

It is easiest to organize the cabinets by placing them in numerical order according to skate sizes. Space them approximately 10 feet apart against one of the walls of the gym. Each cabinet will have an ID plate on top, which indicates the contents. Please note that the skates may have to be straightened if they shifted during transport.

A toolbox is provided in the event that a pair of skates need to be fixed. Tools, extra laces, and bolts are included. We at Skatetime take great pride in providing high quality equipment and hope you will not need to use the toolbox. If a pair of skates does need attention, we would prefer that you NOT attempt to fix it, rather tie the laces together and put them aside.

Disinfectant spray is also stored in the toolbox. Spray the skates and wrist guards daily.

At the end of the day, the cabinets can be secured using locks. Inside the cabinet on the back of the top shelf is some chain. It can be pulled through the holes in the doors and pad locked.

> Student Arrival

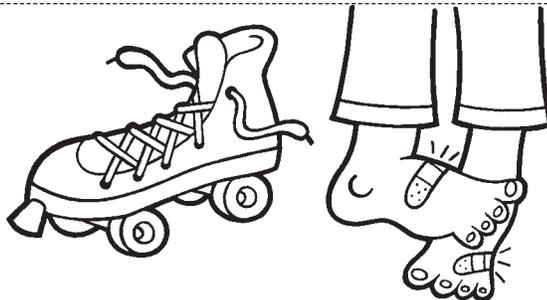
When the students arrive, have them sit in their usual spot and remove their shoes. Explain the location of sizes in the cabinets. Skate sizes are marked on the heel of each skate. Remind students of the skate size they requested before they approach the cabinets.

Have students bring their shoes to the cabinets when getting skates. It is best for the students to leave their shoes in the exact place in the cabinet that they took their pair of skates from. This way the students will be able to replace their skates in the exact spot they took them from when they are done with class. Take the skates from the outside and work to the inside, instead of just selecting two skates. In insure students have a left and a right skate, check to see that the emblem is on the outside of each skate.

DO NOT let students stand at the cabinets and try on the skates. If the pair does not fit, they can return them. Each student should make sure the skate size is correct. Improper size can result in discomfort and blisters.

Ouch!

Improper size can result in discomfort and blisters.



BASIC SKILLS

Once the skates are in hand, the students can sit side by side, in front of a wall. When putting on the skates, ensure that students remain seated. Students should never stand while putting on skates.

Skates in sizes J8-2 have velcro closures – sizes 3-16 have laces. To insure proper ankle and foot support, make sure the velcro strips are pulled snug, and that the laces are pulled tight and laced all the way to the top, criss-crossed through the white hooks and tied.

Wrist guards are available to all schools. It is up to the P.E. teacher whether or not to make it mandatory for the students to wear them. Guards are available in either small or large. Small guards are purple and black, large guards are solid black. They work on either hand, so students can just take two guards when they are getting their skates. Put the skates on first – guards on second.

To put on the wrist guard – loosen both velcro strips and open the guard. Insert your hand – with the plastic piece along the palm on the inside of the hand. Put the thumb out one of the holes, the fingers out the top. Pull the velcro straps snug around the wrist. Have students wiggle their fingers to make sure guard is not too tight.

Once everyone has the guards on, have students clap their hands twice – making sure they hear the plastic hitting together to indicate they are on the correctly.

If the wrist guard breaks, please set it aside in the toolbox and select another. If you need additional guards, call our office.

At the end of class – have all students stop skating and sit down. To sit down – place one knee to the floor, then the second knee, then sit down slowly. Loosen the laces/velcro and take off the skates and guards. Tuck the laces INSIDE the skates so they do not get tangled. Secure the velcro strips on the guards so they do not all stick together. CARRY the skates and guards to the cabinets – place the guards on top of the cabinet and the skates in the cabinet.

SAFETY

To make sure everyone has a great skating experience – review and enforce these safety rules:

- ▣ No roughhousing is allowed; shoving someone on skates can cause them to lose their balance and fall, which may result in injury.
- ▣ Students must stop on their own power - refrain from using bleachers, walls, and especially other skaters to stop.
- ▣ Each skater should be in control - out of control skaters are an injury waiting to happen; if not to themselves to the person they run into.

BASIC SKILLS

- ▣ Skates must be removed if a student is leaving the gym.
- ▣ Everyone must skate in the same direction.
- ▣ When the whistle blows, students must use the T-stop, mouths closed.
- ▣ If a student falls, he/she must always use the recovery to stand up.

Remind students that misconduct can cause accidents and will not be tolerated. The threat of having to remove the skates or sit out is very effective.

FALLING DOWN

Learning how to fall and the safest way to get back on your feet can reduce the chance of injury. Even the best of skaters go down every once in awhile, and practicing the safest way to fall as the first skill can make it a painless endeavor.

There are basically two ways to fall - forward and backward. If you have a choice, we encourage you to fall backwards. The best way to fall indoors is to squat down and slide like you're stealing second base.

Try to let your gluteus maximus absorb most of the shock; but remember that the tail-bone is located in there and falling at an awkward angle can bruise or fracture that bone. What often happens to rookies when falling backwards is that the skater feels that he may fall, tries to recover by placing more weight on the skates, and actually increases the momentum of the fall as the skates quickly slide out in front. Our experience has taught us that this type of falling causes an increased chance of injury, and hurts more when you hit the ground compared to squatting and sliding as soon as balance is lost. The majority of injuries, which occur from a fall, are to the wrist and arm. Emphasize to the students to not use the hands to break the fall! When falling forward, the skater should try to lay down softly and roll until momentum has ceased.

Body's Shock Absorber

Don't use your hands to fall, use your gluteus maximus.



BASIC SKILLS

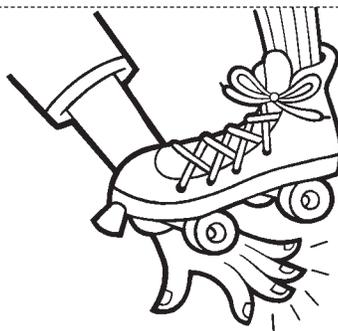
> Fall drills

- ▣ Sit with legs extended in front and shift weight side to side.
- ▣ Start in standing position and proceed to two legged squat position.

Let skates slide out in front and sit down. Emphasize not to break fall with hands or arms. Remember to keep the fingers off the ground to avoid getting them run over.

Crunch!

Putting your hands on the ground puts your fingers at risk.



RECOVERY

The recovery occurs when the fall is completed and all momentum is stopped. The skater can now get back up and resume the 'coolness quotient'; hoping no one saw the wipe out and resume skating. On a serious note, everyone falls at some point or another when skating-explain this to your students so they are not embarrassed or laugh at someone else when falling occurs. To recover the person simply places the weight on the hands and one knee as the other skate is placed back under the body. The weight shifts from the knee to the skate as the person then places the other skate under the body while standing up.

