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SECTION 4 **ON-ICE TECHNICAL AND TEACHING**

ON-ICE TECHNICAL AND TEACHING



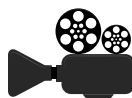
PHILOSOPHIES

Some of the top coaches and skating specialists in the country were asked to share their philosophies and techniques that are proven to produce quality skating whether working with a future NHL hockey star, an Olympic speed skater, a national champion figure skater or simply a skater who loves to skate. Here are some of their tips and philosophies:

- Allow the body to move naturally.
 - The human body was built to move, therefore, natural movement and rhythm are essential in the development of any athlete. Skaters should be encouraged to use their arms freely, especially when accelerating. The lean and twist of the upper body along with knee and ankle action should be emphasized in every activity. The more the skaters are able to feel free and comfortable on their skates, the quicker they will excel.
- Skaters learn best when they move.
 - As the saying goes, “practice makes perfect”. Skaters must be given the opportunity to practice in a fun, dynamic and challenging environment. Circuits are a great tool for coaches to introduce to teach effective movement. Using the full ice surface for warm-ups, group activities and cool-downs also allows skaters the space they need to experiment with acceleration, length of stride and balance.
- Muscle has memory.
 - Skating has a special “feel” to it. Skaters who are just starting to learn need to be able to experience the feeling of the blade, balance, bend, lean, etc. Muscle memory relates to continuous repetition and the creation of motor pathways within the body. Once muscle memory is established, it allows for automatic reactions and movements, which

improves performance since the athlete can then focus on more complicated aspects of the skill. Coaches can develop muscle memory through circuits, repetition and hands-on training.

- People learn more when they are having fun!
 - Enthusiasm, praise and encouragement go a long way when working with new skaters. The sheer logistics of thin steel on ice makes our sport more technical than most. Coaches and PAs should take “having fun” very seriously. It makes a huge difference!



Testimonials

TEACHING FUNDAMENTALLY

CanSkate has been organized to match the natural teaching style of skating coaches, which is to teach “fundamentally”. For example, when developing skaters at the higher levels, coaches organize their schedules to teach a spin lesson, jump lesson or a dance lesson. This is fundamental teaching.

As a reminder, the CanSkate program skills have been divided into three basic Fundamental Areas:

- Balance: Concentrating on most forward skills, pushing technique and edges.
- Control: Concentrating on most backwards skills, stopping and speed elements.
- Agility: Concentrating on most turning and jumping skills.

Coaches are encouraged to push the development of a skater in each of these fundamentals during lesson time. Coaches should always work on more than one stage at a time so that skaters can be challenged and exposed to new skills on a regular basis.



In the Off-Ice Planning and Preparation section, the session format options are explained in detail. Once a format has been chosen, coaches must then plan their lessons and group rotations. For smooth delivery of the content, coaches are encouraged to stay with their Fundamental Areas/stations on the ice. In order to make this happen effectively the rotation of groups, lesson plans and circuits must be well-organized.

LESSON TIME

During lesson time coaches must:

- Teach new skills
- Review previous skills
- Make individual corrections with each skater
- Provide positive praise to each skater
- Encourage development with each skater
- Give group feedback
- Keep skaters moving, practicing and learning on a progression or skill circuit for 90% of the time

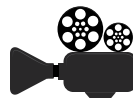
An easy-to-use 10-week lesson plan sample and corresponding circuit templates have been provided to assist in the delivery of the program. There are three lesson plans per Fundamental Area per stage (each stage has nine lesson plans). The tenth week is the coach's choice. All lesson plans incorporate two stages to encourage development, repetition and challenge.

Clubs may offer CanSkate in a variety of different program lengths (10 weeks, 12 weeks, 30 weeks, etc.). The 10-week lesson plan sample reflects the minimum number of lessons needed to fit in all CanSkate skills in a one-coach scenario effectively.

Things to keep in mind when reviewing/ implementing the sample lesson plans:

- Every arena is a different size and has different space allocated for hockey lines (e.g. space from blue line to blue line or from blue line to goal line is different in every rink). Adjust the space needed for the program. Remember that the lines on the ice (hockey lines) are there for hockey and do not have to be used. The ice can be divided into areas that meet skaters' needs and lines

- can be created with markers, pylons, etc.
- Each lesson is designed to use the same circuit shape for all levels. This allows coaches to concentrate on teaching the skills and not on having to re-invent the wheel for each group that comes to their stations. Coaches may adjust the skills on the circuit to match the needs of the skaters in each group or to add little tips/tricks that make the lessons more effective.
- With each arena having a different amount of space available, some of the circuits may be tight or too small for the designated area. Coaches may expand or shrink whatever pattern is needed in order to ensure that the space allocated for the skill is sufficient and is effective for development.
- The corresponding circuit templates are sample circuits only. Coaches may use them in their entirety, create their own or use a combination of both. The mission is to ensure that the needs of the skaters on the ice are being met.
- In order for skaters to develop their skills more proficiently, several skills appear in more than one stage. This allows coaches to introduce, develop and hone the skill over a longer period of time. It is essential that coaches familiarize themselves with the **CanSkate Skills Descriptions and Performance Standards** to know what level of performance is needed in each stage for each skill.
- For skaters who learn quickly, it is important that the coach be familiar with the next lesson plan so that the skaters can be presented with the next progression of skill development right away. This assists with fast progression through the system and helps support skater development. All skaters learn at a different rate. Coaches must ensure that the needs of all skaters are met.



CanSkate Skills

ASSESSING SKILLS

There are two main methods of skill assessment: daily assessment and assessment days.

DAILY ASSESSMENT

Coaches using the daily assessment method track skill acquisition as they see it, thus allowing for the most rapid progression for the skater. Coaches using this assessment method must:

- Ensure that there has been adequate teaching time before assessment begins. This allows coaches to get to know the skaters, work with their abilities, provide corrections to their techniques and instill some solid basics before dividing time in the lessons between teaching and assessing.
- Use a PA to track the check marks. Coaches must have both hands available to work with the skaters effectively. Devise a method such as using a code word to indicate when the PA can put a check mark beside a skater's name for each skill.
- Have the clipboard or binder on the boards and open to the appropriate group for each lesson. The coach can easily place check marks for the group during the station rotation segment, Fast Track laps or quickly during the lesson.

ASSESSMENT DAYS

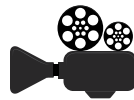
Assessment days are another option that coaches can use to assess skills. These are casual assessment opportunities that take place during regular session time allowing coaches to separate their teaching roles from their assessing roles. This form of assessment is an internal process and does not require external communication. There are two options for coaches who use assessment days:

Assessment Circuits

Assessment circuits are designed to present the skills to be assessed on a given day. It is not necessary for all skills to be on these circuits, only those that are being assessed. Coaches are encouraged to put several repetitions of these skills on these circuits to allow skaters to have multiple opportunities to practice and perform them (sample assessment circuits have been provided in Technical Resources). Coaches may design their own assessment circuits to match the skills they need to assess.

Lesson Plan Circuits

Coaches may use the last few minutes of a lesson to assess skaters on the lesson plans they are teaching that day. This is especially useful if the coaching scenario selected allows for the lesson plans to be presented twice. Assessment during the last few minutes of a lesson when the lesson plan is being presented for the second time is very effective. When using this method, it is important to ensure that the beginning part of the lesson is actual teaching and correcting.



Skill Assessment

GROUP ROTATION AND LESSON SCHEDULE

The following are examples of how groups may rotate to the different stations on the ice and how coaches may organize lesson time to ensure that all skills are taught.

To support the following sample schedules, a 10-week lesson plan for all stages is available for coaches to use (see CanSkate Lesson Plan Templates). They indicate when and what to teach during each lesson for a sequential delivery of the skills for each stage. Each Fundamental Area has three prepared lesson plans for each stage.

Example:

BALANCE	CONTROL	AGILITY
Lesson Plan #1	Lesson Plan #1	Lesson Plan #1
Lesson Plan #2	Lesson Plan #2	Lesson Plan #2
Lesson Plan #3	Lesson Plan #3	Lesson Plan #3

Coaches must plan their lesson delivery to ensure that:

- Each lesson has a solid focus and builds on skills already learned
- Two to three new skills are taught each session, thus maximizing teaching time
- All skills are presented and practiced
- Assessment days are incorporated (if applicable)

Advantages to following the recommended station rotations and lesson plans:

- Skaters, coaches and PAs become quite familiar with the circuit patterns
- Skill development is a steady progression with lots of repetition and review
- Lesson plans are designed to accommodate all levels on same circuit pattern
- All skills are guaranteed to be introduced within ten weeks (or less depending on the session scenario used by the club)

Note: references to “coach’s choice” in the lesson schedule means that the coach may choose to do a review lesson, run a theme day or focus on specific skills such as an Olympiad, speed skills, synchronized skating, etc.

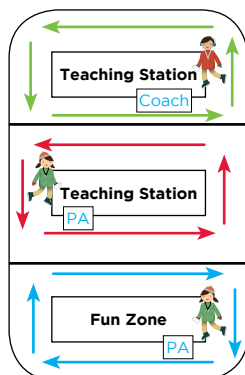
Clubs may offer a longer CanSkate season and will therefore adjust the schedule to match their needs.

See CanSkate Lesson Plan Templates for specific content covered at the teaching station(s) each week.



30 SKATERS OR LESS

1 COACH - 3 Groups



Group Rotation per Session:

	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Teaching	Green group	Red group	Blue group
Station 2: Teaching	Red group	Blue group	Green group
Station 3: Fun Zone	Blue group	Green group	Red group
In this scenario each group receives one lesson with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Agility 3	Coach's Choice
Station 2 Review: PA	Fun Circuit	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Coach's Choice
Station 3 Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

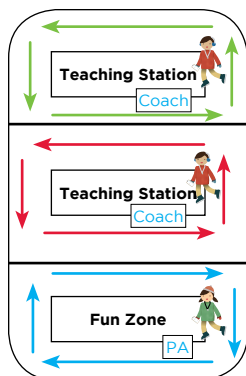
Scenario specifics:

- One teaching station, one coach.
- Same Fundamental Area taught to each group at the teaching station.
- Skaters receive one lesson per day (only one Fundamental Area covered per day).
- Review station used to practice the skills taught from previous day's lesson (PA uses the circuit template from the previous lesson). Note: A "fun circuit" has been developed for the first day of skating since the previous lesson circuit template does not apply.
- Skaters who miss a lesson are to be presented with the skill development they missed during their next session in the review station.
- Skaters are exposed to all skills in a 10-week period.

Assessment/tracking of skills should begin after Week 4. This allows the coaches to instill some basic technique and to work with the skaters to set up a good foundation. The most effective way to assess skills in this format is to assess on a daily basis (see Daily Assessment for more details).

2 COACHES – 3 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Teaching	Green group	Red group	Blue group
Station 2: Teaching	Red group	Blue group	Green group
Station 3: Fun Zone	Blue group	Green group	Red group
In this scenario each group receives two lessons with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Control 1	Balance 2	Agility 2	Control 3	Coach's Choice
Station 2 Teaching: Coach	Control 1	Balance 2	Agility 2	Control 3	Balance 1	Agility 2	Control 2	Balance 3	Agility 3	Coach's Choice
Station 3 Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

Scenario specifics:

- Two teaching stations, two coaches.
- Two Fundamental Areas taught to each group.
- Skaters receive two lessons per day (two Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every two weeks.
- The Fun Zone may be used as a review station for the Fundamental Area that is not being presented that week. This allows for all three fundamentals to be presented every session.
- Skaters who miss a lesson are to be presented with some of the skill development they missed during their next session in the Fun Zone.
- Skaters are exposed to all skills by Week 5.

Assessment/tracking of skills should begin during Week 5 while the lesson plan is being presented for the second time. This allows the coaches to instill some basic technique and to work with the skaters to set up a good foundation. All skills will have been presented and there will have been ample time given for review/practice. It is most effective to assess skills in this format on a daily basis (see Daily Assessment for more details). Coaches who have skaters who are progressing quickly during Weeks 3 – 5 may start tracking the acquisition of skills early.

Note: To include assessment days into the program, a minimum 12-week program is suggested.

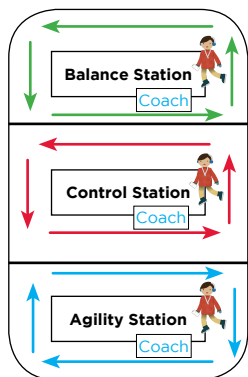
Lesson Schedule per 12-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Station 1 Teaching: Coach 1	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Assessment	Control 1	Balance 2	Agility 2	Control 3	Assessment	Coach's Choice
Station 2 Teaching: Coach 2	Control 1	Balance 2	Agility 2	Control 3	Assessment	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Assessment	Coach's Choice
Station 3 Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.											

Assessment days focus on one Fundamental Area. The Fundamental Area that did not get an assessment day will have to be assessed during the lessons.

3 COACHES – 3 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Balance	Green group	Red group	Blue group
Station 2: Control	Red group	Blue group	Green group
Station 3: Agility	Blue group	Green group	Red group
In this scenario each group receives three lessons with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Balance: Coach 1	Balance 1	Balance 2	Balance 3	Assessment	Balance 1	Balance 2	Balance 3	Assessment	Coach's choice	
Control: Coach 2	Control 1	Control 2	Control 3	Assessment	Control 1	Control 2	Control 3	Assessment	Coach's choice	
Agility: Coach 3	Agility 1	Agility 2	Agility 3	Assessment	Agility 1	Agility 2	Agility 3	Assessment	Coach's choice	

Scenario specifics:

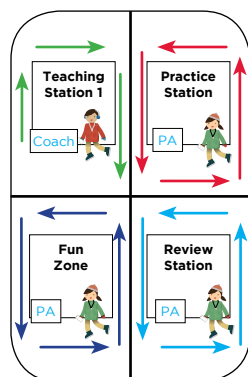
- Three teaching stations, three coaches.
- Three Fundamental Areas taught to each group.
- Skaters receive three lessons per day (three Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every session.
- The Fun Zone must be incorporated into one of the teaching stations and have extra teaching aids and visuals to increase interest and challenge.
- This is an accelerated path for skill presentation. Skaters are exposed to all skills in their stages by Week 3.

Assessment/tracking of skills can be done daily or by using an assessment day format or a combination of both. The sample presented shows how assessment days may be incorporated into this scenario. Remember that skaters may be assessed on more than one stage at a time (all lesson plan templates incorporate two stages). If using the daily assessment method of tracking skills, coaches will continue to rotate through the lesson plans, marking as they go. When using this method be sure to allow for the first few weeks of teaching only, to concentrate on instilling good basics and understanding of the skills.

40 SKATERS OR LESS

1 COACH – 4 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation	4 th Rotation
Station 1: Teaching	Green group	Purple group	Blue group	Red group
Station 2: Practice/theme/activity	Red group	Green group	Purple group	Blue group
Station 3: Review	Blue group	Red group	Green group	Purple group
Station 4: Fun Zone	Purple group	Blue group	Red group	Green group
In this scenario each group receives one lesson with the coach per session.				

Lesson Schedule per 10-Week Program:

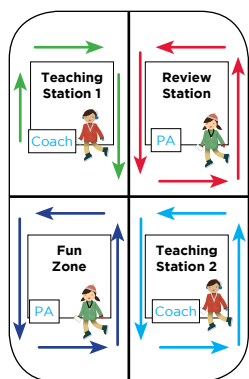
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Agility 3	Coach's choice
Station 2 Practice/theme/activity: PA	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice	Coach's choice
Station 3 Review: PA	Fun circuit 1	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Coach's choice
Station 4 Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

Scenario specifics:

- One teaching station, one coach.
- Same Fundamental Area taught to each group at the teaching station.
- Skaters receive one lesson per day (only one Fundamental Area covered per day).
- Review station used to practice the skills taught from previous day's lesson (PA uses the circuit template from the previous lesson). Note: A "fun circuit" has been developed for the first day of skating since the previous lesson circuit template does not apply.
- Skaters who miss a lesson are to be presented with the skill development they missed during their next session in the review station.
- The practice/theme/activity station allows for the opportunity to focus on practicing specific skills previously taught or themed activities that are simple enough to be supervised by a PA, e.g. Olympiad activities, seasonal or holiday activities, etc.
- Skaters are exposed to all skills in a 10-week period.

2 COACHES - 4 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation	4 th Rotation
Station 1: Teaching	Green group	Purple group	Blue group	Red group
Station 2: Teaching	Red group	Green group	Purple group	Blue group
Station 3: Review	Blue group	Red group	Green group	Purple group
Station 4: Fun Zone	Purple group	Blue group	Red group	Green group
In this scenario each group receives two lessons with the coach per session.				

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach 1	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Control 1	Balance 2	Agility 2	Control 3	Coach's choice
Station 2 Teaching: Coach 2	Control 1	Balance 2	Agility 2	Control 3	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Coach's choice
Station 3 Review: PA	Fun circuit 1	Control 1	Balance 1 or 2	Agility 1 or 2	Control 1, 2 or 3	Balance 1, 2 or 3	Agility 1, 2 or 3	Control 1, 2 or 3	Balance 1, 2 or 3	Coach's choice
Station 4 Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

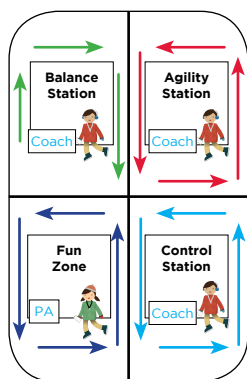
Scenario specifics:

- Two teaching stations, two coaches.
- Two Fundamental Areas taught to each group.
- Skaters receive two lessons per day (two Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every two weeks.
- Review station used to practice the skills taught from previous day's lesson (PA will use the circuit template from the previous lesson). Note: A "fun circuit" has been developed for the first day of skating since the previous lesson circuit template does not apply.
- The Fun Zone may be used as an area to challenge speed, interest and development.
- Skaters who miss a lesson are to be presented with some of the skill development they missed during their next session in the review station.
- Skaters are exposed to all skills by Week 5.

Assessment/tracking of skills should begin during Week 5 while the lesson plan is being presented for the second time. This allows the coaches to instill some basic technique and to work with the skaters to set up a good foundation. All skills will have been presented and there will have been ample time given for review/practice. It is most effective to assess skills in this format on a daily basis (see Daily Assessment for more details). Coaches who have skaters who are progressing quickly during Weeks 3 – 5 may start tracking the acquisition of skills early.

3 COACHES - 4 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation	4 th Rotation
Station 1: Balance	Green group	Purple group	Blue group	Red group
Station 2: Control	Red group	Green group	Purple group	Blue group
Station 3: Agility	Blue group	Red group	Green group	Purple group
Station 4: Fun Zone	Purple group	Blue group	Red group	Green group
In this scenario each group receives three lessons with the coach per session.				

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Balance: Coach 1	Balance 1	Balance 2	Balance 3	Assessment	Balance 1	Balance 2	Balance 3	Assessment	Coach's choice	
Control: Coach 2	Control 1	Control 2	Control 3	Assessment	Control 1	Control 2	Control 3	Assessment	Coach's choice	
Agility: Coach 3	Agility 1	Agility 2	Agility 3	Assessment	Agility 1	Agility 2	Agility 3	Assessment	Coach's choice	
Fun Zone: PA	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

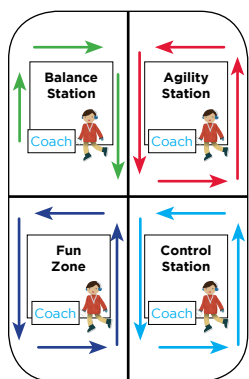
Scenario specifics:

- Three teaching stations, three coaches.
- Three Fundamental Areas taught to each group.
- Skaters receive three lessons per day (three Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every session.
- The Fun Zone, supervised by a PA, can be used to challenge development and include skills that need more repetition and review.
- This is an accelerated path for skill presentation. Skaters are exposed to all skills by Week 3.