Falling is Cool

Falling is common, and getting up is easy after the first couple times.



BASIC SKILLS

> Balance & Posture

As stated earlier, the most common form of falling on skates happens when a person falls backwards. Often this happens because body posture is poor. Body posture refers to the placement of the various parts of the body in relation to the center of gravity. If the body weight is too far behind the skates then the skates will slip out in front of the body. If posture is good then the center of gravity will stay over the skates, preventing the skater from losing balance even as speed and direction of movement change (Powell, 1998).

For upper body positioning the skater should focus on the head, shoulders, and arms. The head should be upright and looking in the direction of movement. Many beginning skaters tend to stare at the ground directly in front of the skates. The shoulders should be facing the direction of movement. There should be a slight lean forward for momentum; but the upper body should not be in a hunched or slouched position. The arms are naturally going to swing from side to side during movement; the key to arm movement is that they swing side to side in front of the body. Many novice skaters swing the arms behind the back, which pulls the shoulder back, shifting the weight of the upper body to the heel of the skate. If the weight shifts to the heel of the skate the skates tend to go out in front of the body and booyaaa! You're practicing the recovery!

No Slouching!

The most common form of falling is caused by bad posture.



Lower body positioning involves the legs and skates. The weight should be distributed on the balls of the feet; with the knees slightly bent so that the skater cannot see their own toes. The ankles should also be bent so that the shins are touching the tongue of the boot. This position will feel somewhat like sitting in a chair to the skater. The skates should be positioned under the hips approximately 8-14 inches. Not only is the width of the stance important, but also the length of the stance. To increase the length of the stance, simply place one skate farther out in front of you. This makes it harder to lose your balance and fall either forward or backward. With a proper stance the weight should be distributed evenly on the skates. The skater will learn how to shift the weight properly during different maneuvers as they learn skills (Powell, 1998).

BASIC SKILLS

> The "T" Stance

The knees should be slightly bent so that the shins are touching the front of the inline boot. The wider the extended stance the more stability. The eyes should be focused ahead – a common beginner mistake is to stare at the skates or ground just in front of the skates.

Stance with a "T" – this is done by tucking the heel of either foot into the arch of the other. This will keep them from rolling around and enable them to stand still.

"T" is for Terrific!

Terrific way to stand still.



CREATING FORWARD MOVEMENT

> Approach #1:

From the "T" stance, have the students march in place slowly. This will get the students used to shifting the weight from one foot to the other. Make sure the students are keeping their weight on the balls of their feet and that proper posture is being used. From this point have the students push off slightly with the rear skate and slowly march forward, shifting the weight from one skate to the other as they glide with each step. After conquering this skill they should advance to the stroke and glide.

> Approach #2:

From the "T" stance, have the students push off with the rear skate and glide forward on one foot. Kendra Wilkie in her article Creative Teaching Methods for Instructing Children (1999) used an excellent analogy of telling the students to imagine they are storks balancing on one leg as they glide. The glide foot remains elevated behind the body during the glide. She said that it is easier for young children to visualize and imitate a bird than it is to imitate an adult demonstrating (Wilke, 1999).

BASIC SKILLS

> The Stroke & Glide

The stroke is what propels the skater. At first many skaters want to generate as much speed as possible without fear of falling or thought of stopping. Make sure the beginner does not generate too much speed and become a runaway train! To generate power the stroke leg pushes backwards at a 45 degree angle to push the skater forward. The other skate, called the glide leg, is coasting and harnessing the power that the stroke leg created. The better the stroke and glide phases of an inline skater, the farther and faster they will go with the same amount of energy used. Powell and Svensson refer to this concept in their book *Inline Skating as having an efficient stroke* (1998). As the stroke leg creates the forward momentum by pushing backwards, the weight of the body shifts to the glide leg for the coast. After the stroke leg has fully extended it returns under the body and becomes the glide leg as the initial glide leg begins the next stroke. For the beginning skater it is important to make sure that balance remains throughout the stroke and glide. Explain to the students that the glide foot, the knee, and the nose should all line up like a flagpole during the glide.

Line Up Like a Flagpole

Explain to the students that the glide foot, the knee, and the nose should all line up like a flagpole during the glide.



> Common Balance & Movement Problems and How to Correct Them

- ❑ Problems keeping balance on one skate during the 'stork' maneuver. Check body alignment over the glide skate. Often the skater will have a skate stance which is much too wide, preventing them from bringing the center of gravity over the glide skate.
- ❑ Falling forward or backward during the stroke and glide maneuver. The skater may not be utilizing the extended stance which will greatly enhance stability and prevent the loss of balance.
- ❑ Falling to the side during the stroke and glide maneuver. The skater may be shifting the upper body from right to left and vice versa during the movement instead of properly placing the skates under the body during the recovery phase of the stroke.
- ❑ Loss of the "coolness quotient" - a skater who appears stiff and rigid and off balance at all times. Relax musculature of upper body and focus on keeping the weight distributed to the balls of the feet with the knees and ankles bent (Powell, 1998).

BASIC SKILLS

STOPPING

The most likely source of fear to the new skater is the process of stopping. Generating forward speed and movement seems to come naturally, but the ability to slow and cease that movement without bodily harm is a challenge for many skaters. Many beginning skaters use objects or just simply lay down and let the power of friction bring them to a stop. Using these methods may work in the beginning, but as speed increases these are no longer options - at least without some sort of injury occurring. So have students learn the right way to stop from the very beginning.

Walls Aren't for Stopping

Walls work for a while, but after gaining some speed, you will need to know a good strong stop.



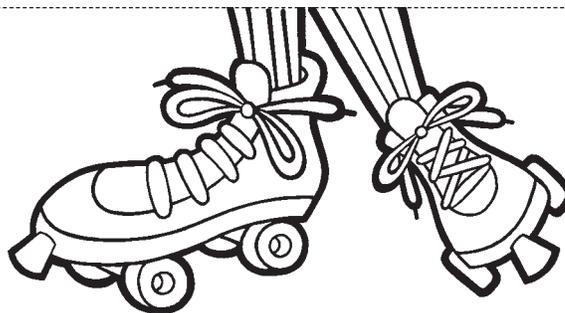
> The T-Stop

The T-Stop uses the friction of the wheels to bring the skater to a stop and is an extremely effective way of stopping. The T-Stop is so named due to the positioning of the skates. One skate is brought behind the body at a 90 degree angle and the wheels are dragged to stop the forward movement. It is important to note that the weight should be distributed more towards the heel of the drag skate; if the weight is distributed towards the toe this method has a tendency to spin the skater around. Thus, it is important to practice this method at a slow rate of speed.

Have students forward skate the length or width of the gym floor and "T" stop before reaching the wall. Practice this several times so all are familiar with the movement.

"T" Stops are Too Cool

One skate is brought behind the body at a 90 degree angle and the wheels are dragged to stop the forward movement



BASIC SKILLS

> Common Braking Problem and How to Correct Them

When performing a T-Stop the skater spins backwards. The skate is not at a 90 degree angle to the other; or the drag skate is not located behind the lead skate but rather next to it or out to the side (Powell, 1998).

URNS/CROSSOVERS

Skates can be “steered” by leaning the body to the left or right. As a skater becomes more comfortable turning, the lean will exaggerate. The skater must focus on the direction he/she is turning but the beginners eyes often incorrectly glance downward at the skates or ground directly in front of the skates. Upper body alignment is very important when turning. The shoulders should turn in the direction of the turn; with the inside shoulder dipping slightly towards the ground. As always, the important aspect of the lower body is the extended stance. Whichever direction the skater is turning, that leg is in front of the stance. For example, in a right hand turn the right leg is in front of the stance while the left leg is in back.

To begin – have students push off from the “T” stance and skate forward. While skating, have them lean or tilt their bodies slightly to the right, without bending forward. They should begin to skate a curve to the right. Have them repeat the motion, leaning to the left.

> Crossover Turn

The crossover turn is where the skater is trying to maintain or increase speed through the turn. It is used in ice skating, roller skating, and inline skating. To help students get the feel of forward crossovers, have them stand with skates together. While in standing position, have them lift their right skate, cross it over in front of the left one, and place it on the floor. Now have them bring their left skate out from behind and place it directly beside the right one, returning to the starting position. Repeat this crossover movement marching sideways.

Crossover

Place one foot over the other, then bring the other skate out from behind and “presto”, crossover!



BASIC SKILLS

Crossovers make skating around the ends of the floor smooth and easy. With weight over the left skate, have them cross their right skate over the left. When the right skate touches the floor, they should continue to roll forward on it as they bring their left skate from behind and place it beside the right one. Then have them stroke with the right and repeat the motion.

> Common Turning Problems and How to Correct Them

- ▣ Skater falls backwards during turn. Weight may be distributed on heels instead of the balls of the foot. The ankle may not be bent and the skater may not be leaning into the turn.
- ▣ Ankles feel awkward during turn or appear wobbly. The skates may not be laced up tight enough to offer enough support. Tighten the skates or try another size.

BACKWARD SKATING

The posture for skating backwards is the same as it is for skating forward; except for the slight upper body forward lean. When skating backwards the upper body is more upright. The knees and ankles are still bent and the weight is still on the balls of the feet. To get started, begin with the skates closer than normal. The toes should be slightly pointing in; from this position push the skates outward and the skater will begin to slowly move backwards. As the skates begin to move outside the hips bring the heels of the skates towards each other; repeat the process drawing hourglass or coke bottle shapes and propelling the body backwards. The skates should not leave the ground during this exercise. Make sure students have adequate room and always watch over their shoulder to avoid running into the bleachers or another skater.

Look over your back

Those bleachers or your friend may be closer than you think when skating backwards.



Drill: Divide the class into partners. Have each pair face each other; arms extended, holding hands. Have one skater roll forward while his or her partner attempts to skate backwards using the hourglass movement. As soon as they practice the length of the skating floor, have the partners exchange positions.

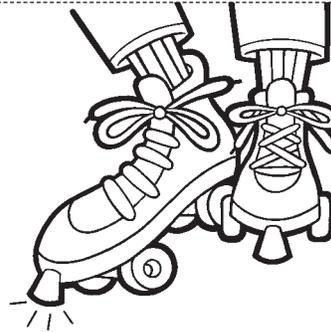
BASIC SKILLS

BACKWARD STOPPING

While standing in the "T" stance, have students practice rocking forward onto their toe stops – left and then right. When skating backwards, this is the method used to stop place either the left or the right toe stop on the ground. Have students practice this as they are skating backwards in the gym.

Backwards "T"

Have students rock forward on their toe stops while rolling backwards.



BACKWARD CROSSOVERS

Crossovers can be performed while skating backward so the students can easily curve around the ends of the floor.

While in a standing position, have the students cross their left foot over their right. Then have them release the right foot, bringing it from behind the left so it's placed next to the left foot again. As they do this exercise, have them begin with weight on right foot, shift weight to left foot when it takes the floor, then back to the right foot when it takes the floor parallel to the left. Have them cross the width or length of the skating surface to practice this crossover step.

Demonstrate the cross over while skating backward. Point out that skates will lean right, with their bodies aiming into the center of the skating floor, throughout the crossover sequence.

Have students practice backward crossovers by having them skate in a large circle pattern. Remind them to look over their right shoulder as they skate to avoid a collision with another skater.

BASIC SKILLS

MOHAWK TURN

Have the students stand along the wall. Show them the basic element of the turn (the heel-to-heel position of the skates.)

Ask them to hold onto the wall and place their skates in a heel-to-heel position. Have them bend their knees slightly to feel more comfortable. For all but the most flexible, they'll be able to hold the position comfortably for no more than a few seconds. Explain that it's all right not to be able to stand there forever – the turn only takes the blink of an eye in that position.

Mohawks for Everyone

Place the skates heel-to-heel to turn from forwards to backwards, or vice versa.



Demonstrate the turn. Hold the heel-to-heel position a little longer so they can see it clearly.

Have them duplicate the motion of the feet while holding onto the wall. Stand on the left foot with the right foot in the trailing position; bring the right foot heel-to-heel with the left and turn the shoulders and hips to the right as the left foot releases to become the trailing foot. There should be an easy bend of the knees at the moment of transition.

Duplication the motion again, this time beginning on the right foot and switching to the left. Repeat several times going left to right and right to left.

Show the students how the arms and shoulders help make the turn. The left arm should be forward as the student rolls forward on the left foot. The right arm should be extended to the side. As the right foot comes in heel-to-heel, the shoulders should turn to match the hips, with both arms extended out to the sides. As the left foot is released, the shoulders should turn again to match the hips, leaving the right arm forward and the left arm extended out to the side.

Students should practice this turn going forward to backward and backward to forward, rotating the turn both clockwise and counterclockwise. Like spinning, this is a "practice, practice, practice" skill. Watch for common mistakes, such as bending forward at the waist and not turning the shoulders to match the hips all the way through the turn.