Assessment/tracking of skills can be done daily or by using an assessment day format or a combination of both. The sample presented shows how assessment days may be incorporated into this scenario. Remember that skaters may be assessed on more than one stage at a time (all lesson plan templates incorporate two stages). If using the daily assessment method of tracking skills, coaches will continue to rotate through the lesson plans, marking as they go. When using this method be sure to allow for the first few weeks of teaching only, to concentrate on instilling good basics and understanding of the skills.

4 COACHES – 4 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation	4 th Rotation
Station 1: Balance	Green group	Purple group	Blue group	Red group
Station 2: Control	Red group	Green group	Purple group	Blue group
Station 3: Agility	Blue group	Red group	Green group	Purple group
Station 4: Fun Zone	Purple group	Blue group	Red group	Green group
In this scenario each group receives three lessons with the coaches per session plus a coach-directed Fun Zone.				

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Balance: Coach 1	Balance 1	Balance 2	Balance 3	Assessment	Balance 1	Balance 2	Balance 3	Assessment	Coach's choice	
Control: Coach 2	Control 1	Control 2	Control 3	Assessment	Control 1	Control 2	Control 3	Assessment	Coach's choice	
Agility: Coach 3	Agility 1	Agility 2	Agility 3	Assessment	Agility 1	Agility 2	Agility 3	Assessment	Coach's choice	
Fun Zone: Coach 4	The coach should create a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

Scenario specifics:

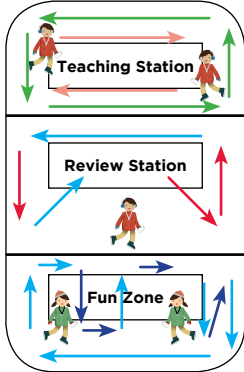
- Three teaching stations, three coaches.
- Three Fundamental Areas taught to each group.
- Skaters receive three lessons per day (three Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every session.
- The Fun Zone, directed by a coach, can be used to challenge development and present/teach skills that need more repetition and review.
- This is an accelerated path for skill presentation. Skaters are exposed to all skills by Week 3.

Assessment/tracking of skills can be done daily or by using an assessment day format or a combination of both. The sample presented shows how assessment days may be incorporated into this scenario. Remember that skaters may be assessed on more than one stage at a time (all lesson plan templates incorporate two stages). If using the daily assessment method of tracking skills, coaches will continue to rotate through the lesson plans, marking as they go. When using this method be sure to allow for the first few weeks of teaching only, to concentrate on instilling good basics and understanding of the skills.

60 SKATERS OR LESS

2 or 3 COACHES – 6 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Teaching (2 separate groups/circuits)	Green group Orange group	Red group Light blue group	Blue group Purple group
Station 2: Review	Red group Light blue group	Blue group Purple group	Green group Orange group
Station 3 : Fun Zone	Blue group Purple group	Green group Orange group	Red group Light blue group
In this scenario each group receives one lesson with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach 1 & Coach 2	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Agility 3	Coach's choice
Station 2 Review: Coach 3 or PA	Fun circuit 1	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Coach's choice
Fun Zone: PA 1 & PA 2	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

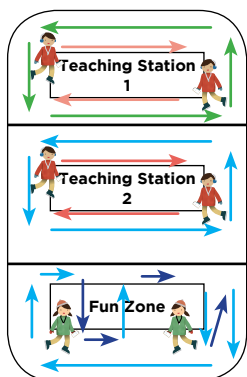
Scenario specifics:

- One teaching station, two coaches (**circuit in circuit** templates will need to be used to service two separate groups in one station).
- Same Fundamental Area taught to each group at the teaching station.
- Skaters receive one lesson per day (only one Fundamental Area covered per day).
- Review station, directed by PA or coach, used to practice the skills taught from previous day's lesson (circuit template from the previous lesson will be used). Note: A "fun circuit" has been developed for the first day of skating since the previous lesson circuit template does not apply.
- Skaters who miss a lesson are to be presented with the skill development they missed during their next session in the review station.
- Skaters will be exposed to all skills in a 10-week period.

Assessment/tracking of skills should begin after Week 4. This allows the coaches to instill some basic technique and work with the skaters to set up a good foundation. It is most effective to assess skills in this format on a daily basis (see Daily Assessment for more details).

4 or 5 COACHES - 6 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Teaching (2 separate groups/circuits)	Green group Orange group	Red group Light blue group	Blue group Purple group
Station 2: Teaching (2 separate groups/circuits)	Red group Light blue group	Blue group Purple group	Green group Orange group
Station 3 : Fun Zone	Blue group Purple group	Green group Orange group	Red group Light blue group
In this scenario each group receives two lessons with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching: Coach 1 & Coach 2	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Control 1	Balance 2	Agility 2	Control 3	Coach's choice
Teaching: Coach 3 & Coach 4	Control 1	Balance 2	Agility 2	Control 3	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Coach's choice
Fun Zone: Coach 5 or PA 1 & PA 2	The coach should provide the PA with a circuit to be used in the Fun Zone highlighting the skills that are to be reinforced.									

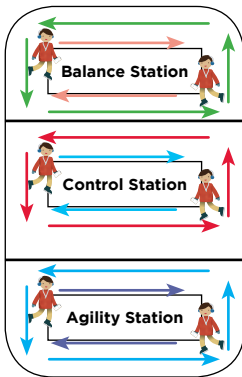
Scenario specifics:

- Two teaching stations, four coaches (circuit in circuit templates will need to be used to service two separate groups in one station).
- Two Fundamental Areas taught to each group.
- Skaters receive two lessons per day (two Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every two weeks.
- The Fun Zone may be used as a review station for the Fundamental Area that is not being presented that week. This allows for all three fundamentals to be presented every session.
- Skaters who miss a lesson are to be presented with some of the skill development they missed during their next session in the Fun Zone.
- Skaters will be exposed to all skills by Week 5.

Assessment/tracking of skills should begin during Week 5 while the lesson plan is being presented for the second time. This allows the coaches to instill some basic technique and to work with the skaters to set up a good foundation. All skills will have been presented and there will have been ample time given for review/practice. It is most effective to assess skills in this format on a daily basis (see Daily Assessment for more details). Coaches who have skaters who are progressing quickly during Weeks 3 - 5 may start tracking the acquisition of skills early.

6 COACHES – 6 Groups

Group Rotation per Session:



	1 st Rotation	2 nd Rotation	3 rd Rotation
Station 1: Balance (2 separate groups/circuits)	Green group Orange group	Red group Light blue group	Blue group Purple group
Station 2: Control (2 separate groups/circuits)	Red group Light blue group	Blue group Purple group	Green group Orange group
Station 3 : Agility (2 separate groups/circuits)	Blue group Purple group	Green group Orange group	Red group Light blue group
In this scenario each group receives three lessons with the coach per session.			

Lesson Schedule per 10-Week Program:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Balance: Coach 1 & 2	Balance 1	Balance 2	Balance 3	Assessment	Balance 1	Balance 2	Balance 3	Assessment	Coach's choice	
Control: Coach 3 & 4	Control 1	Control 2	Control 3	Assessment	Control 1	Control 2	Control 3	Assessment	Coach's choice	
Agility: Coach 5 & 6	Agility 1	Agility 2	Agility 3	Assessment	Agility 1	Agility 2	Agility 3	Assessment	Coach's choice	

Scenario specifics:

- Three teaching stations, six coaches (circuit in circuit templates will need to be used to service two separate groups in one station).
- Three Fundamental Areas taught to each group.
- Skaters receive three lessons per day (three Fundamental Areas covered per day).
- Lesson schedule designed to rotate through all three Fundamental Areas every session.
- The Fun Zone must be incorporated into one of the teaching stations and have extra teaching aids and visuals to increase interest and challenge.
- This is an accelerated path for skill presentation. Skaters are exposed to all skills by Week 3.

Assessment/tracking of skills can be done daily or by using an assessment day format or a combination of both. The sample presented shows how assessment days may be incorporated into this scenario. Remember that skaters may be assessed on more than one stage at a time (all lesson plan templates incorporate two stages). If using the daily assessment method of tracking skills, coaches will continue to rotate through the lesson plans, marking as they go. When using this method be sure to allow for the first few weeks of teaching only, to concentrate on instilling good basics and understanding of the skills.

Note: Many CanSkate programs allow for skaters to participate in more than one session per week. It is suggested that the coaches teach the same lesson plan for the entire week. This will streamline delivery and simplify the presentation of the skills.

CIRCUITS

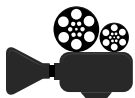
SETTING UP A CIRCUIT

The best time to set up a circuit is during the warm-up. Coaches or PAs can draw the general patterns on the ice and then place the teaching aids and props on the patterns as soon as the warm-up is over. This is a great job for PAs to do while coaches are introducing the lesson. The other option is to start the group on the pattern and then place the visual aids on the pattern after the skaters know where they are going.

Visual cues are essential in ensuring that the skaters know what skill to perform at which place on the circuit. This can be done many ways:

- Draw diagrams, arrows, feet placements or other pictures on the ice
- Use a sign attached to a pylon, plunger or other device with a diagram to indicate the skill
- Use physical items such as pylons or stuffed animals to indicate shape or skill
 - Pylons to indicate slalom, curves, starts or skill placement
 - Stuffed animals/figure ideas:
 - Frogs for jumps
 - Flamingoes for 1-ft gliding
 - Airplanes for 180° or 360° glide turns

The best scenario for a circuit is to use a combination of all three methods to give the skater a diverse learning environment.



Circuit set-up

Some key things to remember when setting up circuits:

Circuit Area

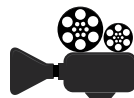
- Take a look at the space available. Remember that most skating skills are executed on curves. Ensuring that the circuit has room to curve allows the skaters to explore edges and lean.
- Remember that the lines on the ice for hockey may or may not be used (depending on the rink specifics, the lines may not divide the ice into equal thirds).
- The more space used and the more ice covered, the more skating the group will do. This opens up greater opportunities to repeat and practice the skills and develop speed and edges.

Circuit in Circuit Scenarios: Setting up Two Circuits in One Station

In all 3-station – 6-group formats, two groups share one station. By setting up a circuit around the perimeter of the station (outside circuit) and another circuit in the middle of the station (inside circuit), coaches can accommodate two separate groups effectively. Examples of inside and outside circuits have been provided in the sample lesson plans.

To ensure the circuit area is safe and effective, consider:

- Using different colour markers for each circuit
- Using different types of pylons (e.g. inside circuit uses plungers, outside circuit uses pylons)
- Having each circuit travel in opposite directions
- Adjusting circuits to fit accordingly



Circuit in circuit

Drawings/Skill Set-Up

- When drawing a skill or a pattern on the ice, it is best for coaches or PAs to do the skill and then trace the mark created by their blades. This ensures that the skaters are following a pattern that is conducive to the way their blades work. Always offer turns, spins and rotational jumps in both directions.
- The skater's safety must be top priority when placing visual aids on a circuit. Backward skills should always be well-monitored if visual aids are used during that portion of the circuit.
- When teaching a new skill, set up the circuit so that the simple progressions are at the beginning leading up to the actual skill (progression circuit). Be sure to place several practice opportunities of the actual skill on the circuit. For example, the skill order list for a stopping circuit may look like this:
 - Start
 - Snow slide steps with right foot
 - Snow slide steps with left foot
 - Slow skating into left foot stop, repeat, repeat
 - Slow skating into right foot stop, repeat, repeat
 - Slow skating into stop with both feet, repeat, repeat
 - Fast skating into stop of skater's choice, repeat
 - Return to start

Maintenance of Circuit

As the skaters complete the circuit the following observations should be made and tended to:

- Pylons being pushed out of place by skaters misjudging speed, curve or control
- Marker diagrams on the ice fading, getting scraped off
- Skills being changed to meet the needs of each group level/stage

PAs may help maintain the circuit to keep it neat and organized.

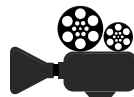


Circuit maintenance

ACCOMMODATING DIFFERENT LEVELS ON CIRCUITS

Skaters progress at their own rates and the level of proficiency within a group will vary from skill to skill. It is very important for the coach to continue challenging development and recognize when skaters need to move on to the next level of skill acquisition. To do this, coaches must be very familiar with the skill set at each stage. Tips to accommodate skaters at different levels using the same circuit include:

- Using different colour markers for challenge skills (e.g. Stage 2 skills in black marker, Stage 3 skills in red marker).
- Using the same section of the circuit to develop the progression of the same fundamental movement (e.g. forward stops can easily be turned into backward stops, or 2-ft side stops).
- Creating a “detour” in the circuit for the skaters to go back to start (e.g. Stage 2 skaters take the detour three-quarters of the way around the circuit, while Stage 3 skaters continue along the pattern completing the challenge skills).
- Exposing the skaters to both levels. Having the Stage 3 skaters review some Stage 2 skills is beneficial for development while introducing the Stage 2 skaters to some Stage 3 skills increases motivation and possibly skill acquisition.



Accommodating varying levels

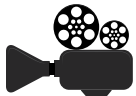
TEACHING EFFECTIVELY ON A CIRCUIT

Circuits are a vital tool for coaches. They keep groups moving and learning during instructional periods and allow coaches to work one-on-one with skaters without disrupting or halting the group's progress. Below are some strategies for using circuits effectively:

- Lead the group through the circuit the first time around. Emphasize key points, proper technique and demonstrate the pattern of the circuit.
- Allow the PA to lead the group the next few times around to ensure that all skaters know where they are going and what skills to perform where.
- During this time, choose one area of the circuit (generally the most difficult or the key area where the skill is being taught that day) and supervise movement, monitor technique and offer encouragement. It is important to stay in this section of the circuit and work with each skater as they pass until all skaters in the group have been given feedback or corrections.
- The coach may then choose to move to a new section of the circuit or stay in that section depending on the focus of the lesson.

If a skater needs more clarification on the technique the coach may:

- Work with that skater on the circuit and ask the other skaters to pass around and keep the practice time moving.
- Move the skater off the circuit and work with him/her one-on-one, thus not disrupting the flow of the group on the circuit.



Coaching on a circuit

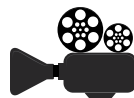
Techniques for coaches to use when teaching a skill or working one-on-one with skaters:

- Demonstration
 - Skaters of all ages learn by watching. When demonstrating a skill, exaggerate the main technique or focus to reinforce the proper technique. Coaches need to ensure that the PAs are also demonstrating the skill properly and exaggerating the main points.
 - e.g. fwd sculling demonstration showing an extreme bend at the beginning of the skill (heels together to widest part of scull) to a rise-up on straight legs (widest part of scull to toes together) and repeat.
- Hands on
 - Sometimes skaters need to feel the action of the skill. Coaches can assist this style of learning by moving the skater's body in the direction of the action needed for the skill. Coaches need to be very respectful when touching any skater and should always ask permission first.
 - e.g. fwd push/glide sequence. Ask the skater if it is okay to move his/her leg for demonstration purposes. Standing behind the skater, have the skater bend his/her knees and then from the bend take one foot/leg and guide it to the side and back, showing the skater what it feels like to have the blade stay on the ice to perform the push. Repeat on other foot.

PROVIDING FEEDBACK/ CORRECTIONS/PRAISE

The coach (and PA) must provide feedback to all skaters in their groups:

- Praise effort, improvement and focus, and recognize their hard work.
- Encourage development. Challenge them to go faster, glide longer, curve deeper.
- Remind them of the teaching points, proper technique and use key words.



Providing feedback/corrections/ praise

CANSKATE LESSON PLAN TEMPLATES

HOW TO READ THE LESSON PLANS

INTRODUCTION:

Coaches should always welcome their groups to their stations in fun and enthusiastic voices. Create excitement about what the skaters are going to learn that day. Coaches should remember to introduce themselves during the first few weeks of the session, until the skaters can remember their names.

LESSON TOPIC:

Skills should be listed by stage. Coaches should concentrate on the technique for 2-4 skills per lesson depending on how closely related they are. The other skills incorporated into the lesson can be used for challenge or review.

PROGRESSIONS:

Progressions for the skills to be taught should be listed here. Progressions may be skills from a stage(s) below the current level or skills unique to helping break down that particular skill. For example, for the “forward crosscuts” skill coaches may choose to use a fwd 2-ft glide with the feet crossed as a way to teach the skaters to be comfortable with the transfer of weight from the outside push to the undercut. For other lessons, the skills may be review and, therefore, may not need many progressions.

TEACHING POINTS:

Listed here will be the main points that the coaches should be encouraging about the skill to be taught. It is important that the PAs know what the points are as well, so that they can reinforce them during the circuit and practice. For example, when teaching turns from fwd to bwd on 1 or 2 feet, the emphasis on the “unweighting action” during the turn should be a teaching point. It may be described as a “down, up, down” action.

NOTES:

Any special notes that the coach needs to know about the lesson plan should be listed here. Coaches can make notes about how to keep the energy in the lesson, make it fun or challenging or note any teaching tips that may come in handy for these skills.

Note: The sample lesson plans include some notes about standards for the skills. For a complete listing of all standards for each skill refer to the CanSkate Skills Descriptions and Standards of Performance document.

TEACHING AIDS/PROPS:

A list of suggested teaching aids/props should be provided here. Coaches are encouraged to add visuals as much as possible to their stations. This is a great section for the PAs to be familiar with so that all necessary items can be at the station when the coaches need them.

Note: For ideas, see Teaching Aids and Props in the Off-Ice Planning and Preparation section.

SUMMARY:

Coaches need to take a few seconds at the end of every lesson to show appreciation to the skaters for their efforts throughout the lesson and remind them about the key points of the skills they learned.