BASIC SKILLS

Changing from a backward skating to forward. To change positions from back to forward the skater must shift the weight to the left skate, pick up the right skate and turn the toes until they are pointing in the opposite direction. The hips, shoulders, and head must also turn with the skate. Once turned the weight is shifted from the left skate to the right; as the weight is transferred the right skate the left skate can be picked up and turned around (Powell, 1998).

Connecting turns while skating backwards. When skating backwards a simple turn is performed in the exact same manner as when skating forward. To turn to the skaters right the right foot is in the front of the stance and the weight is shifted in the direction of the turn. The opposite occurs for a left hand turn.

Crossover turning technique going backwards. The footwork for the crossover technique when going backwards is the same as when going forwards.

ADVANCED SKILLS

SKATING CHALLENGES & GAMES

> Cones

Cones can be used in a variety of fashions for both skill development and fun. Cones can be set up to practice turns or other skills mentioned in the skills section of the manual. Cones can be used to create a circular rink inside the gymnasium which can be used in a variety of manners: to have a free skate with music - all skaters move in the same direction; to have speedskating races with the number of participants in each race depending upon the size of the gym and racetrack created; to have relay races using a baton; and for relay races that can incorporate skills such as back to back turns

> Pop Cans

Pop cans can be set up to test the agility and maneuverability of the skater. The closer together and the faster the skater approaches increases the difficulty level. Zig zags, connecting turns, crossover turns, and the weaving of the skates are a few of the skills that can be tested.

> Obstacle Course

Obstacle courses can be set up using different objects such as cones, chairs, horizontal apparatus that are intended to be skated under, etc. The obstacle course is limited only by the imagination of the instructor.

> Shoot the Duck

Shoot the duck is a game where the participants are asked to glide on one skate. All skaters begin by skating in a similar direction in a large circle to some jams. When the music stops, the participants immediately balance on one skate and coast; the contestant who coasts the longest is declared the winner. No strokes are allowed once the music stops; and the skaters cannot use their hands for locomotion either. Partner shoot the duck is also a fun game - the only difference being that two skaters must hold hands during the contest.

> Free Skate with Music

Just like the retro days at the roller rink, turn on some music and let the students skate. The "Chicken Dance", "YMCA", and the "Hokie Pokie" are different songs that can be played.

ADVANCED SKILLS

STUDENT NAME _____

SKILLS CHECKLIST

Falling, Recovery, Posture and Balance

- Starting in squat position, let skates slide out in front and sit down.
- Start in upright position but standing on knees and demonstrate fall and roll technique.
- Start laying down and perform recovery to upright standing position.
- Demonstrate proper skating position: knees bent, skates shoulder width, head up, shoulders facing forward, upper body leaning slightly forward.

Creating Forward Movement, the Stroke and Glide

- Stroke with rear leg of extended leg stance with "T" and glide on opposite foot.
- Execute a stroke and glide with recovery.
- Execute a stroke and glide with recovery and then continue with other leg performing stroke and glide with recovery.
- Execute alternating stroke and glide with recovery and then glide with extended leg stance.

Stopping

- Demonstrate a proper brake stop. Arms should be out front and the gluteus maximus low for balance.
- Demonstrate a T-Stop. Drag skate should be at a 90 degree angle to other skate.
- Demonstrate a Y-Stop. Drag skate should be at a 45 degree angle to other skate.

Turns/Crossovers

- Demonstrate an extended stance turn to the right.
- Demonstrate an extended stance turn to the left.
- Demonstrate back to back turns in opposite directions.
- Demonstrate a right turn using the crossover technique.
- Demonstrate a left turn using the crossover technique.

Backward Skating

- Demonstrate the hourglass drill.
- Demonstrate the hourglass drill using one leg as the stroke and the other as the glide. Repeat with opposite leg as glide.
- Demonstrate the backward stroke and glide.
- Demonstrate the crossover turn going backwards to the right.
- Demonstrate the crossover turn going backwards to the left.

Advanced

- Demonstrate a heel-toe glide in the extended stance.
- Demonstrate a toe-toe glide in the extended stance.
- Perform a two legged squat with the hips and knees at 90 degrees with skates on.
- Perform a one legged squat with the hips and knee at 90 degrees with skates on.

ADVANCED SKILLS

SAMPLE LESSON PLANS

Day 1

> Lesson Objectives:

After this lesson the student will be able to:

- Follow classroom procedure in handling skate equipment,
- Follow safety rules and instruction,
- Stand in place on skates,
- Skate in forward and backward directions,
- Stop motion by using the correct stopping techniques,
- Change directions while skating forward or backward.

Have the students sit in a semicircle facing the instructor.

> Process

- Have students remove street shoes before being allowed to get skates from the cabinet.
- After selecting skate sizes, street shoes are to be put in the skating cabinet in place of skates.
- Have students form a single line spaced far enough apart to put on skates.
- Skates are to be put on and laced all the way up.

> Safety Rules

If a student feels he/she is losing his/her balance, he/she is NOT to grab the student next to him/her. This may cause both students to fall, increasing the chance of injury for both. Students are NOT to: speed skate, create trains (hold onto waists of other students in a line), use walls for stopping, throw arms around in an effort to gain balance, or stand in the corners or around doorways.

> How to stand up on skates:

- Have students raise up on both knees.
- Have them put one skate on the floor.
- Have them place hands on that knee and push knee with both hands while slowly standing.
- When students are completely standing, have them put their skates in the "T" stance.

> Forward Skating

Instructor should instruct and then demonstrate how to forward skate and how to T-stop.

Forward skate cues: students will be instructed to turn skates slightly outward and march in place, alternating weight on both feet. Gradually increase the amount of time on each foot. At the opposite end of gym, have students apply the T-stop method.

ADVANCED SKILLS

T-stop cues: The majority of the body's weight should be on one foot, with the back skate turned perpendicular to the other foot and LIGHTLY DRAGGED to halt forward momentum. The students may lose their balance and fall if too much weight is on the back foot.

FORWARD SKATING PRACTICE 5 MINUTES – The entire class should go from end to end. As the students master this task, the class may move to the circular pattern (counter- clockwise around the gym).

> Backward Skating

Have students line up on the end line for further instruction (the same manner as the forward skating lesson.)

Instructor should demonstrate BACKWARD skating and TOE stop.

Teaching cues: Have students turn with back to instructor. The instructor should make sure students are spaced evenly. Instruct students to turn toes in and march in place. The farther the toes are turned in, the quicker the weight will shift from side to side, and the faster the student will skate backwards.

It is important that students stand with their shoulders back. If their shoulders come too far forward, the students may fall face first. Place note that students should look over their shoulders so they are aware of where they are going.

> Toe Stop Cues:

The toe stop is to be used for backward skating only. One toe is to be pointed to the ground so it drags to slow backward momentum.

Have students travel the length of the floor, backward skating only.

Backward skating should be practiced at this time for at least 5 minutes. As the class becomes more comfortable with this skill, have them progress into the circular pattern of skating.

> Falling Instruction

Instructor should demonstrate how to properly fall on skates. If you lose your balance you should NOT catch yourself with your wrists. Instead, you must keep your arms up, sit down with the momentum, and slide until your body comes to a stop.

After this information has been covered – students should be instructed to forward skate. When they hear the whistle, have them properly CONTROL THEIR FALLING TO THE FLOOR.

Next, instruct students to T-stop. Turn around HAVE ALL STUDENTS BACKWARD SKATE USING THE TOE STOP TO STOP.

ADVANCED SKILLS

> Instructor Instructs/Demonstrates How to Change Directions While Skating

Teaching cues: students are to pick one foot up, turn it halfway around, then pick up the second foot and finish the turn. It is important to remind the students to be sure to turn the foot _ way around so the skates do not become tangled with one another. Remind students of the importance of correct posture. Leaning too far forward or back can throw a student's center of gravity off and cause them to fall needlessly.

Have students practice this skill standing still several times.

When the students are ready, ask them to SLOWLY skate. When they hear the whistle, have them turn _ way around and skate backwards. When they hear the whistle again, have them turn _ way around and skate forward. Repeat this while they are skating slowly. As they gain confidence, they may gradually increase their skating speed. Have them T-stop. Now have them all forward skate until the end of the class.

> End of Class Instructions

Students should be instructed to forward skate towards the Skatetime cabinets. Instruct students to sit down in the opposite manner in which they were instructed to get up (by placing one knee to floor, then the second knee, then sitting down slowly and under control.)

Make sure all students sit down at the same time. This prevents fingers, etc. from being run over with roller skates.

Instruct students to remove skates, tucking the laces inside the skates and putting the skates into the cabinet after removing their street shoes from the cabinet. Have them wait for dismissal from class.

Day 2

> Lesson Objectives:

After this lesson the student will be able to:

- ▾ skate in guided practice sessions,
- ▾ demonstrate their understanding safety rules,
- ▾ play shoot the duck,
- ▾ gain confidence in this skill area.

> Safety Rules Reviewed

- ▾ procedures
- ▾ safety information
- ▾ forward and backward skating cue
- ▾ toe stop
- ▾ changing directions

ADVANCED SKILLS

- ▣ 5 minutes – Follow procedure for putting on skates
- ▣ 5 minutes – Forward skate to the radio
- ▣ T-stop (turns music down and give instructions)
- ▣ 5 minutes – Backward skating
- ▣ Toe stop (turn music down and give instructions)
- ▣ 5 minutes – Forward skating until whistle blows – change directions to backward skating – repeat
- ▣ 5 minutes – forward skating
- ▣ T-stop (music down)

Day 3-4

> Lesson Objectives

- ▣ After this lesson the student will be able to:
- ▣ skate in guided practice session,
- ▣ demonstrate understanding of safety rules,
- ▣ gain confidence in skating both forward and backwards,
- ▣ play the four corners game while skating in forward direction.

> Review of Safety

- ▣ procedures
- ▣ safety information
- ▣ forward and backward skating cue
- ▣ toe stop
- ▣ changing directions
- ▣ 5 minutes – Follow procedure for putting on skates
- ▣ 5 minutes – Forward skating to the radio
- ▣ T-stop (turns music down and give instructions)
- ▣ 5 minutes – Backward skating
- ▣ Toe stop (turn music down and give instructions)
- ▣ 5 minutes – Forward skating until whistle blows – change directions to backward skating – repeat
- ▣ 5 minutes – forward skating
- ▣ T-stop (music down)

In a ten day program the lesson plan for day one – five day plan would be used for both five day and ten day plans.

Day 2 in 5 day program would be used for days 2-4 in a ten day program
Day 3 in 5 day program would be used for days 5-6 in a ten day program
Day 4 in 5 day program would be used for days 7-8 in a ten day program
Day 5 in 5 day program would be used for days 9-10 in a ten day program

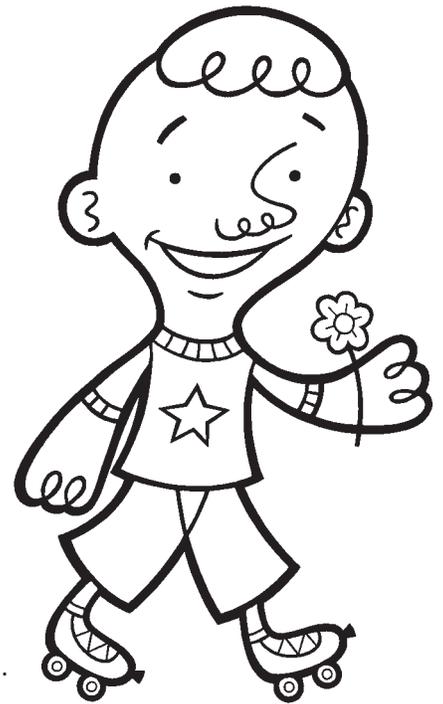
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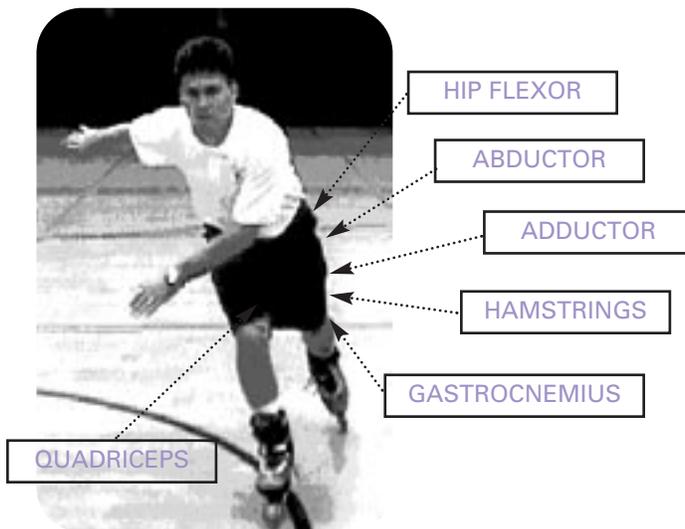
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BASIC SKILLS

PHYSIOLOGY OF INLINE SKATING

It is very similar to ice skating. Research of ice skating and inline skating shows that there are no significant differences in performance when referring to oxygen uptake, ventilation, or heart rate. The stroke frequency, work per stroke, and power have also been shown to be the same. One of the major differences between ice and inline skating is the amount of friction between the skates and the surface. The wheels create much more friction on land than blades do on ice; for this reason it is believed that 45% of the power created by the inline skater is lost to friction (Publow, 1996).