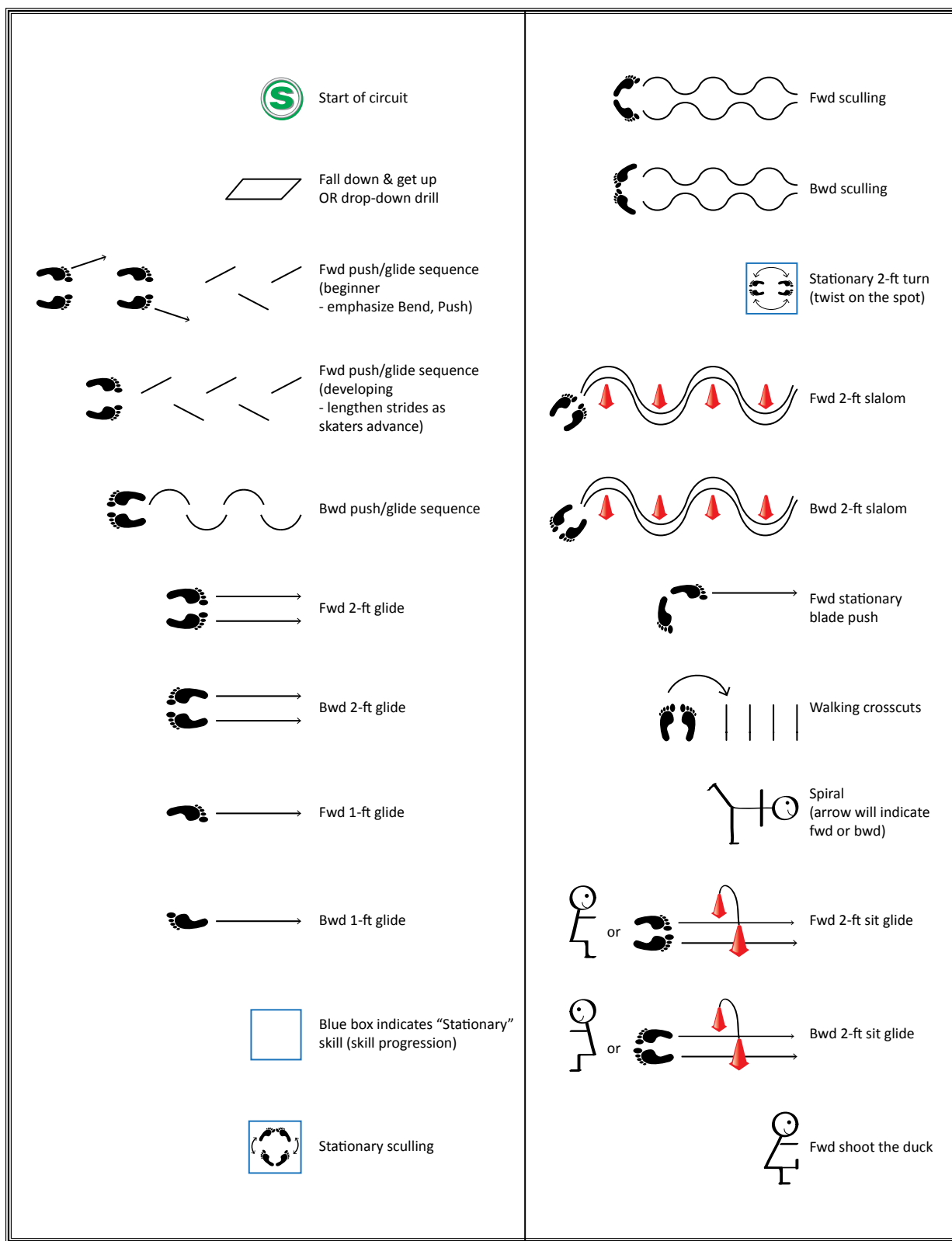
SELF-EVALUATION:

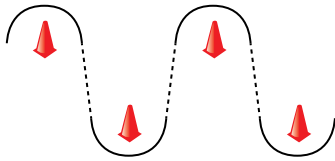
At the end of every lesson, coaches should take a moment to assess their effectiveness. Make notes on things to improve delivery, add challenge or motivation.

CIRCUITS:

See accompanying circuit template for each lesson plan. A legend of symbols and diagrams is also included.

LEGEND





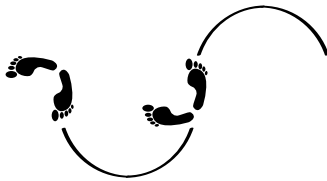
Slalom
(FI, FO, BI, BO)



1-ft slalom
(fwd/bwd)



Fwd inside edges



Fwd outside edges



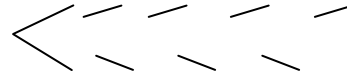
Side steps
(progressions for walking crosscuts)



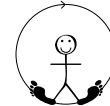
Fwd drag



Stationary "V"
position



Fwd "V" start



Inside spread eagle



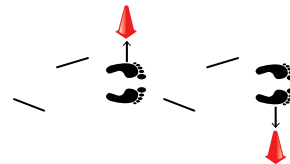
Snow slide steps



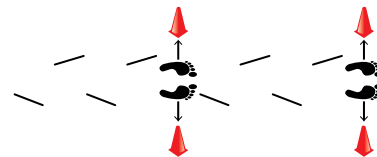
Stationary stop
(make snow)



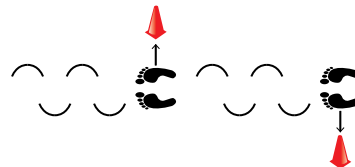
Stop of any nature



Fwd ½ snowplow
stops

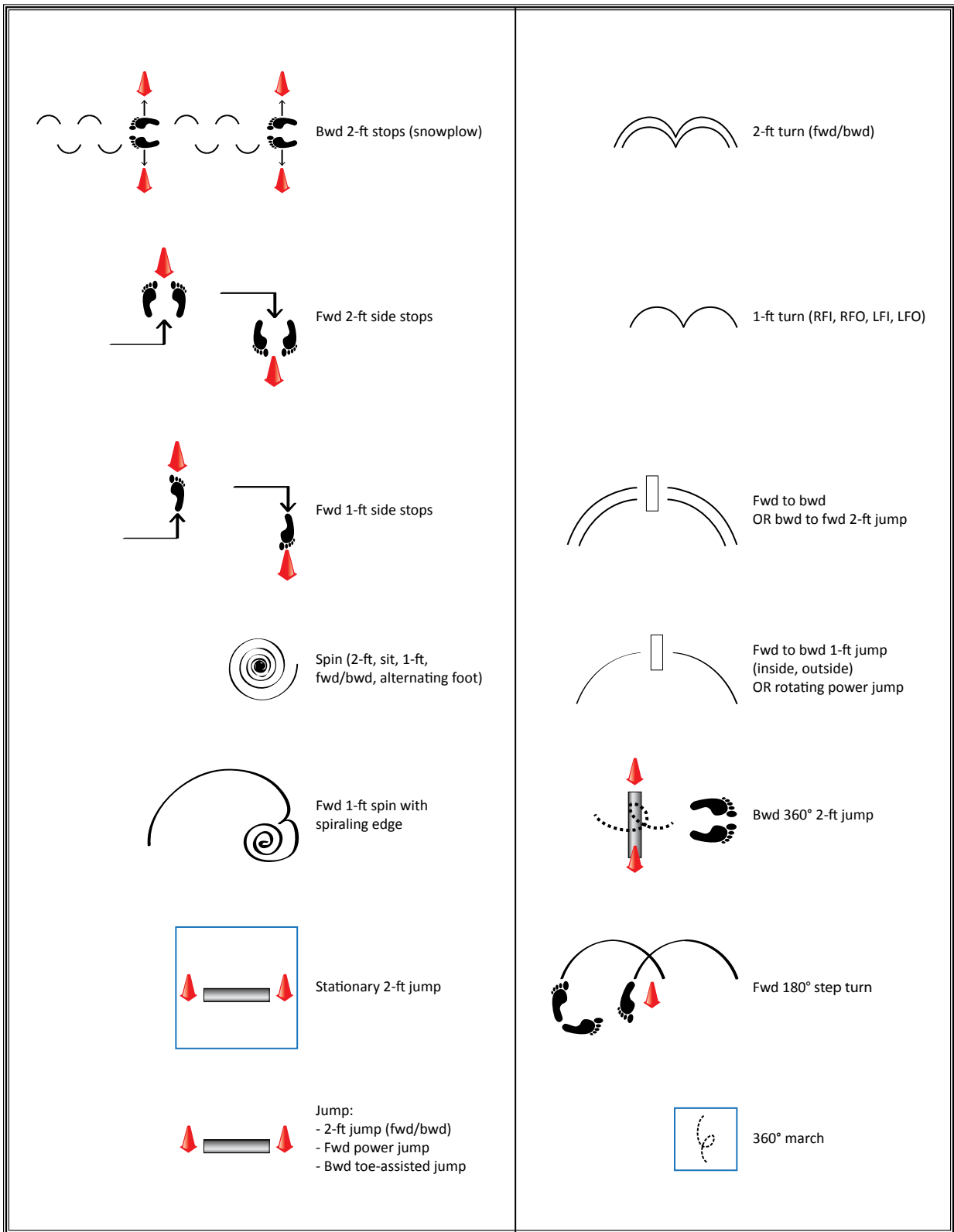


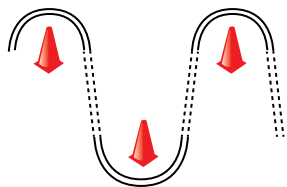
Fwd 2-ft stops
(snowplow)



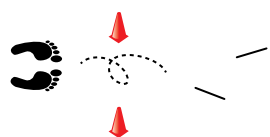
Bwd ½ snowplow stops



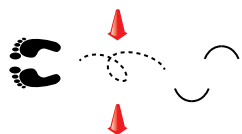




Fwd 180° glide turn



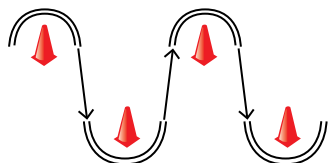
Fwd 360° step turn



Bwd 360° step turn



Fwd 360° glide turn



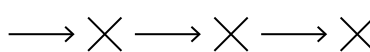
Fwd tight glide turns



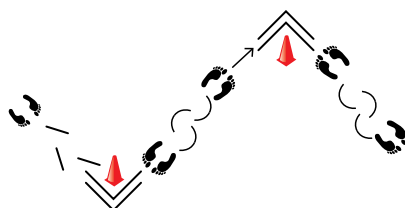
Star position
(progression for 1-ft
spin with spiralling
edge)



Bwd 180° step turn
(BO to FO/BI to FI)



Walk through power
jumps (toe on "X's")



Fwd 2-ft reverse
pivot turns



2-ft multi-turns



CanSkate Lesson Plan #1: **BALANCE** (B1 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Hi Everyone! My name is _____. Welcome to our first day of skating. Let's all have some fun while we learn how to fall down and get up. Are you ready? Follow me...*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> Fall down & get up Fwd 2-ft glide 	<ul style="list-style-type: none"> Fwd 2-ft sculling Fwd 2-ft to 1-ft glide

Progressions to be Used:

<ul style="list-style-type: none"> Assisted fall down & get up if necessary Assisted 2-ft glide 	<ul style="list-style-type: none"> Scull on the spot Slow sculls Fwd 2-ft glide Assisted 2-ft to 1-ft glide
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Protect head and joints on the fall Balance Eyes, head up 	<ul style="list-style-type: none"> Knee bend on the sculls - feet no further than shoulder-width apart Balance Eyes, head up
---	---

Notes:

<ul style="list-style-type: none"> Skaters can get up using any method (unassisted) Fwd 2-ft glide - min 1 second Use PAs to help assist where needed 	<ul style="list-style-type: none"> Min 6 consecutive sculls, emphasize knee bend (similar to a yo-yo), repeated demonstration Fwd 2-ft (min 1 sec) to 1-ft (min 1 sec) glide Put a PA on 1st circle for assistance
--	--

Teaching Aids/Props Needed:

Pylons, plush toys for sculling, marker, signs for stationary skills

Summary to Group:

Praise: *Great effort today! Did you have fun?*

Remember to: *Always bend your knees when you are skating!*

Next Lesson: *We are going to work on pushing and gliding.*

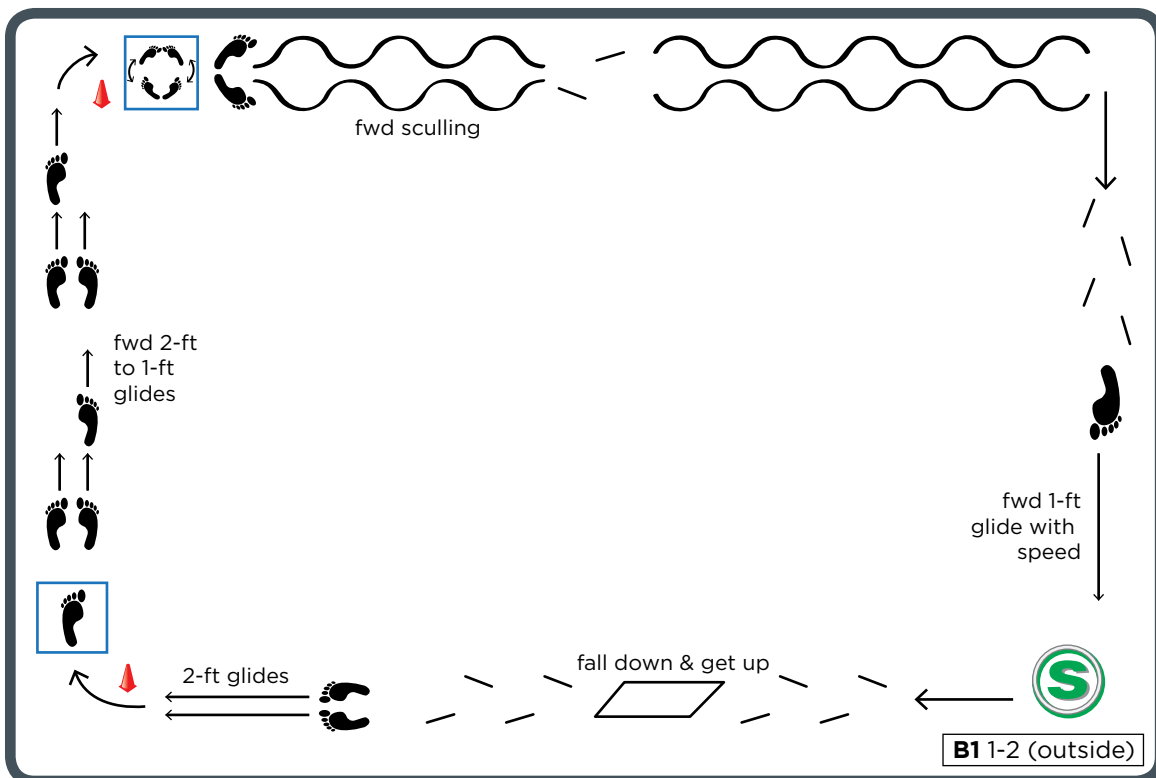
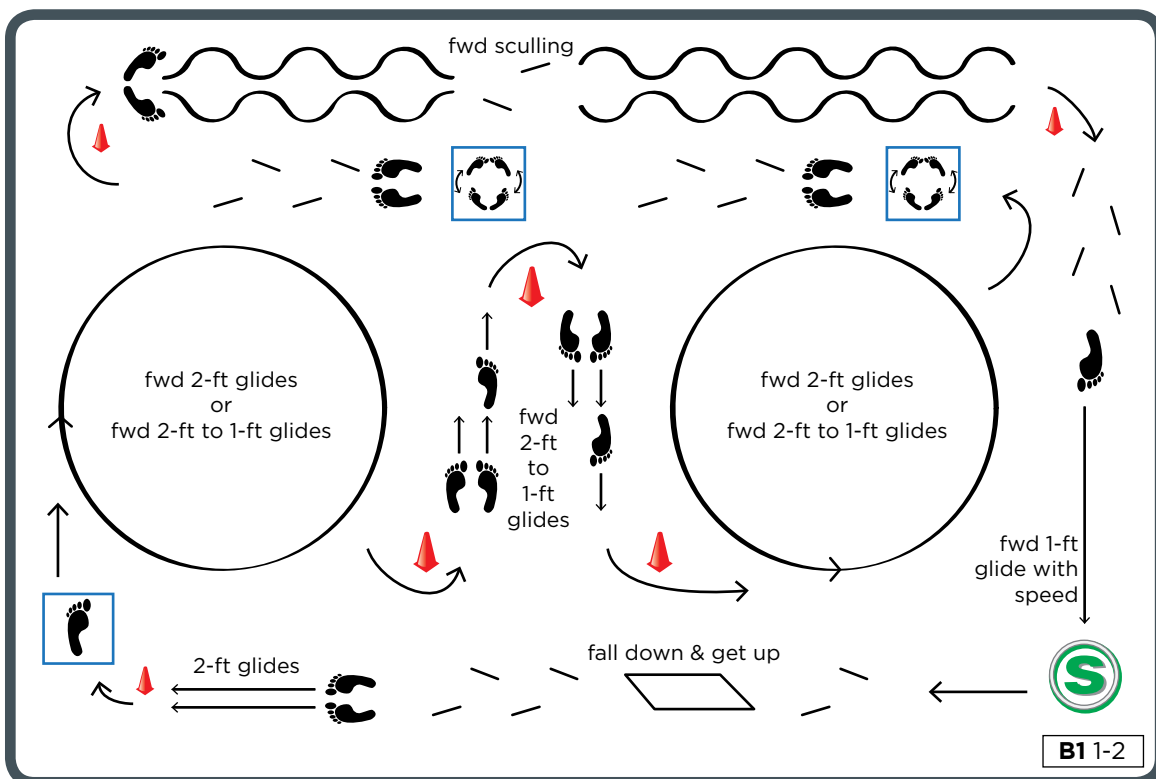
Self-Evaluation Notes:

Things I liked: *The flow - lots of time to practice.*

Things I can improve: *Need a few more PAs if possible for the younger skaters.*

BALANCE

(B1 1-2)





CanSkate Lesson Plan #1: **BALANCE** (B1 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Hi Everyone! My name is _____. Welcome to our first day of skating. Let's all have some fun, while we learn how to use your knees. Are you ready?*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 2-ft sculling Fwd 2-ft to 1-ft glide 	<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd 2-ft to 1-ft curve glide Fwd circle thrusts

Progressions to be Used:

<ul style="list-style-type: none"> Scull on the spot Slow sculls Fwd 2-ft glide Assisted 2-ft to 1-ft glide 	<ul style="list-style-type: none"> Twist on the spot Assisted slalom Assisted thrusts
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Knee bend on the sculls Balance Eyes, head up 	<ul style="list-style-type: none"> Down/up/down/up knee bend (slalom) Balance Bend, push (side of blade) - thrusts
---	---

Notes:

<ul style="list-style-type: none"> Min 6 consecutive sculls Fwd 2-ft (min 1 sec) to 1-ft (min 1 sec), both feet Put a PA on 1st circle for assistance 	<ul style="list-style-type: none"> Min 6 pylons for slalom 2-ft to 1-ft glide – min 3 sec 1 foot (both feet) Full circle for thrusts – can relate this to a skateboard or scooter to help skater visualize pushing with one foot
--	---

Teaching Aids/Props Needed:

Pylons, plush toys for sculling, marker, signs for stationary skills

Summary to Group:

Praise: *Great effort today! Did you have fun?*

Remember to: *Always bend your knees when you are skating!*

Next Lesson: *We are going to work on pushing and gliding.*

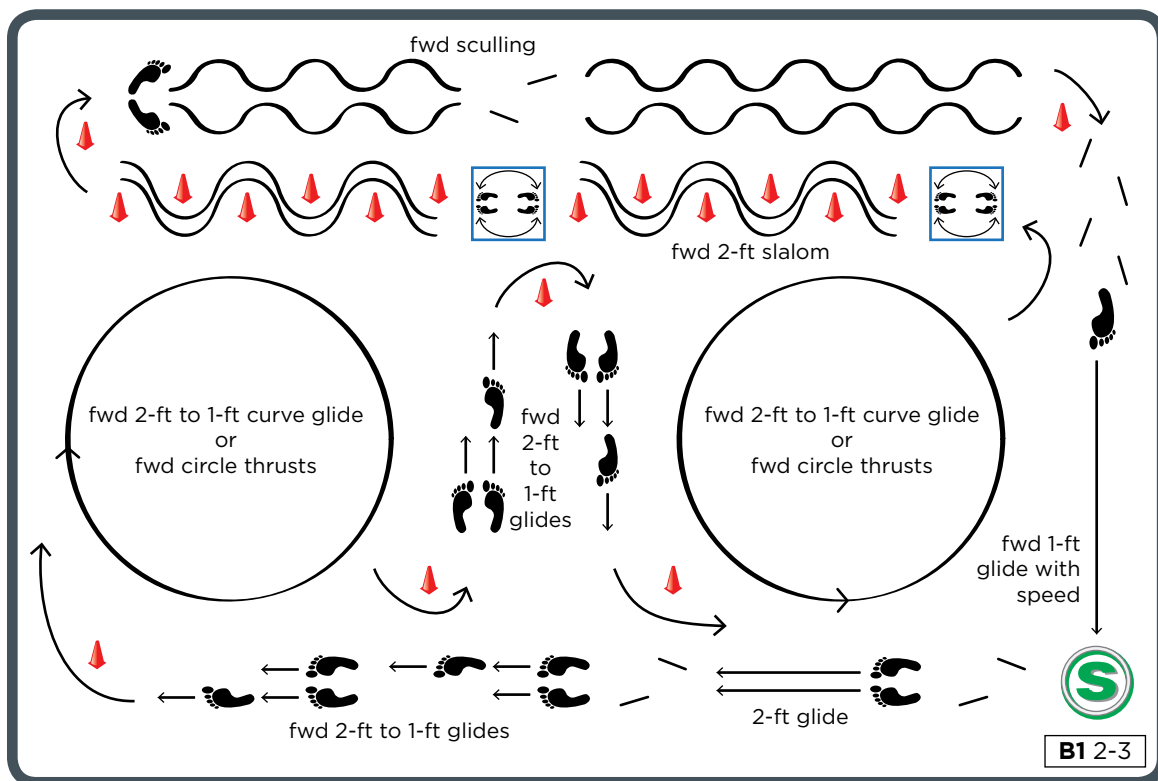
Self-Evaluation Notes:

Things I liked: *The flow – lots of time to practice.*

Things I can improve: *Need a few more PAs if possible for the younger skaters.*

BALANCE

(B1 2-3)





CanSkate Lesson Plan #1: **BALANCE** (B1 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Hi Everyone! My name is _____. Welcome to our first day of skating. Let's all have some fun while we learn how to fall down and get up while moving. Are you ready?*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd 2-ft to 1-ft curve glide Fwd circle thrusts 	<ul style="list-style-type: none"> Drop-down drill Fwd crosscuts

Progressions to be Used:

<ul style="list-style-type: none"> Twist on the spot Assisted slalom Assisted thrusts 	<ul style="list-style-type: none"> Slow then add speed Walking crosscuts Circle thrusts
--	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Down/up/down/up knee bend (slalom) Balance Bend, push (side of blade) - thrusts 	<ul style="list-style-type: none"> Balance Blade pushes Lean into circle
---	---

Notes:

<ul style="list-style-type: none"> Min 6 pylons for slalom 2-ft to 1-ft glide – min 3 sec 1 foot (both feet) Full circle for thrusts 	<ul style="list-style-type: none"> Fall down & get up, maintain forward momentum 50% of crosses should be crossed – help skater with feeling comfortable transferring their weight during the cross by using a hockey stick or coach to help support their weight Full circle of crosscuts
---	---

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Great job today skaters!*

Remember to: *Keep working on your knee bend on your pushes – side of the blades.*

Next Lesson: *We are going to work on our gliding and edges.*

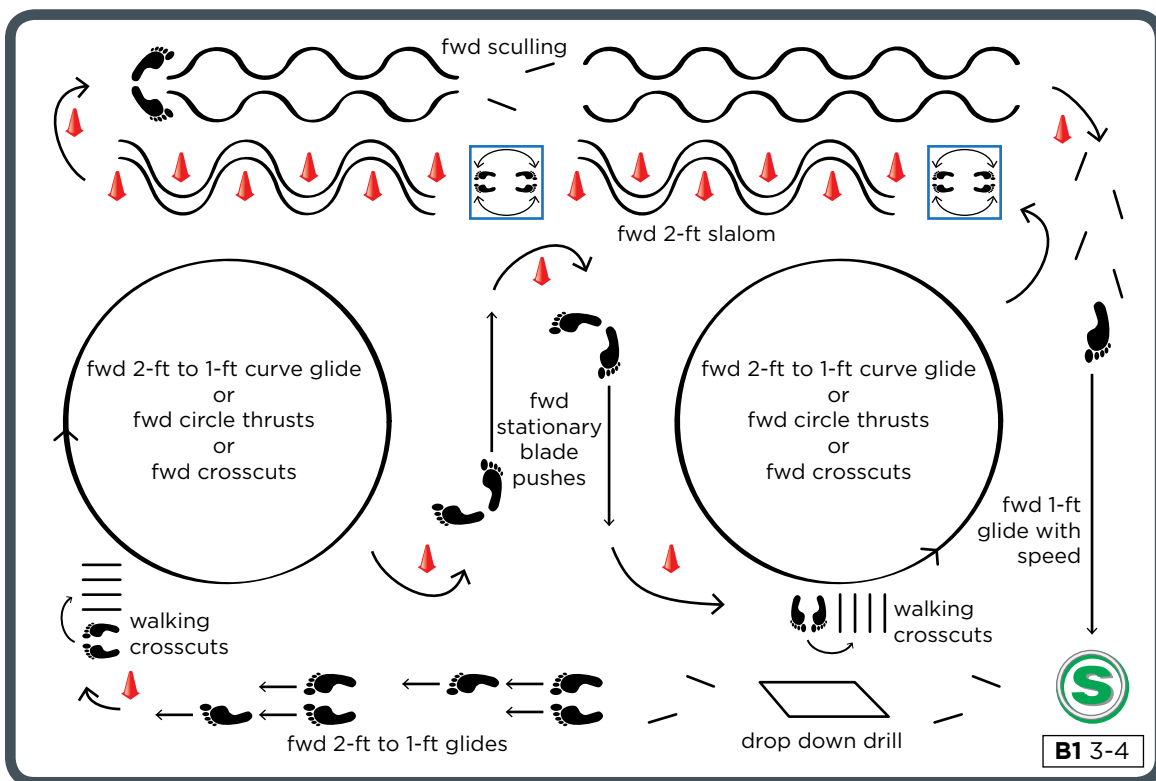
Self-Evaluation Notes:

Things I liked: *Kept group moving – allowed me to work individually within the crosscut circles.*

Things I can improve: *I need to emphasize the under push of the blade a little more, keep it on the ice a little longer before the push.*

BALANCE

(B1 3-4)





CanSkate Lesson Plan #1: **BALANCE** (B1 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Hi Everyone! Welcome to our first day of skating. Let's all have some fun while we learn how to fall down and get up while moving. Are you ready?*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Drop-down drill Fwd crosscuts 	<ul style="list-style-type: none"> Fwd crosscuts – figure-8 Fwd push/glide sequence

Progressions to be Used:

<ul style="list-style-type: none"> Slow then add speed Walking crosscuts Circle thrusts 	<ul style="list-style-type: none"> Walking crosscuts Circle thrusts Slow then add speed
--	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Blade pushes Lean into circle 	<ul style="list-style-type: none"> Bend/push/bend/push/bend/push Side of the blade Good rhythm of knees
---	--

Notes:

<ul style="list-style-type: none"> Fall down & get up, maintain forward momentum 50% of crosses should be crossed – allowing them to glide on 2 feet while in the crossed position will help them feel confident with the skill Full circle of crosscuts 	<ul style="list-style-type: none"> 50% of all pushes for crosscuts must be side of the blade Full length of ice for push/glide sequence Have PA available on the Fast Track for direction/encouragement
---	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Great job today skaters!*

Remember to: *Keep working on your knee bend on your pushes – side of the blades.*

Next Lesson: *We are going to work on our edges.*

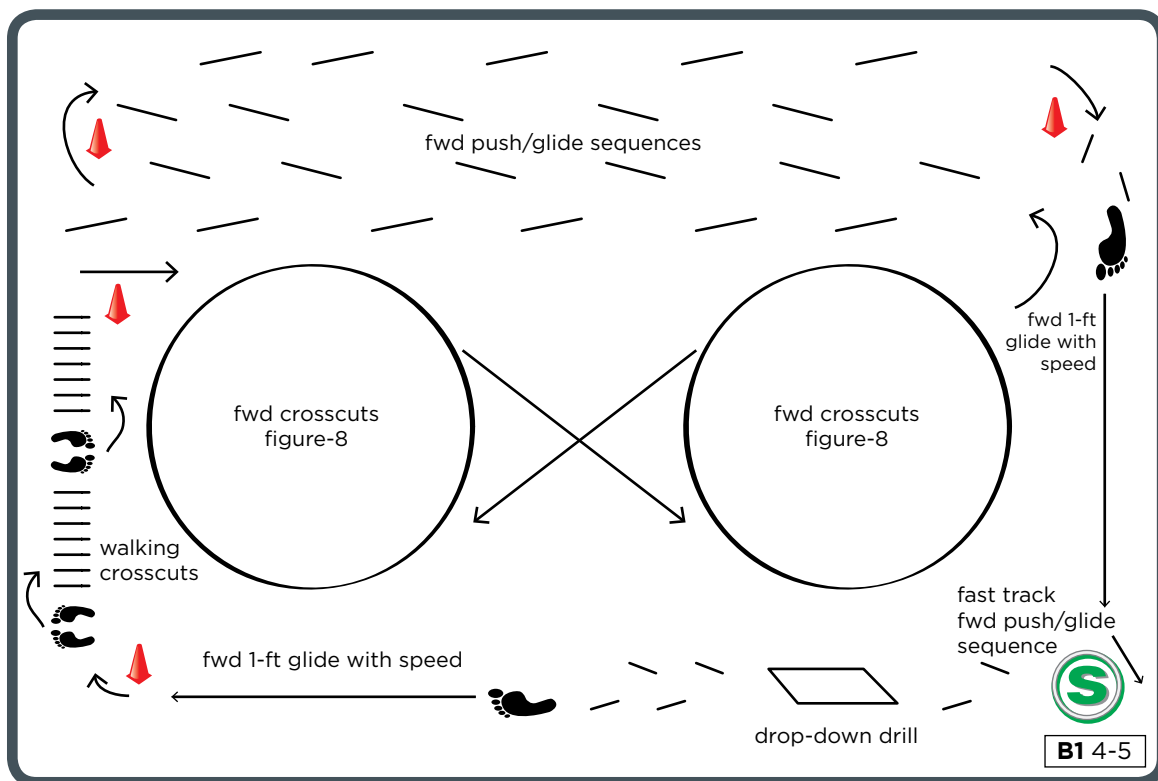
Self-Evaluation Notes:

Things I liked: *Kept group moving – allowed me to work individually within the crosscut circles*

Things I can improve: *I need to emphasize the under push of the blade a little more, keep it on the ice a little longer before the push.*

BALANCE

(B1 4-5)





CanSkate Lesson Plan #1: **BALANCE** (B1 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Hi Everyone! Welcome to our first day of skating. Let's all have some fun while we learn how to improve our crosscuts. Are you ready?*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Fwd crosscuts – figure-8 Fwd push/glide sequence 	<ul style="list-style-type: none"> Fwd power crosscuts Fwd spiral on a curve Fwd perimeter skating with crosscuts

Progressions to be Used:

<ul style="list-style-type: none"> Walking crosscuts Circle thrusts Slow then add speed 	<ul style="list-style-type: none"> Slow then add speed Fwd push/glide sequence Stationary and straight line spiral
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend/push Side of the blade Good rhythm of knees 	<ul style="list-style-type: none"> Knee bend through push Even strokes/strides Power/acceleration Balance
--	---

Notes:

<ul style="list-style-type: none"> 50% of all pushes for crosscuts must be from side of the blade Full length of ice for push/glide sequence Have PA available on the Fast Track for direction/encouragement 	<ul style="list-style-type: none"> Crosscuts – good technique, blade pushes Perimeter – good rhythm, blade pushes Perimeter – one lap each way, use PA to help direct traffic, alternate after each circuit rep. Spiral - hold for min 3 sec (min 1 sec in proper position)
---	---

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Great job today skaters!*

Remember to: *Keep working on your knee bend on your pushes – side of the blades.*

Next Lesson: *We are going to work on our edges.*

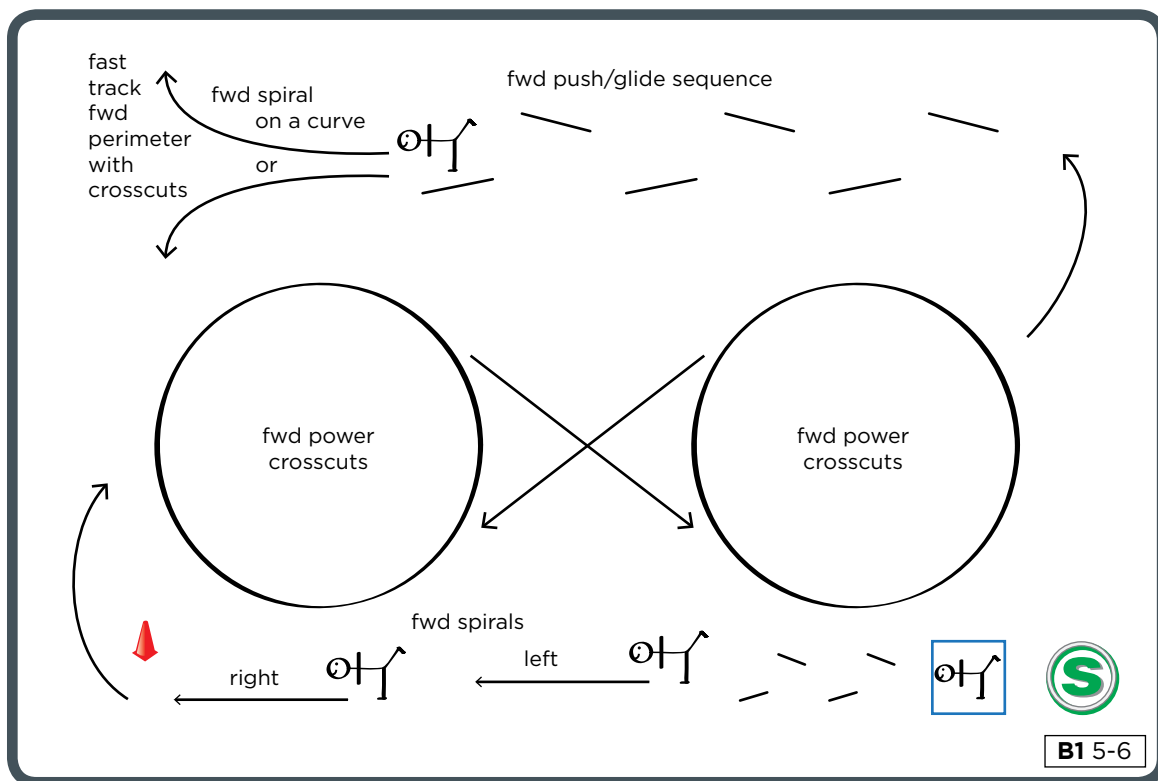
Self-Evaluation Notes:

Things I liked: *Kept group moving – allowed me to work individually within the crosscut circles.*

Things I can improve: *I need to emphasize the under push of the blade a little more, keep it on the ice a little longer before the push.*

BALANCE

(B1 5-6)





CanSkate Lesson Plan #2: **BALANCE** (B2 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance station. Today we are going to work on pushing and gliding. You will start with a little glide and then it will get longer and longer!*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> Fwd 2-ft sit glide Fwd push/glide sequence 	<ul style="list-style-type: none"> Fwd 2-ft sculling Fwd push/glide sequence

Progressions to be Used:

<ul style="list-style-type: none"> Stationary sit position Slow push/glides, emphasizing the bend before the push (2-ft glide, push, 2-ft glide, push) 	<ul style="list-style-type: none"> Scull on the spot - blades not further than shoulder-width apart Slow then add speed to each scull
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Bend knees and ankles Side of the blade 	<ul style="list-style-type: none"> Bend knees Toes out then in for sculls (down, up) Side of the blade pushes with knee bend
---	---

Notes:

<ul style="list-style-type: none"> Skaters must bend 135° to 90° or more for sit position – coaches can use a pool noodle for skaters to put between their knees and hang onto, while they pull them to get the feeling of the sit glide Min 4 consecutive pushes for push/glide sequence 	<ul style="list-style-type: none"> Min 6 consecutive sculls Full width of ice, or comparable for push/glide sequence Give skaters key words to repeat (in-out, down-up, heels-toes, etc.)
---	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills, plush toys for sculls, archways for sit glide

Summary to Group:

Praise: *Wow – You did amazing today!*

Remember to: *Keep your chin up and show me your smiles.*

Next Lesson: *We are going to work on gliding as long as we can.*

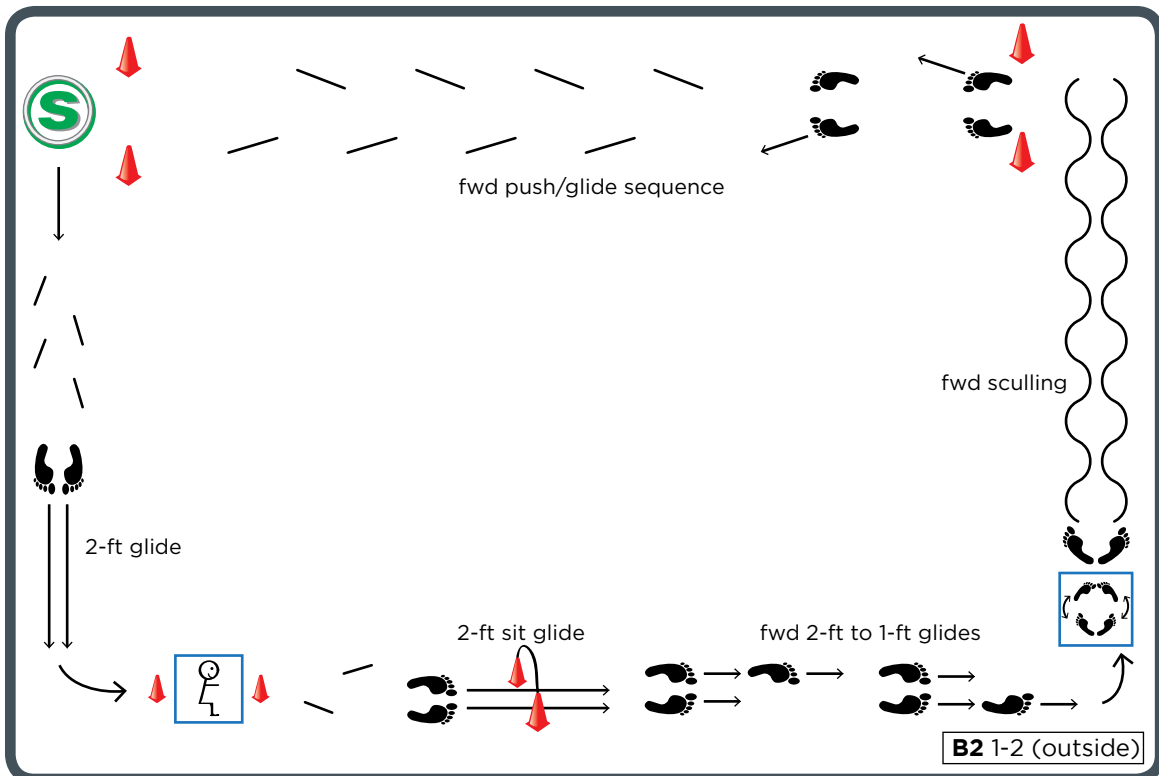
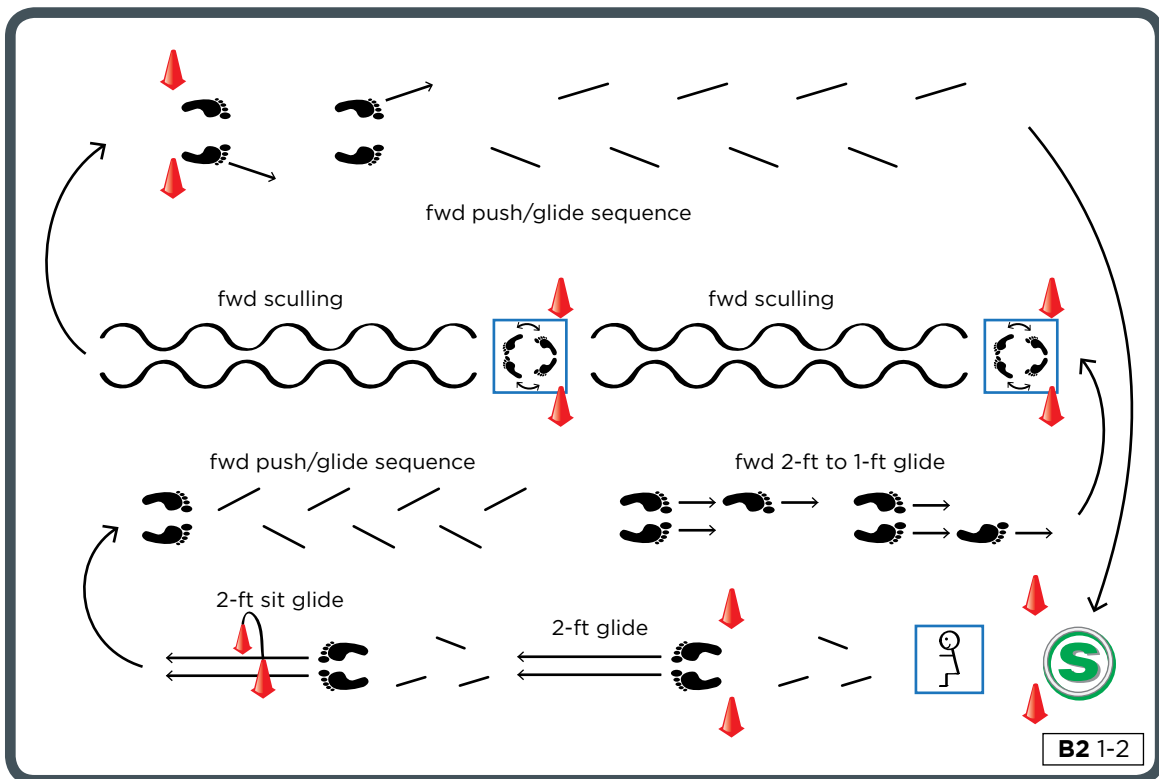
Self-Evaluation Notes:

Things I liked: *Using the arch for the sit glide.*

Things I can improve: *Make sure my circuit is clearly marked with arrows and directions.*

BALANCE

(B2 1-2)





CanSkate Lesson Plan #2: **BALANCE** (B2 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance Station. Today we are going to work on pushing and gliding. You will start with a little glide and then it will get longer and longer!*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 2-ft sculling Fwd push/glide sequence 	<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd stationary blade push

Progressions to be Used:

<ul style="list-style-type: none"> Scull on the spot Slow then add speed to the scull 	<ul style="list-style-type: none"> Twist on the spot Fwd 1-ft glides 1-ft balance on the spot Assisted stationary blade pushes
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend knees Toes out then in for sculls Side of the blade pushes with knee bend 	<ul style="list-style-type: none"> Down/up/down/up knee bend rhythm Side of the blade push
--	--

Notes:

<ul style="list-style-type: none"> Min 6 consecutive sculls Full width of ice, or comparable for push/glide sequence 	<ul style="list-style-type: none"> Min 2-second glide on 1 blade push (both feet must be executed) Min 6 pylons for slalom
--	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills, plush toys for sculls, archways for sit glide

Summary to Group:

Praise: *Wow - You did amazing today!*

Remember to: *Keep your chin up and show me your smiles.*

Next Lesson: *We are going to work on walking crosscuts and gliding as long as we can.*

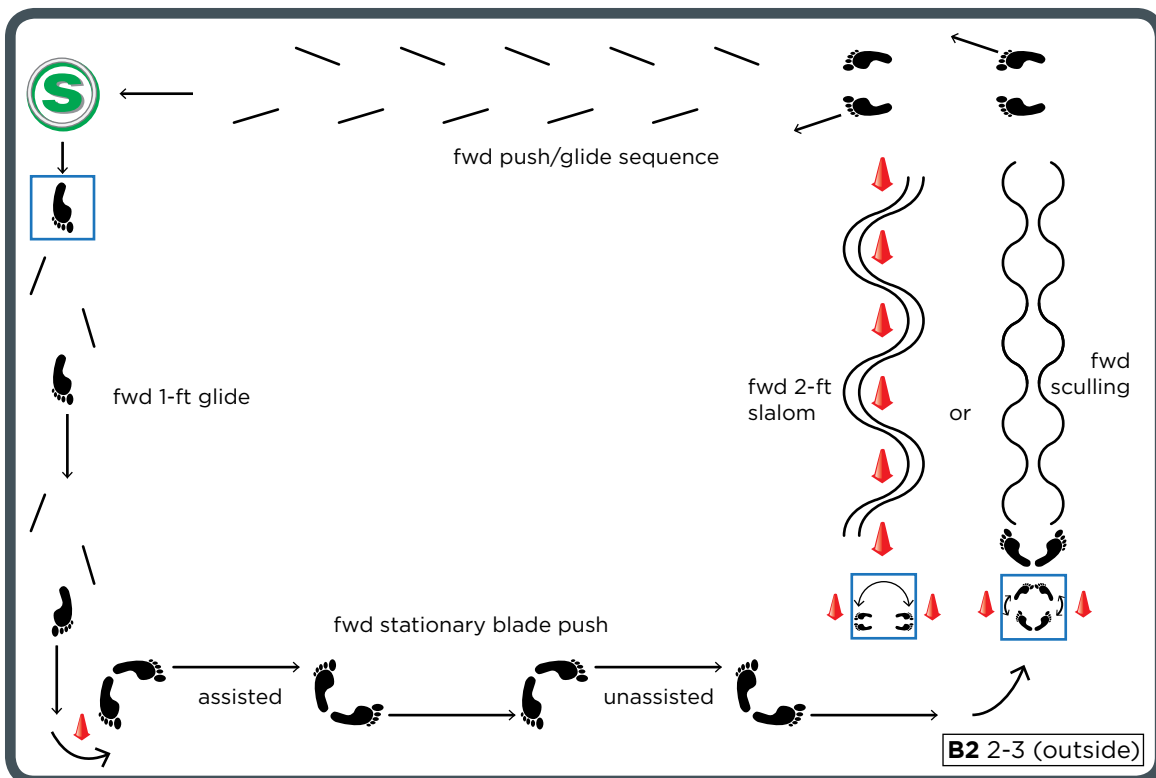
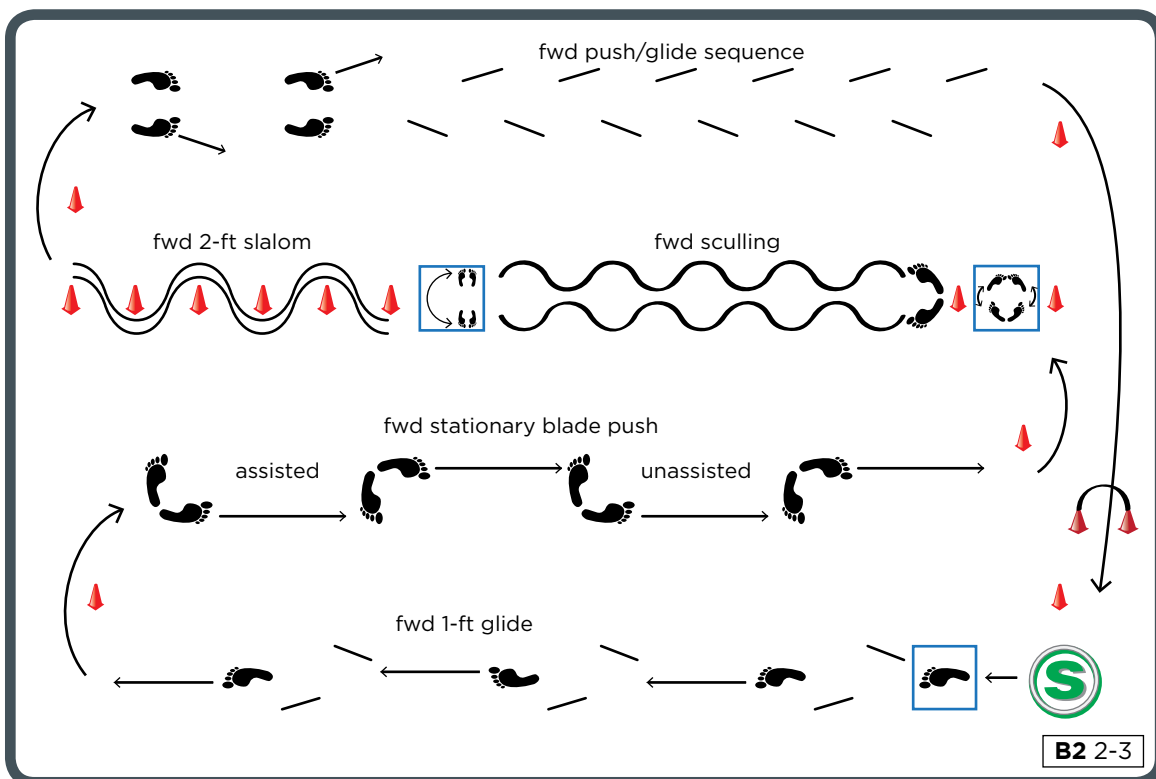
Self-Evaluation Notes:

Things I liked: *Being able to spend lots of time on stationary pushes...made a big difference.*

Things I can improve: *Make sure my circuit is clearly marked with arrows and directions.*

BALANCE

(B2 2-3)





CanSkate Lesson Plan #2: **BALANCE** (B2 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance station. Today we are going to work on pushing and gliding. You will start with a little glide and then it will get longer and longer!*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd stationary blade push 	<ul style="list-style-type: none"> Fwd spiral FI slalom FO slalom

Progressions to be Used:

<ul style="list-style-type: none"> Twist on the spot Fwd 1-ft glide 1-ft balance on the spot Assisted stationary blade pushes 	<ul style="list-style-type: none"> Stationary assisted spiral Fwd 1-ft glide Assisted slalom
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Down/up/down/up knee bend rhythm Side of the blade push 	<ul style="list-style-type: none"> Balance Pick up inside foot for inside edge, outside foot for outside edge
--	---

Notes:

<ul style="list-style-type: none"> Min 2-second glide on 1 blade push (both feet must be executed) Min 6 pylons for slalom 	<ul style="list-style-type: none"> Min 6 pylons for slalom Work FI first, then progress to FO Hold spiral for 2 seconds
--	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Wow – You did amazing today!*

Remember to: *Keep your chin up and show me your smiles.*

Next Lesson: *We are going to work on walking crosscuts.*

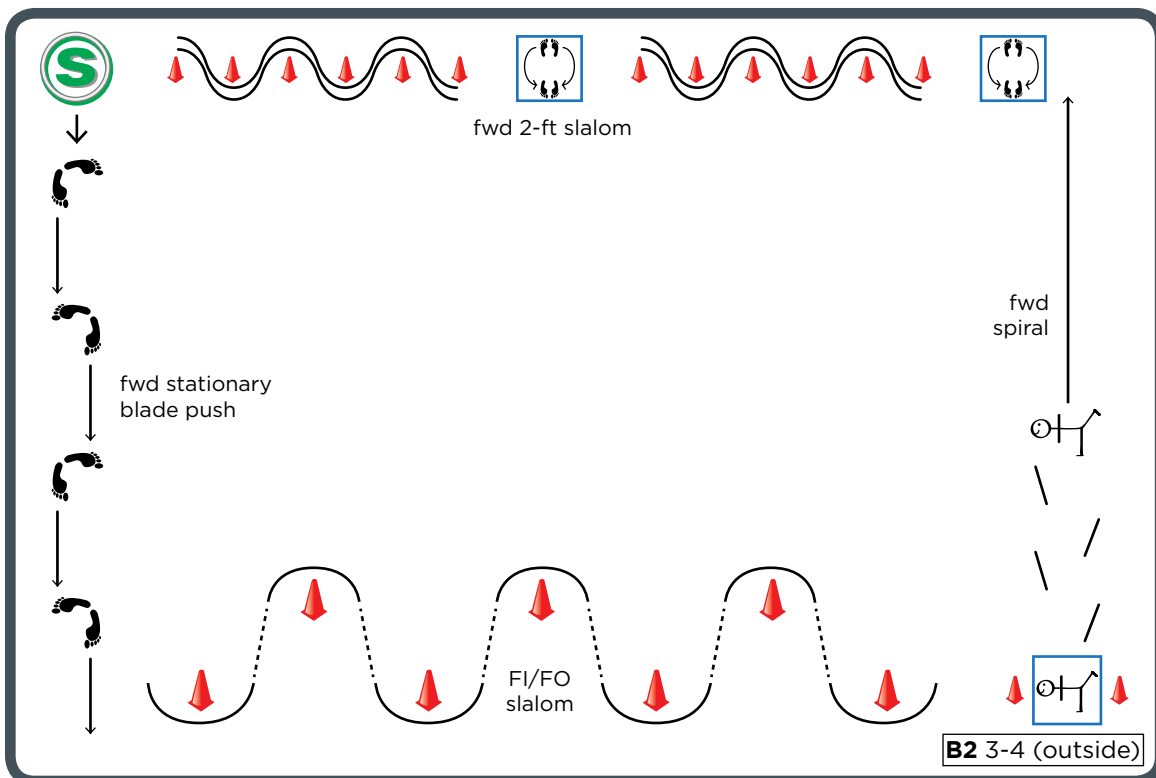
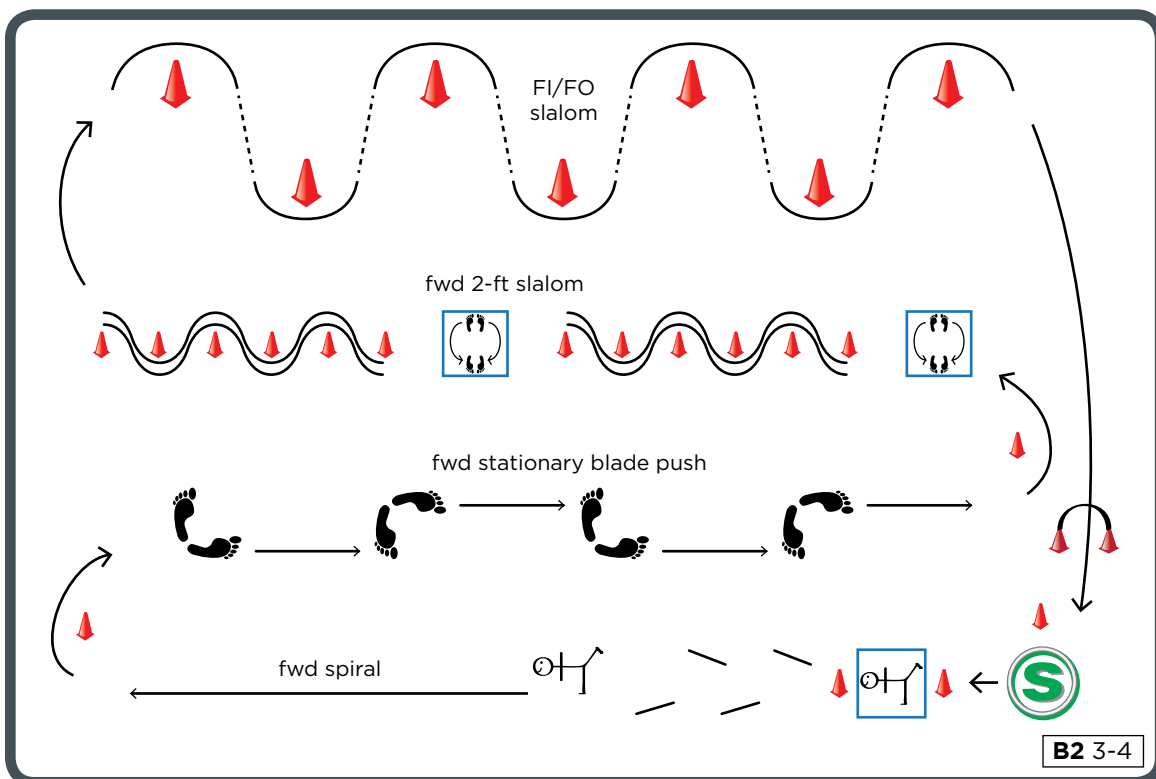
Self-Evaluation Notes:

Things I liked: *The large slalom, skaters were able to establish speed before their curves.*

Things I can improve: *Make sure my circuit is clearly marked with arrows and directions.*

BALANCE

(B2 3-4)





CanSkate Lesson Plan #2: **BALANCE** (B2 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance station. Today we are going to work on more gliding and learn about edges.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Fwd spiral FI slalom FO slalom 	<ul style="list-style-type: none"> FI edges Fwd 1-ft slalom

Progressions to be Used:

<ul style="list-style-type: none"> Stationary assisted spiral Fwd 1-ft glide Assisted slalom 	<ul style="list-style-type: none"> Fwd 2-ft slalom
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Pick up inside foot for inside edge, outside foot for outside edge 	<ul style="list-style-type: none"> Balance Eyes, head up Knee bend rhythm on slalom (down/up/down/up)
---	--

Notes:

<ul style="list-style-type: none"> Min 6 pylons for slalom Work FI first, then progress to FO Hold spiral for 2 seconds 	<ul style="list-style-type: none"> 4 consecutive edges 6 pylons, majority on 1 foot Ensure skaters are pushing with the sides of their blades
--	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Wow - You did amazing today!*