When it comes to biomechanical characteristics inline skating is a unique activity. Unlike traditional weight bearing sports, inline skating does not have the up and down motion of the center of gravity. Rather, it has a horizontal displacement of the center of gravity that results in locomotion. Inline skating primarily uses the musculature of the lower body for locomotion. Running and cycling uses some of the same muscles, but in a different manner. These activities primarily use those muscles to flex and extend the hip, knee, and ankle joints. Inline skating uses these muscles in this fashion to some extent, but also uses the abductors and adductors of the hip. These muscle groups move the leg away from and towards the midline of the body.

BASIC SKILLS

PHYSIOLOGY OF INLINE SKATING

Both of these muscle groups aid in lateral movement. Very few aerobic exercises offer the lateral musculature training that inline skating does (Publow, 1996). This training and development of the hip muscles does not occur during traditional cardiovascular activities. The thigh and gluteal muscles are also developed due to the lower limb positioning during the glide phase. The bent over stance used during speedskating also strengthens the low back. This bent over stance is similar to a cyclist's, but there are no handle bars to support the weight of the trunk. There is also no seat to support the weight of the body, which makes the lower limbs and lower body musculature support the entire body weight. Another important benefit of inline skating is the repetitive glide of the movement. During running there is a great deal of stress that is placed on the lower joints to absorb the pounding of the foot into the pavement. With inline skating the joint stress is reduced. This makes it physically demanding but the athlete recovers from the workout quicker and without constant abuse on the joints. Research has shown that inline skating offers similar cardiovascular benefits when compared to running or cycling. Because of these advantages many people use inline skating as a method of cross-training (Burke, 1998).

Inline skating can be used to train either the aerobic or anaerobic energy system. The energy system used depends upon the type of skating the athlete is performing. Short, quick bursts are supplied mainly by the anaerobic energy system. Long, sustained efforts use the aerobic energy system. Depending on the sport, the athlete can fine tune the workout to primarily use one system or the other. A distance runner or triathlete would want to focus on the aerobic energy system. A football player would want to focus on the anaerobic. Some athletes use inline skating training as a recovery type workout which keeps the stress off of the joints while still improving fitness. Inline skating can be used in a variety of ways to improve sports performance, cardiovascular endurance, and add variety to training. Additional information can be found in the book *Precision Heart Rate Training For Maximum Fitness and Performance* by Edmond Burke (1998).

BASIC SKILLS

INLINE SKATING FOR FITNESS

As we move into the next millennium, we are forced to address one of Americas biggest problems; the inactivity of our children. Children no longer ride their bikes for recreation, they sit in front of high resolution television sets with surround sound speakers and play Nintendo. This lack of exercise is considered to be one of the major risk factors for cardiovascular disease; which is now the number one cause of death in the United States today. To reverse this sad trend many of the top physical education programs in the country are shifting to fitness based programs. Studies have shown that children who participate in regular physical activity are more likely to continue or resume exercise as adults. These programs expose children to activities which will improve cardiovascular endurance and enable them to live longer, healthier lives. These activities need to be fun activities! Activities that the student will participate in on their own after the skills are learned. Activities that last a lifetime! For these reasons Skatetime School Programs sees inline skating as an exciting and excellent component of the fitness based program.

Inline skating is a highly effective method of aerobic activity. All five components of fitness (muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance) will improve with a proper inline training regimen. Balance and coordination are also additional benefits. Not only will balance improve during skating, but during other activities and sports as well. Inline skating has the same cardiorespiratory benefits as jogging, basketball, racquetball, etc. One of the key benefits of using inline skating as an aerobic workout is the minimal stress the activity places on the joints. Unlike many other high impact cardiorespiratory exercises, inline skating does not put as much stress on the joints, ligaments, and tendons.e by Edmond Burke (1998).

THE F.I.T.T. PRINCIPLE

The F.I.T.T. Principle is an acronym, which helps students remember the key components of a successful aerobic workout.

F STANDS FOR FREQUENCY

How often should I exercise? The American College of Sports Medicine recommends that you do aerobic exercise at a minimum of 3 days per week, ideally 5-7 days per week.

I STANDS FOR INTENSITY

How hard should I exercise? One way to figure whether or not you are training hard enough is to find your aerobic training zone. To find your training zone you must first find your resting heart rate. The ideal time to find your resting heart rate is when you first wake up. Take it before you get out of bed, shower, or eat your bowl of Fruity Pebbles. All of these activities will elevate your resting heart rate.

BASIC SKILLS

INLINE SKATING FOR FITNESS

In fact, even sitting up in bed will elevate it. Have a watch with a second hand available at your bedside when you wake up. You should be relaxed; if the alarm clock startled you then wait a minute or so to calm down. Find your pulse on the thumb side of your wrist using your index and middle fingers. Count the number of beats you feel for 60 seconds. This is your resting heart rate. Plug in the appropriate numbers to find your training zone.

- 1 Subtract your age from the number 220

$220 - (\text{your age}) = \underline{\hspace{2cm}}$ (A) From now on we will use (A) to represent this number

- 2 Subtract your resting heart rate from (A), multiply it by .60, and add your resting heart rate.

$(A) - (\text{your resting heart rate}) = \underline{\hspace{2cm}} * .60 = \underline{\hspace{2cm}} + (\text{your resting heart rate}) = \underline{\hspace{2cm}}$

- 3 Subtract your resting heart rate from (A), multiply it by .85, and add your resting heart rate.

$(A) - (\text{your resting heart rate}) = \underline{\hspace{2cm}} * .85 = \underline{\hspace{2cm}} + (\text{your resting heart rate}) = \underline{\hspace{2cm}}$

Your training zone is from [final answer in (2)] to [final answer in (3)]. This is where your heart rate should be during aerobic exercise for cardiovascular benefit. If you take your heart rate and it is below your lower value, then you know you need to work harder. If it is above your upper value you know you need to slow down. The use of heart rate monitors during exercise can make this an easy and rewarding way to monitor intensity.

T STANDS FOR TIME

For cardiovascular benefit you need to do aerobic exercise for 20-60 continuous minutes per session.

T STANDS FOR TYPE

For cardiovascular benefit the type of exercise you perform should be aerobic. Aerobic exercise means "with oxygen". Aerobic exercise is defined as exercise which uses large muscle groups at a moderate intensity that allows oxygen to supply the necessary energy for a sustained effort. Walking, jogging, biking, swimming, and rowing are aerobic exercises. Inline skating is classified as an excellent aerobic activity which can be used to increase cardiovascular fitness. In conclusion, not only can inline skating be used as a fun recreational activity; it can also be used to increase the fitness levels of our children.