Remember to: *Keep your chin up and show me your smiles.*

Next Lesson: *We are going to work on gliding as long as we can.*

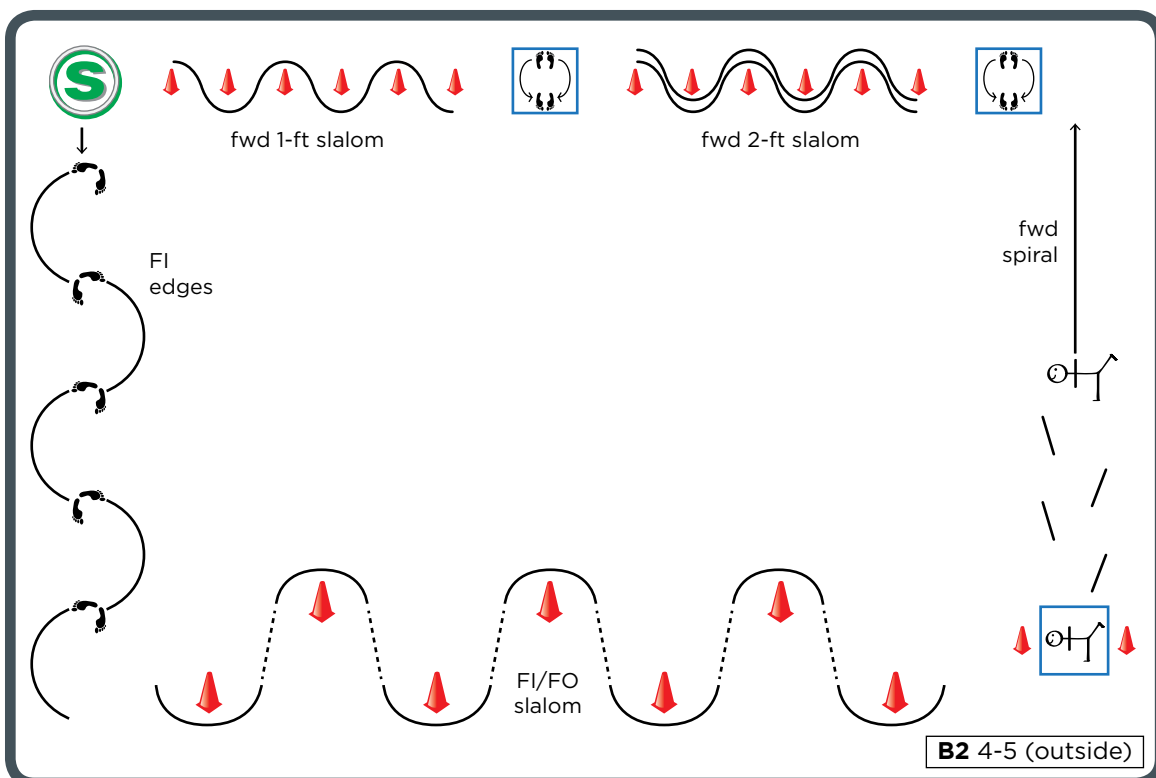
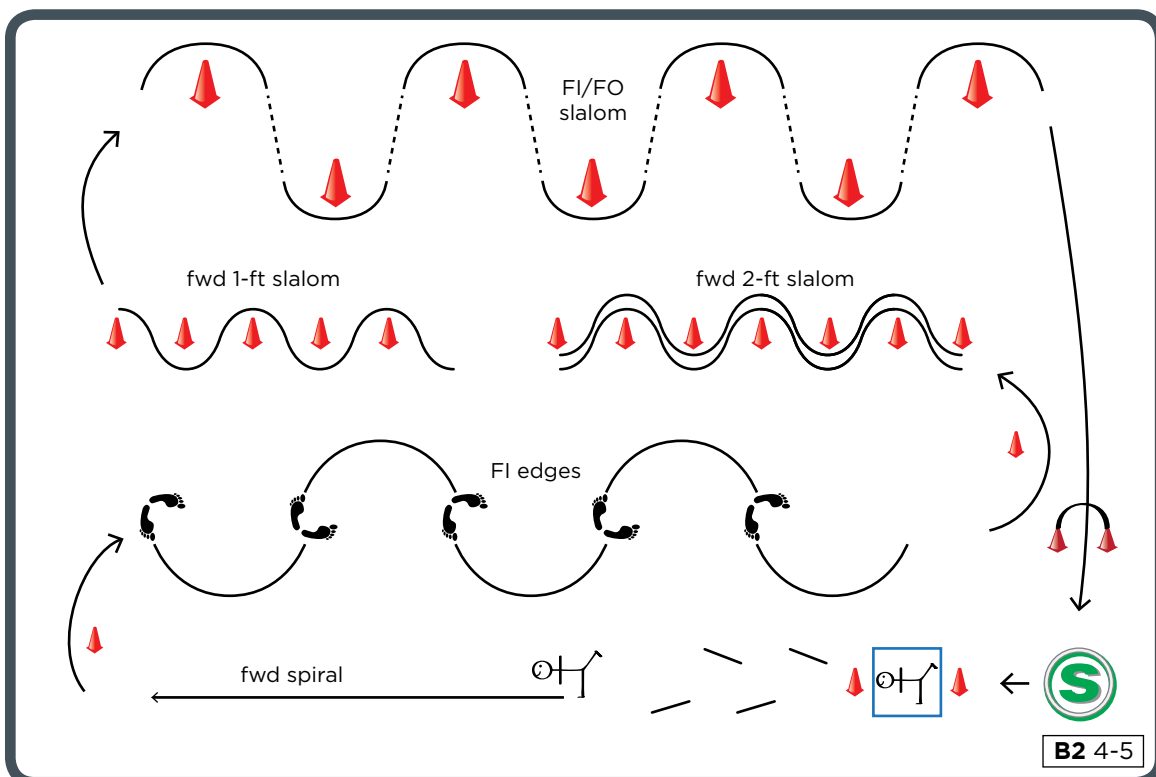
Self-Evaluation Notes:

Things I liked: *The large slalom, skaters were able to establish speed before their curves.*

Things I can improve: *Make sure my circuit is clearly marked with arrows and directions.*

BALANCE

(B2 4-5)





CanSkate Lesson Plan #2: **BALANCE** (B2 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance station. Today we are going to work on more gliding and learn about edges.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> FI edges Fwd 1-ft slalom 	<ul style="list-style-type: none"> FO edges Fwd 1-ft slalom Fwd shoot the duck

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft slalom (if needed) 	<ul style="list-style-type: none"> Assisted shoot the duck - tuck and 'drive a car' on two feet - focus on getting down Assisted edges
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Eyes, head up Knee bend rhythm on slalom (down, up, down, up) 	<ul style="list-style-type: none"> Balance Eyes, head up
---	--

Notes:

<ul style="list-style-type: none"> 4 consecutive edges, blade pushes 6 pylons, majority on 1 foot Skate beside skaters while holding their hands when doing 1-ft slalom - this will help them mimic the knee action 	<ul style="list-style-type: none"> 4 consecutive edges, blade pushes Execute 4 changes of edge on 1 foot Hold shoot the duck for min 2 seconds Skate beside skaters while holding their hands when doing 1-ft slalom - this will help them mimic the knee action
--	--

Teaching Aids/Props Needed:

Pylons, marker, signs for stationary skills

Summary to Group:

Praise: *Wow - You did amazing today!*

Remember to: *Keep your chin up and show me your smiles.*

Next Lesson: *We are going to work on walking crosscuts.*

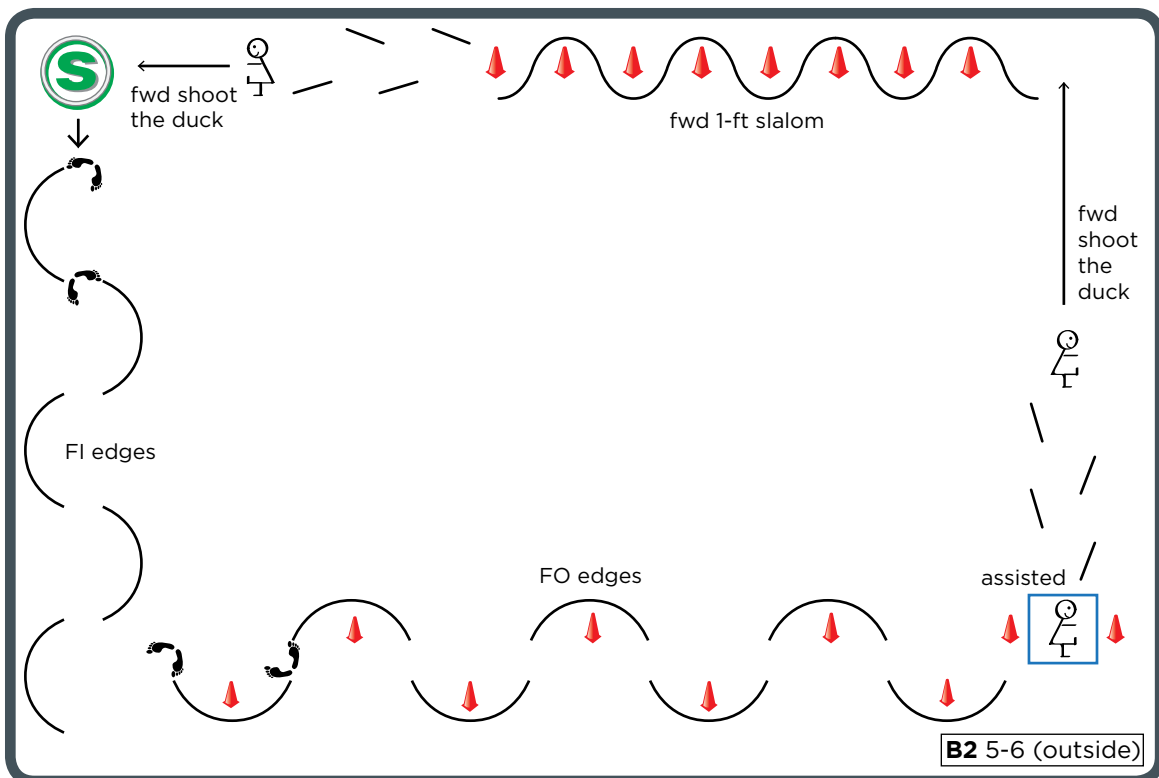
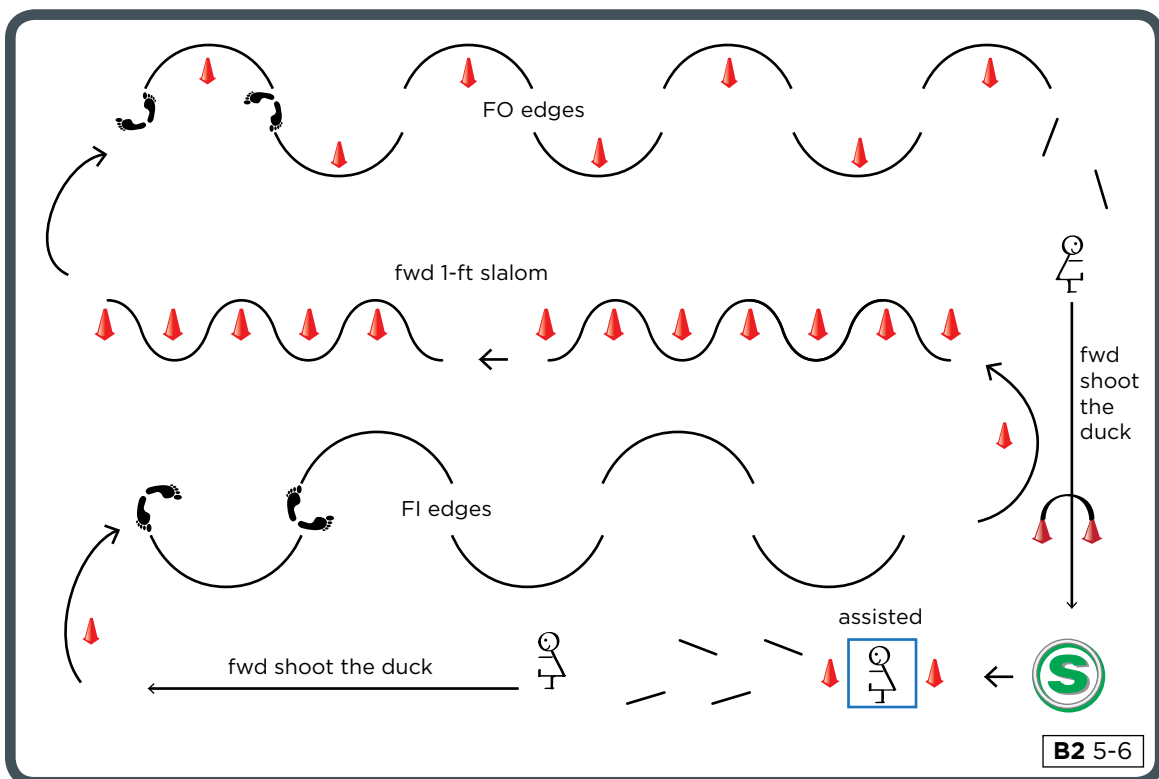
Self-Evaluation Notes:

Things I liked: *Was able to take my time during the edges and ensure skaters really understood.*

Things I can improve: *Make sure my circuit is clearly marked with arrows and directions.*

BALANCE

(B2 5-6)





CanSkate Lesson Plan #3: **BALANCE** (B3 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome to the Balance station. Today we are going to work on our gliding.*

Lesson Topic:

STAGE 1 - Review	STAGE 2
<ul style="list-style-type: none"> Fwd 2-ft glide Fwd push/glide sequence 	<ul style="list-style-type: none"> Fwd 1-ft glide with speed

Progressions to be Used:

<ul style="list-style-type: none"> Skateboarding one skate along ice for several pushes and switch to other foot Assisted - holding a hula hoop PA pulls skater along the ice to practice 2-ft glide 	<ul style="list-style-type: none"> Fwd 2-ft glide Fwd 2-ft to 1-ft glide
--	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Bend knees and ankles Side of the blade 	<ul style="list-style-type: none"> Balance Eyes, head up
---	--

Notes:

<ul style="list-style-type: none"> Encourage speed and length of glide Can help skaters get the feel of the glide by assisting them (providing a little bit of speed and flow) 	<ul style="list-style-type: none"> To be held for min 2 seconds (both feet) High energy to encourage speed (offer plenty of high fives too!)
--	--

Teaching Aids/Props Needed:

Add some fun during this lesson – drawings, steering wheels for focus on skating fast.

Summary to Group:

Praise: *Wow – You did amazing today!*

Remember to: *Keep your head up and arms out for balance.*

Next Lesson: *We are going to work on these skills without someone helping us balance.*

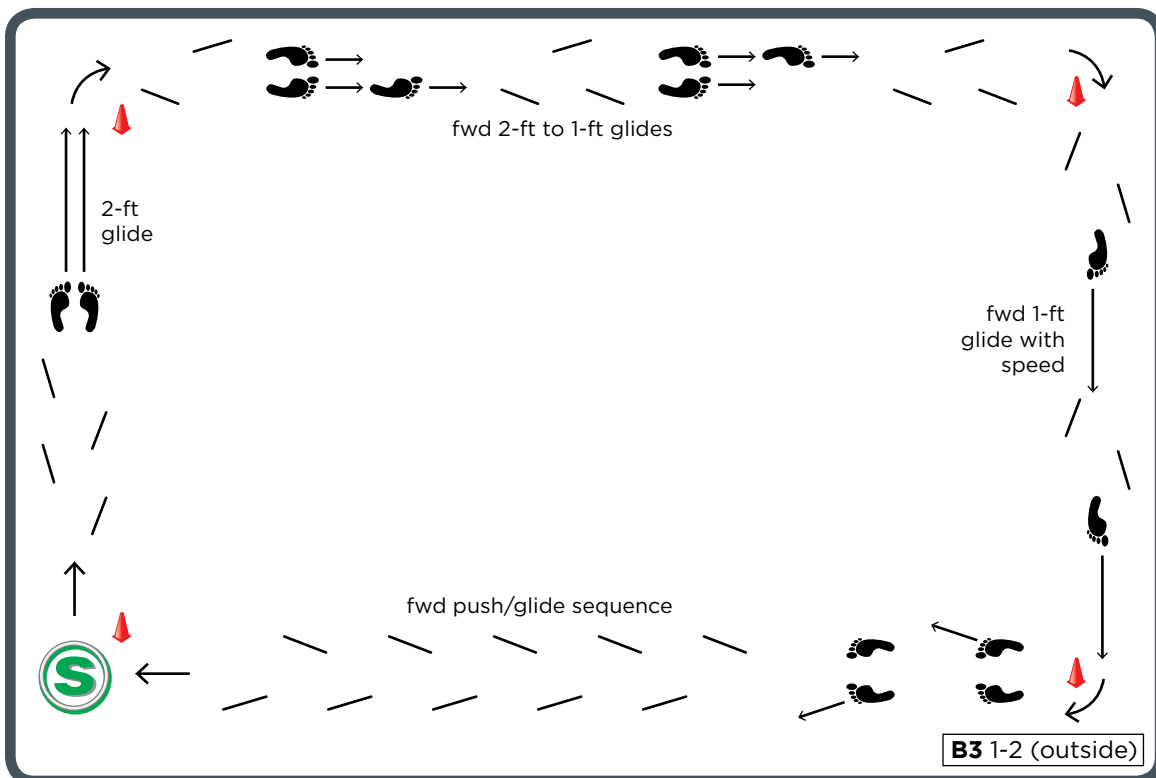
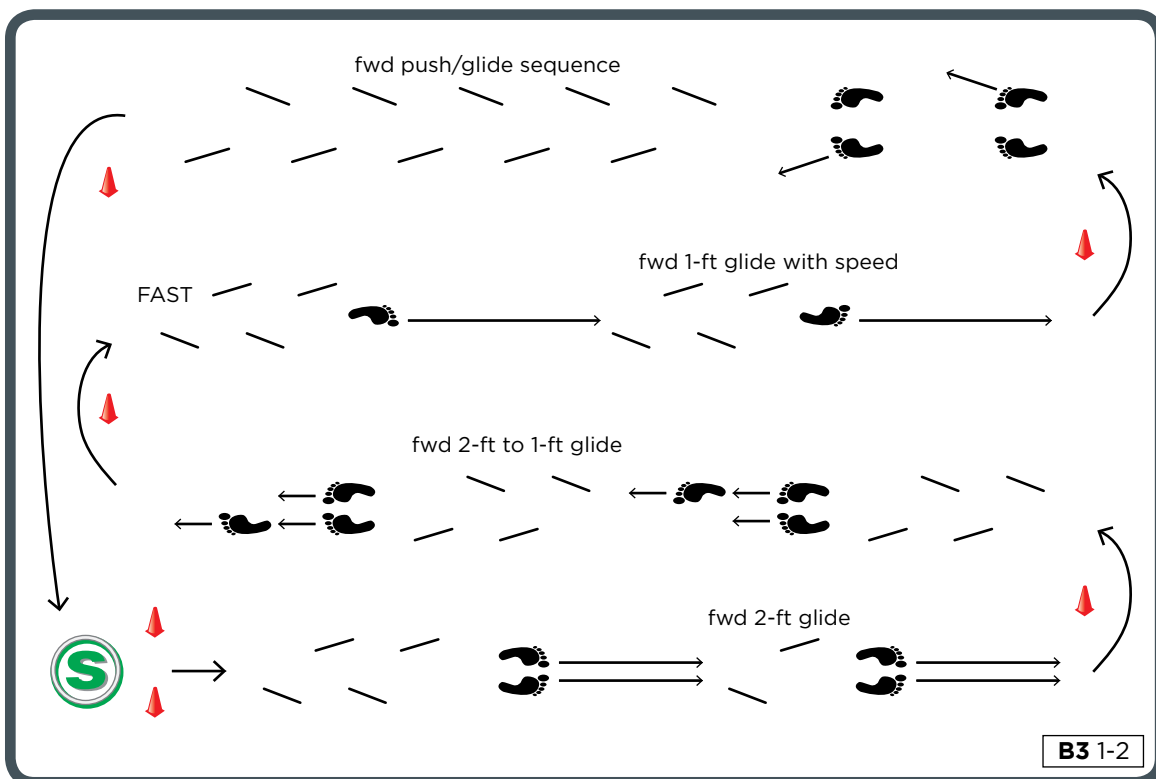
Self-Evaluation Notes:

Things I liked: *Opportunities to focus on control and balance – lots of time to correct skaters.*

Things I can improve: *Encouraging the skaters to do the skills without my assistance.*

BALANCE

(B3 1-2)





CanSkate Lesson Plan #3: **BALANCE** (B3 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome to the Balance station. Today we are going to work on our 1-ft glides and walking crosscuts.*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 1-ft glide with speed 	<ul style="list-style-type: none"> Fwd stationary blade push Walking crosscuts

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft glide Fwd 2-ft to 1-ft glide 	<ul style="list-style-type: none"> Side steps Assisted walking crosscuts 1-ft glides Assisted stationary pushes
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Eyes, head up 	<ul style="list-style-type: none"> Parallel feet, walking crosscuts Blade pushes, stationary push Balance and knee bend on push
--	--

Notes:

<ul style="list-style-type: none"> To be held for min 2 seconds (both feet) Offer encouragement and praise throughout 	<ul style="list-style-type: none"> 3-5 consecutive walking crosscuts – allow them to stay on 2 feet in the crossed position to feel comfortable while learning that both blades need to be parallel Min 2-second glide on stationary push, bend, push - use the blade (coach may need to get on his/her knees to assist the skater ensuring that the whole blade stays on the ice for the push)
---	---

Teaching Aids/Props Needed:

Add some fun during this lesson – drawings, signs on plungers, plush toys for visual or archway for return to start.

Summary to Group:

Praise: *Wow - great job today!*

Remember to: *Keep your head up and use your arms for balance.*

Next Lesson: *We are going to work on these skills without someone helping us balance!*

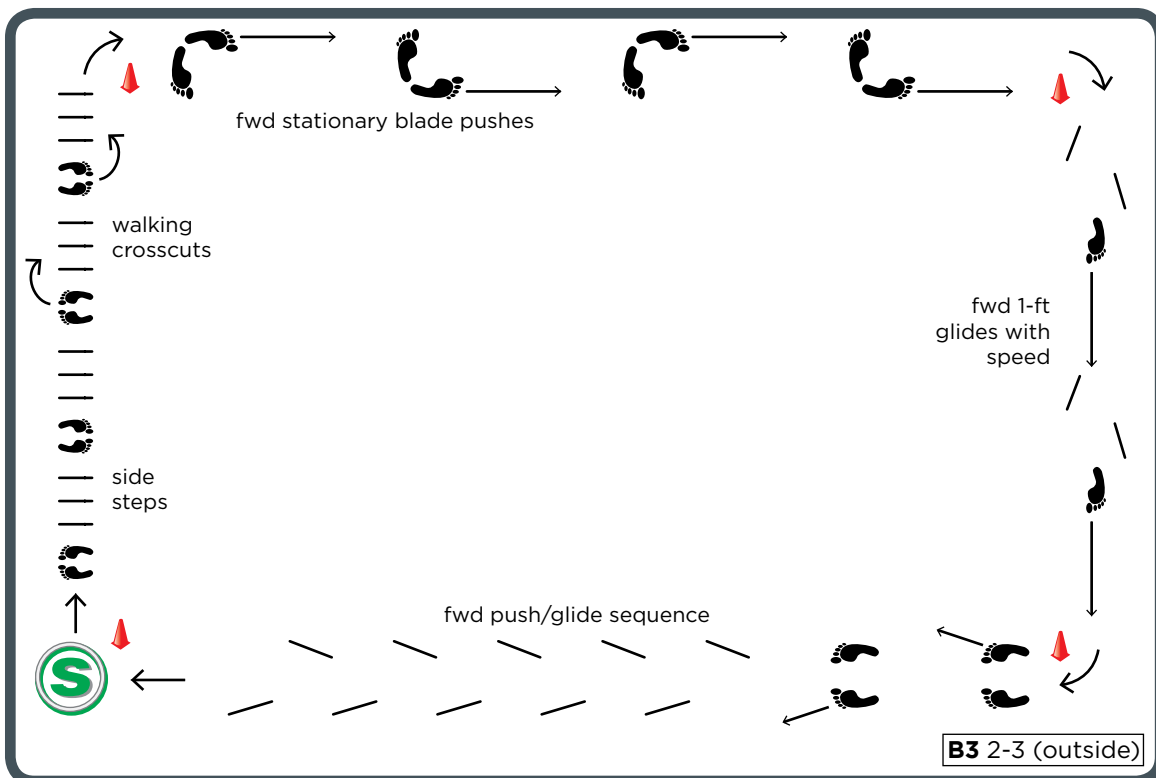
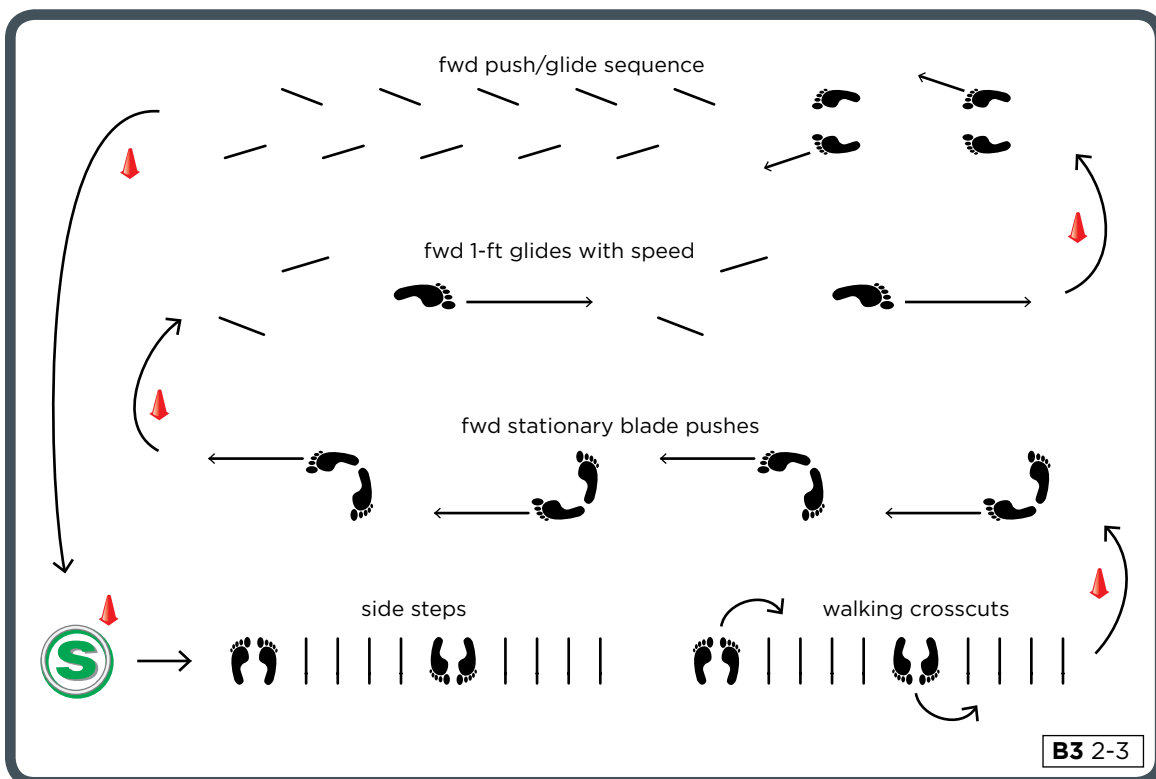
Self-Evaluation Notes:

Things I liked: *Lots of time to make corrections and help technique.*

Things I can improve: *Encouraging the skaters to do the skills without my assistance.*

BALANCE

(B3 2-3)





CanSkate Lesson Plan #3: **BALANCE** (B3 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome to the Balance station. Today we are going to work on our walking crosscuts.*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd stationary blade push Walking crosscuts 	<ul style="list-style-type: none"> Fwd drag Fwd V start

Progressions to be Used:

<ul style="list-style-type: none"> Side steps Assisted walking crosscuts 1-ft glides Assisted stationary pushes 	<ul style="list-style-type: none"> Stationary drag Stationary V position
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Parallel feet, walking crosscuts Blade pushes, stationary push Balance and knee bend on push 	<ul style="list-style-type: none"> Balance Side of the blade power
--	--

Notes:

<ul style="list-style-type: none"> 3-5 consecutive walking crosscuts – can use hockey stick to help keep body level during this skill Min 2-second glide on stationary push 	<ul style="list-style-type: none"> Hold drag for min 2 seconds – have fun if skater falls; encourage deep knee bends – reassure that falling just means they are pushing themselves (high five!) Perform 4 consecutive V steps before glides
---	--

Teaching Aids/Props Needed:

Add some fun during this lesson – drawings, signs on plungers, plush toys for visual, archway for drag.

Summary to Group:

Praise: *Wow - awesome job! I love the drags!*

Remember to: *Keep your eyes and head up.*

Next Lesson: *We are going to work on our speed.*

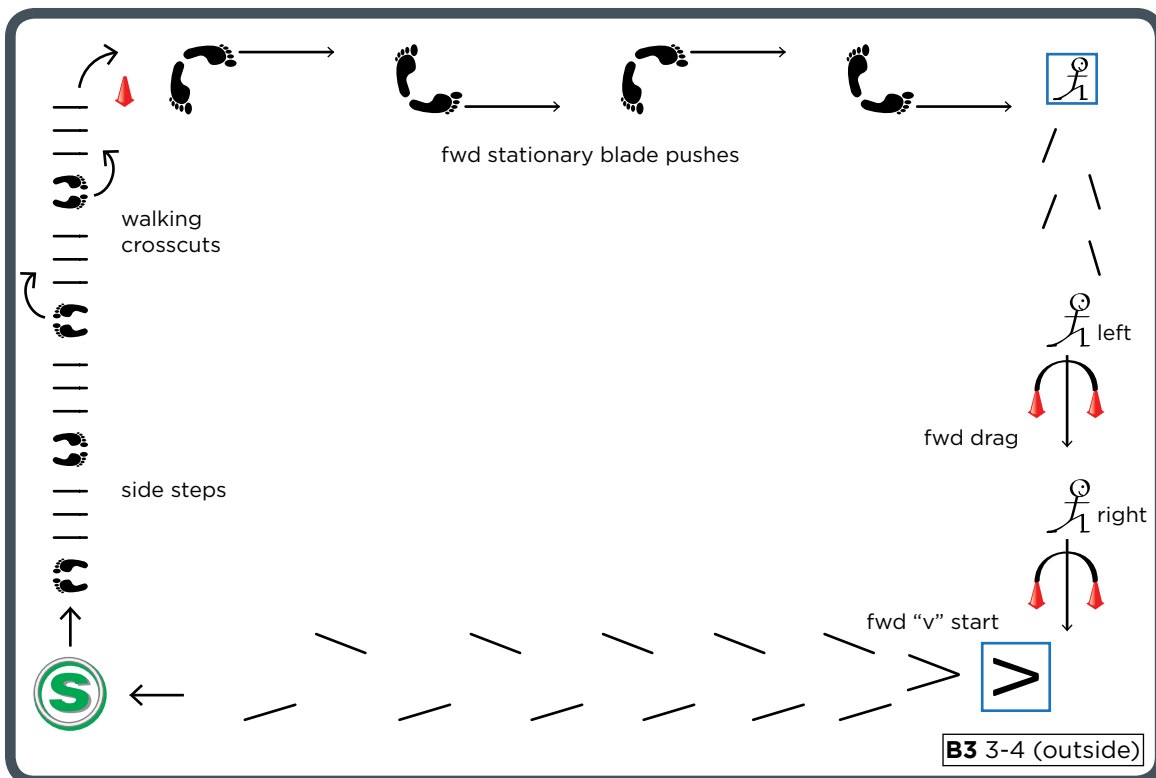
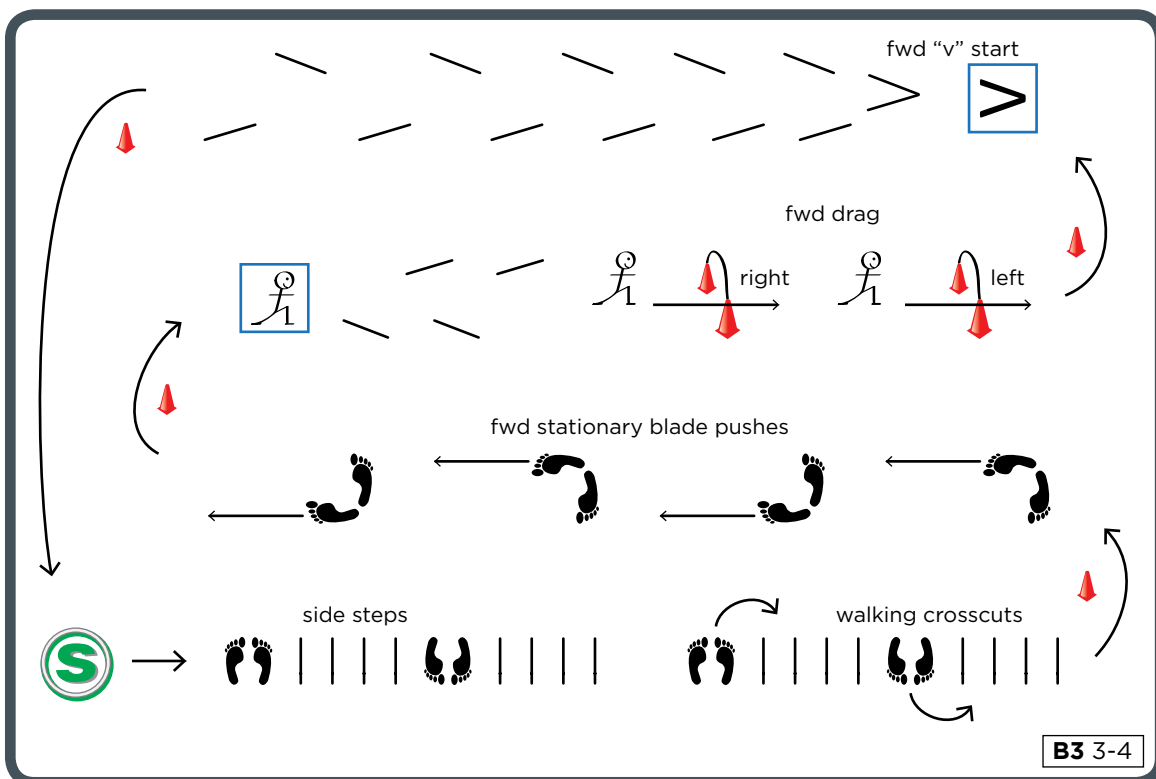
Self-Evaluation Notes:

Things I liked: *The challenge in this lesson.*

Things I can improve: *Add more visual aids.*

BALANCE

(B3 3-4)





CanSkate Lesson Plan #3: **BALANCE** (B3 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome to the Balance station. Today we are going to work on our drags and walking crosscuts.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Fwd drag Fwd V start 	<ul style="list-style-type: none"> Inside spread eagle Running lateral crossovers Fwd perimeter skating with jumps

Progressions to be Used:

<ul style="list-style-type: none"> Stationary drag Stationary V position 	<ul style="list-style-type: none"> Assisted inside spread eagles Run on the spot Walking crosscuts
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Side of the blade power 	<ul style="list-style-type: none"> Balance Good knee bend/rhythm Control on jumps
--	--

Notes:

<ul style="list-style-type: none"> Hold drag for min 2 seconds Perform 4 consecutive V steps before glides 	<ul style="list-style-type: none"> Hold inside spread eagle for min 1 second – offer assistance at beginning Perform min 3 running crossovers Perimeter skating with jumps at every line, any jump permitted
--	---

Teaching Aids/Props Needed:

Add some fun during this lesson – drawings, signs on plungers, plush toys for visual, archway for drag.

Summary to Group:

Praise: *Wow - awesome job! I love the drags!*

Remember to: *Keep your head up and use your arms for speed.*

Next Lesson: *We are going to work more on our speed.*

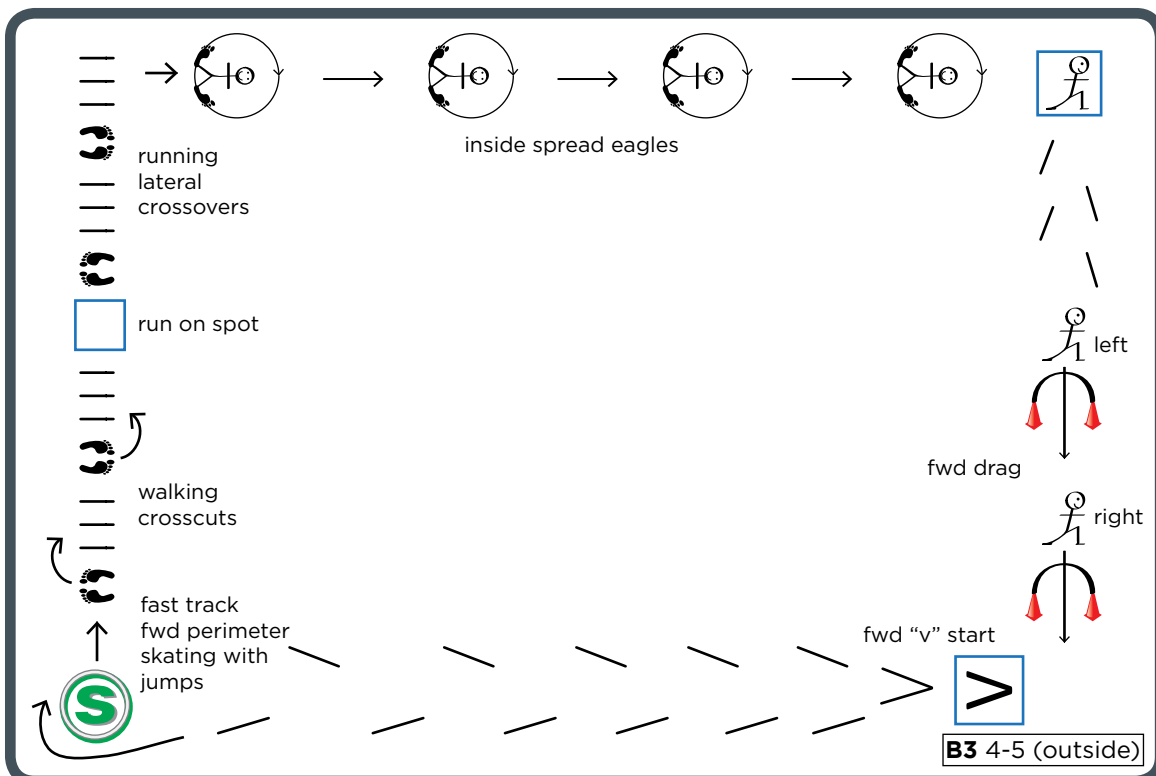
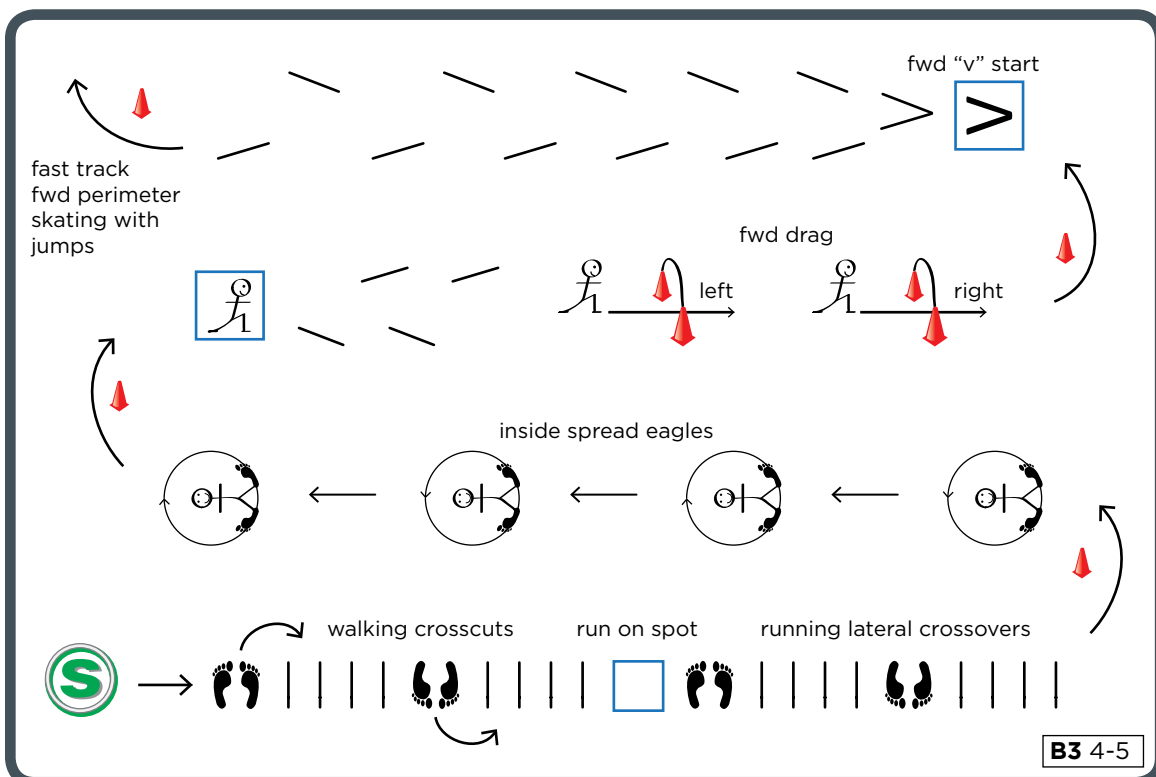
Self-Evaluation Notes:

Things I liked: *The challenge in this lesson.*

Things I can improve: *Add more visual aids.*

BALANCE

(B3 4-5)





CanSkate Lesson Plan #3: **BALANCE** (B3 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome to the Balance station. Today we are going to work on walking crosscuts and crossovers.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> • Inside spread eagle • Running lateral crossovers • Fwd perimeter skating with jumps 	<ul style="list-style-type: none"> • Fwd crossover acceleration • Fwd perimeter skating with side stops

Progressions to be Used:

<ul style="list-style-type: none"> • Assisted inside spread eagles • Run on the spot • Walking crosscuts 	<ul style="list-style-type: none"> • Running lateral crossovers • Slow and then add speed
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> • Balance • Good knee bend/rhythm • Control on jumps 	<ul style="list-style-type: none"> • Good knee action • Balance • Speed for perimeter
--	--

Notes:

<ul style="list-style-type: none"> • Hold inside spread eagle for min 1 second • Perform min 3 running crossovers • Perimeter skating with jumps at every line, any jump permitted 	<ul style="list-style-type: none"> • Perform a min of 3 side stops alternating direction • Crossover start must accelerate – high energy – GO, GO, GO!
---	--

Teaching Aids/Props Needed:

Add some fun during this lesson – drawings, signs on plungers.