BASIC SKILLS

THE WARM-UP

The process of warming up and stretching should be a habitual part of the inline skating unit. Warming up can greatly reduce the chance of a musculoskeletal injury occurring. The most common of these injuries is the muscle strain, or pulled muscle. There are three important components of the warm-up.

LIGHT TO MODERATE AEROBIC ACTIVITY FOR 3-10 MINUTES.

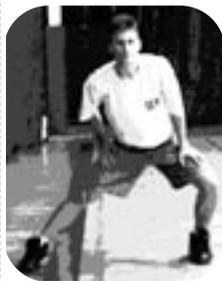
The first part of the process is to actually 'warm-up' the muscles; to get more blood moving to that area of the body. Any type of light to moderate aerobic activity will do this (jumping jacks, running in place, jogging, even light skating). A cold muscle will be very resistant to stretching. If the internal muscle temperature is low, the muscle will tend to contract and try to protect itself. Warm the muscle up and it becomes more elastic and pliable. The warmer the muscle the less chance that a sudden stretch (such as those performed when an inline skaters legs go in two different directions) will strain the muscle. A strong voluntary muscular contraction, such as when a skater goes to push off to begin moving can also strain a muscle if not properly warm. Actual inline skating at a light pace would be the most specific form of warm-up activity. This warm-up should last between 3-10 minutes, depending on the amount of time available. Extra time may be needed if an older class were being taught. As we get older our muscles become less elastic and we are more susceptible to muscle/joint injuries (Publow, 1997).

GENERAL STRETCHES.

Stretch the major muscles of the upper and lower body. If time is a factor then spend less time on the upper body stretches, because inline skating mainly uses the lower body musculature for locomotion.



Gastrocnemius & Soleus (Bent knee)



Adductors
Place toes up and weight on heel to stretch hamstring.



Quadriceps



Torso



Upper Body



Upper Body

BASIC SKILLS

THE WARM-UP

SPORT SPECIFIC STRETCHES

The third and final step is to stretch the muscles that are specific to the inline skating movement. As mentioned previously, these are going to be the muscles of the lower body: the hamstring muscle group, the quadriceps muscle group, the gluteals and hip flexors, the groin, and the hip extensors (Publow, 1997). The stretching routine should also focus on the low back. The bulk of your stretching routine should focus on these muscles. Stretches should be held for 10-30 seconds with no bouncing, with each stretch being performed 2-3 times. The person stretching should feel tension in the muscle. The person should not feel burning, shaking, or pain.

STRETCHES



Hamstrings



Low Back



Hamstrings & Low Back



Abductors/Gluteals



Quadriceps



Adductors



Internal Hip Rotators



Hamstrings & Gluteals

BASIC SKILLS

THE WARM-UP

ADDITIONAL STRENGTHENING EXERCISES SPECIFIC TO INLINE SKATING

As an additional part of the warm-up these activities can be used to strengthen the muscles associated with inline skating.

ADDITIONAL STRETCHES



Wall Sits
Knees and Hips should be at 90 degrees

Difficulty Level: moderate



One-legged Wall Sits

Difficulty Level: hard



Hip Abduction and adduction

Difficulty Level:
With Skates moderate
Without Skates easy



Squats - One and two legged with skates on.
Develops excellent balance and leg strength.



Difficulty Level: extremely difficult

ADVANCED SKILLS

SAMPLE LESSON PLANS

BEGINNER SAMPLE LESSON PLAN

Goal: Basic skating movements & safety.

Length of class: 40 minutes

<i>Steps</i>	<i>Benefits</i>
1 Warm up activity (4 minutes): Jog 3 laps around gym Carioca length of gym and back	Increased temperature of muscles & greater elasticity.
2 Stretching exercises (6 minutes):	Flexibility, Reduced risk of musculoskeletal injury.
3 Students get skates & put them on (2 minutes):	
4 Practice recovery from sitting position; once standing practice squat and fall; repeat (5 minutes)	Safety
5 Practice extended length T - stance (3 minutes):	Balance
6 From extended length T-stance, create forward movement (10 minutes):	Balance and basic movement.
7 Forward movement to a brakepad stop (7 minutes)	Balance & basic movement.
3 Return skates to cabinet and put on shoes (3 minutes)	

ADVANCED SKILLS

SAMPLE LESSON PLANS

INTERMEDIATE LESSON PLAN

Goal: Intermediate skating movements, skill drills, increased confidence and skill level.

Length of class: 40 minutes

	<i>Steps</i>	<i>Benefits</i>
1	Students get skates and put them on (2 minutes)	
2	Free skate warm-up (5 minutes)	Increase core temperature
3	Stretch (5 minutes)	Flexibility
4	Practice connecting turns using cones (8 minutes)	Movement skills
5	Practice forward crossovers using cones (8 minutes)	Movement skills
6	Play four corners game (9 minutes)	Fun!!
7	Return skates to cabinet and put shoes on (3 minutes)	

ADVANCED SKILLS

SAMPLE LESSON PLANS

ADVANCED SAMPLE LESSON PLAN

Goal: Advanced skating movements, advanced drills, sport activities which incorporate skating skills.

Length of class: 40 minutes

<i>Steps</i>	<i>Benefits</i>
1 Students get skates and put them on (2 minutes)	
2 Free skate warm-up which includes slow, elongated, exaggerated skating movements. Forward skating, backward skating, squat skating. Movements need to be slow and controlled. (5 minutes)	Increased internal temperature and flexibility with exaggerated movements.
3 Stretch (5 minutes)	Flexibility
4 Adductor/Abductor strengthening activity with skates on (2 minutes)	Sport Specific Strength
5 Advanced skills stations (4 minutes each) Connecting turns using cones or cans station Forward crossovers station using cones Circle free skate station Backward crossovers station using cones Hockey puck passing station Hockey puck shooting on goal station	Movement and sport skills
6 Return skates to cabinet and put shoes on (2 minutes)	

ADVANCED SKILLS

SAMPLE LESSON PLANS

FITNESS SAMPLE LESSON PLAN

Goal: To improve cardiorespiratory endurance via inline skating.
Length of class: 40 minutes

<i>Steps</i>	<i>Benefits</i>
1 If possible, students put on heart rate monitor and recording.	Accurate heart rate monitoring
2 Students get skates and put them on (2 minutes)	
3 Free skate warm-up (5 minutes)	Increased temperature and elasticity of muscles.
4 Stretch (5 minutes)	Flexibility
5 50 crunches (2 minutes)	Core strength/endurance
6 5 minute skate with heart rate in target training zone	Cardiorespiratory endurance
7 2 legged squat with skates on strengthening exercise (1 minute)	Proprioception and kinesthetic awareness, muscular strength/endurance.
8 10 minute skate with heart rate in target training zone	Cardiorespiratory endurance
9 Strengthening exercise – push-ups (1 minute)	Muscular strength/endurance
10 5 minute interval skate: Speed skate for 30 seconds Stroke and glide for 30 seconds Repeat	Utilization of anaerobic energy system via interval training.
11 Return skates to cabinet.	

ADVANCED SKILLS

STUDENT NAME _____

SKILLS CHECKLIST

Falling, Recovery, Posture and Balance

- Starting in squat position, let skates slide out in front and sit down.
- Start in upright position but standing on knees and demonstrate fall and roll technique.
- Start laying down and perform recovery to upright standing position.
- Demonstrate proper skating position: knees bent, skates shoulder width, head up, shoulders facing forward, upper body leaning slightly forward.

Creating Forward Movement, the Stroke and Glide

- Stroke with rear leg of extended leg stance with "T" and glide on opposite foot.
- Execute a stroke and glide with recovery.
- Execute a stroke and glide with recovery and then continue with other leg performing stroke and glide with recovery.
- Execute alternating stroke and glide with recovery and then glide with extended leg stance.

Stopping

- Demonstrate a proper brake stop. Arms should be out front and the gluteus maximus low for balance.
- Demonstrate a T-Stop. Drag skate should be at a 90 degree angle to other skate.
- Demonstrate a Y-Stop. Drag skate should be at a 45 degree angle to other skate.

Turns/Crossovers

- Demonstrate an extended stance turn to the right.
- Demonstrate an extended stance turn to the left.
- Demonstrate back to back turns in opposite directions.
- Demonstrate a right turn using the crossover technique.
- Demonstrate a left turn using the crossover technique.

Backward Skating

- Demonstrate the hourglass drill.
- Demonstrate the hourglass drill using one leg as the stroke and the other as the glide. Repeat with opposite leg as glide.
- Demonstrate the backward stroke and glide.
- Demonstrate the crossover turn going backwards to the right.
- Demonstrate the crossover turn going backwards to the left.

Advanced

- Demonstrate a heel-toe glide in the extended stance.
- Demonstrate a toe-toe glide in the extended stance.
- Perform a two legged squat with the hips and knees at 90 degrees with skates on.
- Perform a one legged squat with the hips and knee at 90 degrees with skates on.

ADVANCED SKILLS

INLINE SKATING CHALLENGES & GAMES

CONES

Cones can be used in a variety of fashions for both skill development and fun. Cones can be set up to practice turns or other skills mentioned in the skills section of the manual. Cones can be used to create a circular rink inside the gymnasium which can be used in a variety of manners: to have a free skate with music - all skaters move in the same direction; to have speedskating races with the number of participants in each race depending upon the size of the gym and racetrack created; to have relay races using a baton; and for relay races that can incorporate skills such as back to back turns.

POP CANS

Pop cans can be set up to test the agility and maneuverability of the inline skater. The closer together and the faster the skater approaches increases the difficulty level. Zig zags, connecting turns, crossover turns, and the weaving of the skates are a few of the skills that can be tested.

OBSTACLE COURSE

Obstacle courses can be set up using different objects such as cones, chairs, horizontal apparatus that are intended to be skated under, etc. The obstacle course is limited only by the imagination of the instructor.

LIMBO

Get the limbo going with some music and a pole. The pole is held by two people parallel to the ground at a height which is assumed that everyone participating can pass under without touching it. After all participants successfully skate under the pole, the height is dropped a few inches and everyone attempts again. If the skater touches the pole or loses their balance and falls while going under - they're out! Continue until one person is left. For safety make sure the people holding the pole give with it if the skater makes contact.

Shoot the Duck

Shoot the duck is a game where the participants are asked to glide on one skate. All skaters begin by skating in a similar direction in a large circle to some jams. When the music stops, the participants immediately balance on one skate and coast; the contestant who coasts the longest is declared the winner. No strokes are allowed once the music stops; and the skaters cannot use their hands for locomotion either. Partner shoot the duck is also a fun game - the only difference being that two skaters must hold hands during the contest.

ADVANCED SKILLS

INLINE SKATING CHALLENGES & GAMES

Four Corners:

A cardboard box with either 4 numbers or colors corresponds to the same numbers/ colors which are posted in each of the four corners of the gym. Music is played and all the students skate in the same direction. At the instructors discretion the music is stopped - at which time all skaters must choose 1 of the 4 corners to stop at. The instructor reaches into the cardboard box and draws a number/color. All skaters in the corner that was drawn are out of the game and must leave the skating floor or sit against the wall. This process is continued until there is a single winner.

FREE SKATE WITH MUSIC

Just like the retro days at the roller rink, turn on some music and let the students skate.

INLINE HOCKEY

Inline hockey is an exciting and fun sport. Many schools play floor hockey and have indoor pucks and sticks. This equipment can be a fun addition to the inline unit. The equipment can be used in a variety of ways which include:

PUCK HANDLING

With stick Teach the students how to properly hold the hockey stick with both hands. Teach them proper positioning of the stick for both the forehand and back-hand. Teach to skate forward and backward while handling puck.

With skates During floor hockey the skates are a legal way to control, pass, or advance the puck. Have the student skate towards a puck and by turning the toes outward and using the wheels kick the puck forward. The student should be able to use both feet and then alternate.



In this picture the skater in the upper left hand corner is using the wheels of his left skate to stop a pass from his passing partner.

ADVANCED SKILLS

INLINE SKATING CHALLENGES & GAMES

With shot on goal

Have students skate towards the goal handling the puck and take a shot on goal. A goalie can be used to simulate a game experience.



Passing and receiving the puck with partner

Have the partners stand 15-30 feet apart. Have them practice a wrist pass to their partner. Have the partner catch the pass with the blade of the stick or with the wheels of skate; depending on the location of the pass. To increase the difficulty level have partners skate forward in a parallel direction and pass the puck back and forth. For advanced skaters backwards skating with puck handling, passing, and receiving passes is an option. Relay races can be incorporated to emphasize skills.

SAFETY

Remember that basic safety rules must be covered before this is attempted. Hockey sticks seem to bring out the aggressiveness in students, so remind them:

- The hockey stick is not a weapon or sword; do not hit your classmates with it.
- The hockey stick should remain below waist level at all times, even when shooting; this will reduce the chance of someone getting hit in the face.
- No body checking or contact is allowed at any time.

INLINE SKATE NOTES

INLINE SKATE NOTES