Summary to Group:

Praise: *Wow, awesome job! I love the speed!*

Remember to: *Keep your head up and use your arms for speed.*

Next Lesson: *We are going to work on our power.*

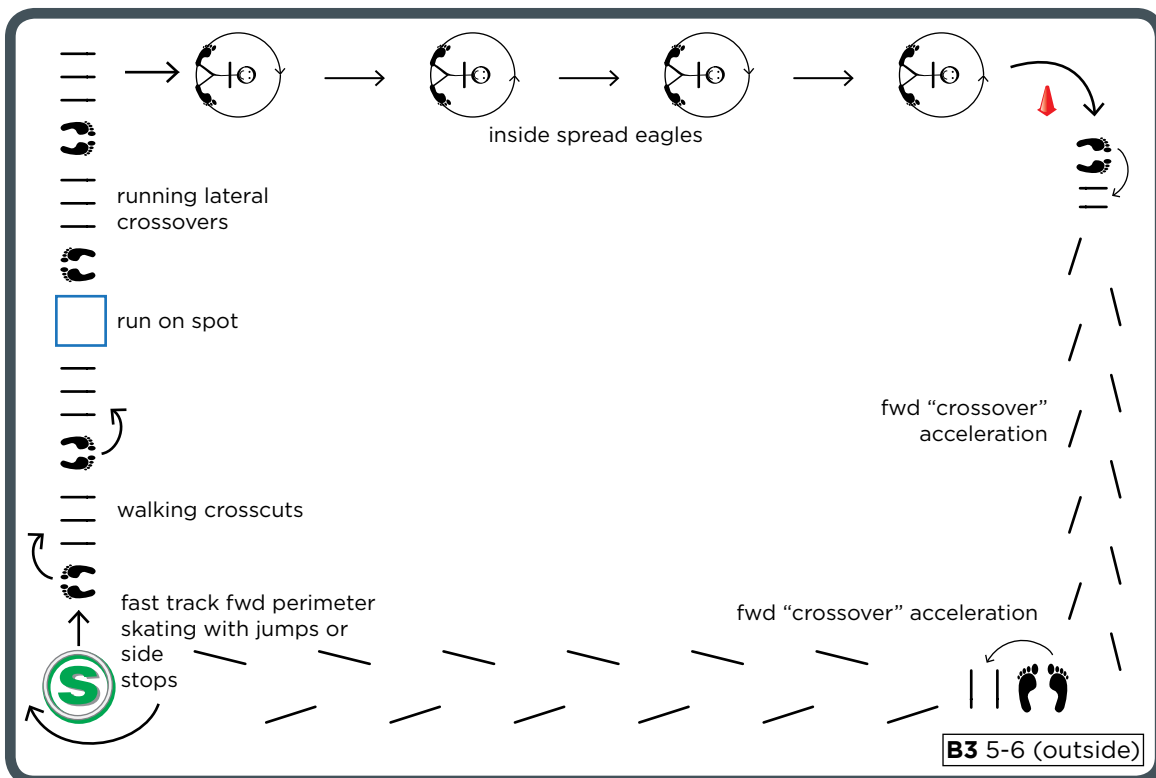
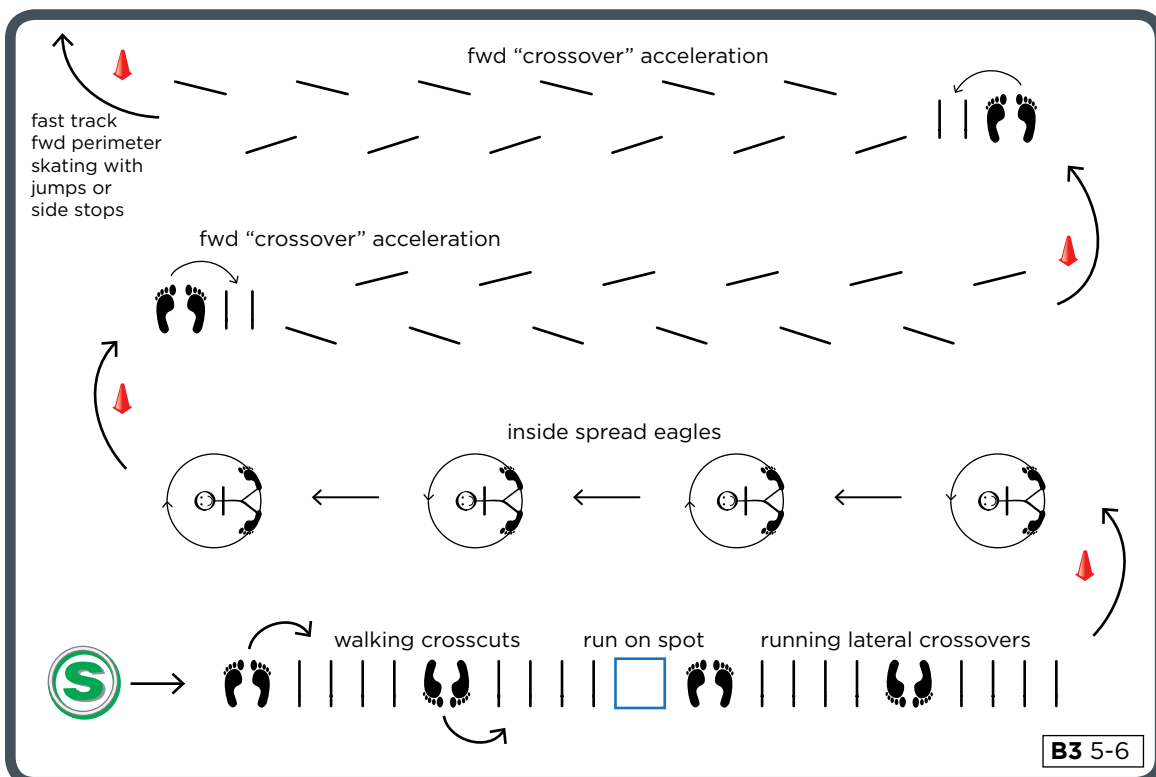
Self-Evaluation Notes:

Things I liked: *The challenge in this lesson.*

Things I can improve: *Add more visual aids.*

BALANCE

(B3 5-6)





CanSkate Lesson Plan #1: **CONTROL** (C1 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Hi everyone! Today we are going to work on our stopping while you are here at the Control station.*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> • Snow slide steps • Bwd 2-ft skating/walking 	<ul style="list-style-type: none"> • Fwd stop • Bwd push/glide sequence

Progressions to be Used:

<ul style="list-style-type: none"> • Assist the foot with making snow • Assisted bwd skating • Fwd skating 	<ul style="list-style-type: none"> • Slow then add speed • Snow slide steps • Stationary stops • Assisted bwd skating
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> • Balance • Bend knees and ankles • Side of the blade 	<ul style="list-style-type: none"> • Balance • Apply pressure to shave the ice • Eyes, head up • Bend knees for backward skating
---	--

Notes:

<ul style="list-style-type: none"> • 4 consecutive slide steps per foot • Bwd skating/walking to cover approx. ½ the width of the ice 	<ul style="list-style-type: none"> • Any stop (R, L or both) acceptable
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Great job today skaters! Wow – you really worked hard!*

Remember to: *Use your knees for your stops – bend and shave the ice.*

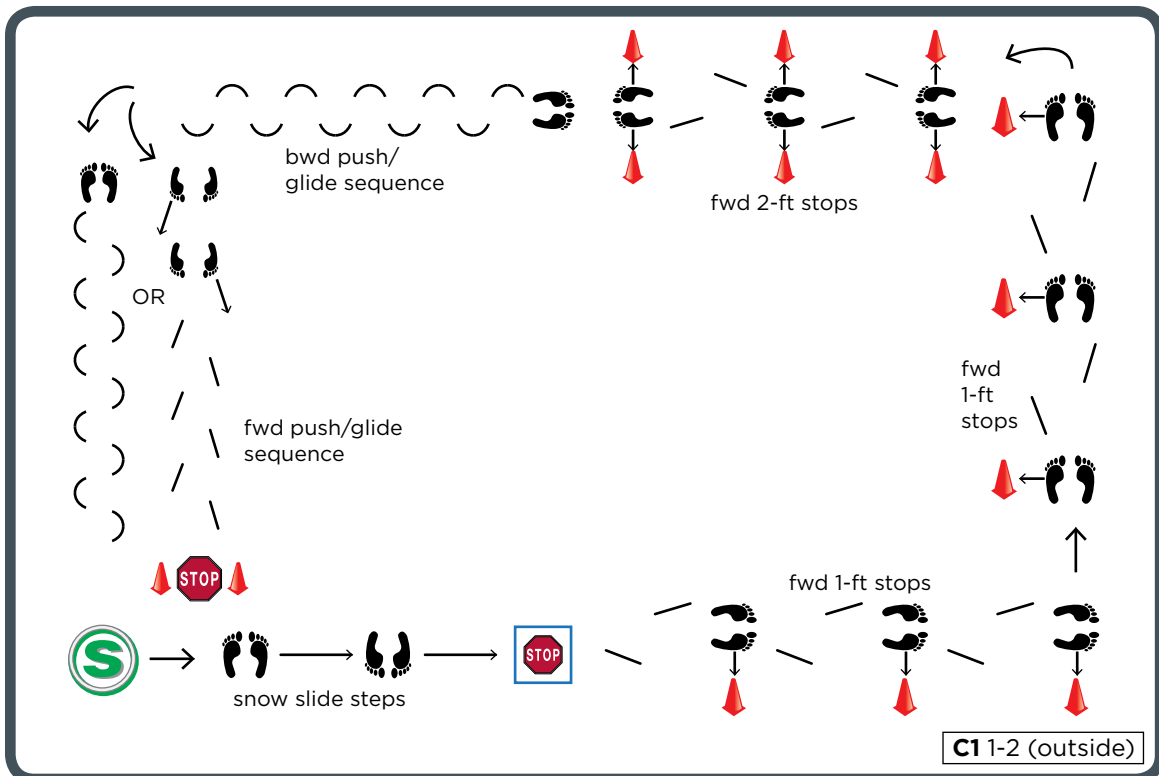
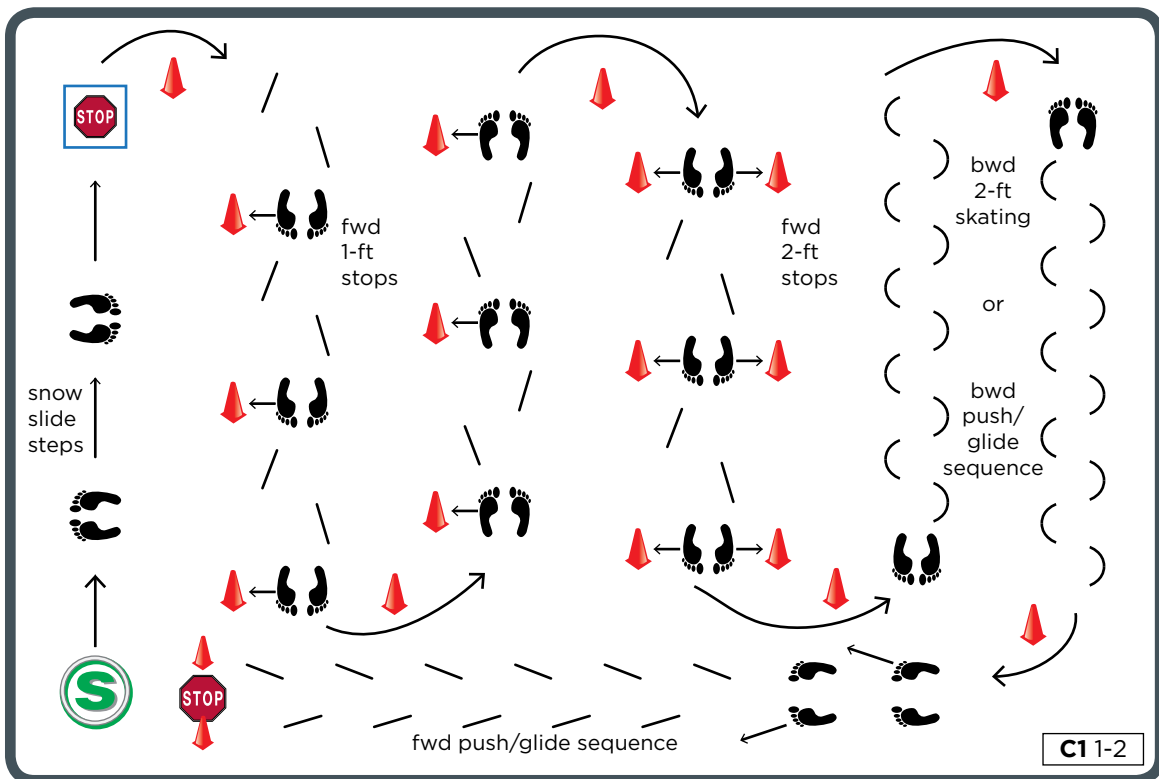
Next Lesson: *We are going to work your gliding and power.*

Self-Evaluation Notes:

Things I liked: *Lots of time to work the stop technique.*

Things I can improve: *Need to assign a PA to keep the stopping section of the circuit neat and tidy and to re-draw.*

CONTROL (C1 1-2)





CanSkate Lesson Plan #1: **CONTROL** (C1 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Hi everyone! Today we are going to work on our stopping while you are here at the Control station.*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd stop Bwd push/glide sequence 	<ul style="list-style-type: none"> Fwd stop with speed Bwd push/glide sequence

Progressions to be Used:

<ul style="list-style-type: none"> Slow then add speed Snow slide steps Stationary stops Assisted bwd skating 	<ul style="list-style-type: none"> Slow then add speed Snow slide steps Stationary stops Assisted bwd skating
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Apply pressure to shave the ice Eyes, head up Bend knees for bwd skating 	<ul style="list-style-type: none"> Balance Apply pressure to shave the ice Eyes, head up Bend knees for bwd skating
---	---

Notes:

<ul style="list-style-type: none"> Any stop (R, L or both) acceptable Bwd skating must cover more than ½ width Encourage skaters to spray snow on the pylon they are stopping towards! 	<ul style="list-style-type: none"> Must perform all stops, right, left and both More power on bwd skating (knee bend) Encourage skaters to spray snow on the pylon they are stopping towards!
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Great job today skaters! Wow – you really worked hard!*

Remember to: *Use your knees for your stops – bend and shave the ice.*

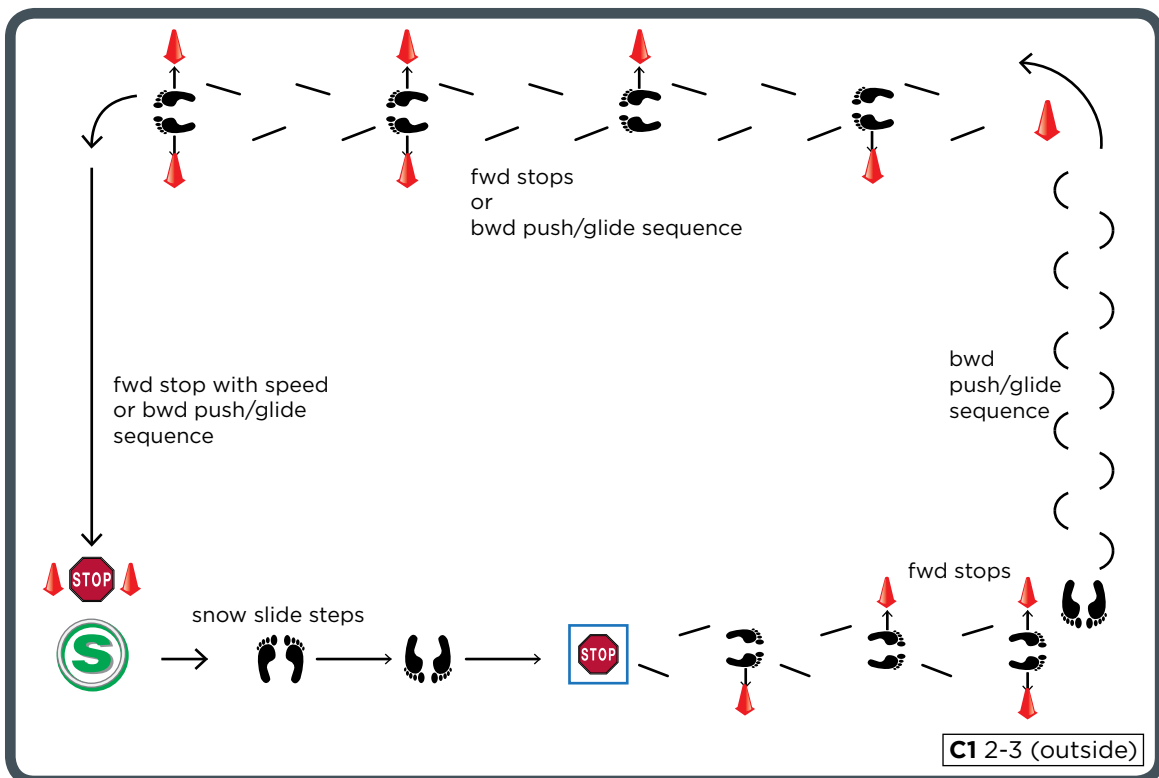
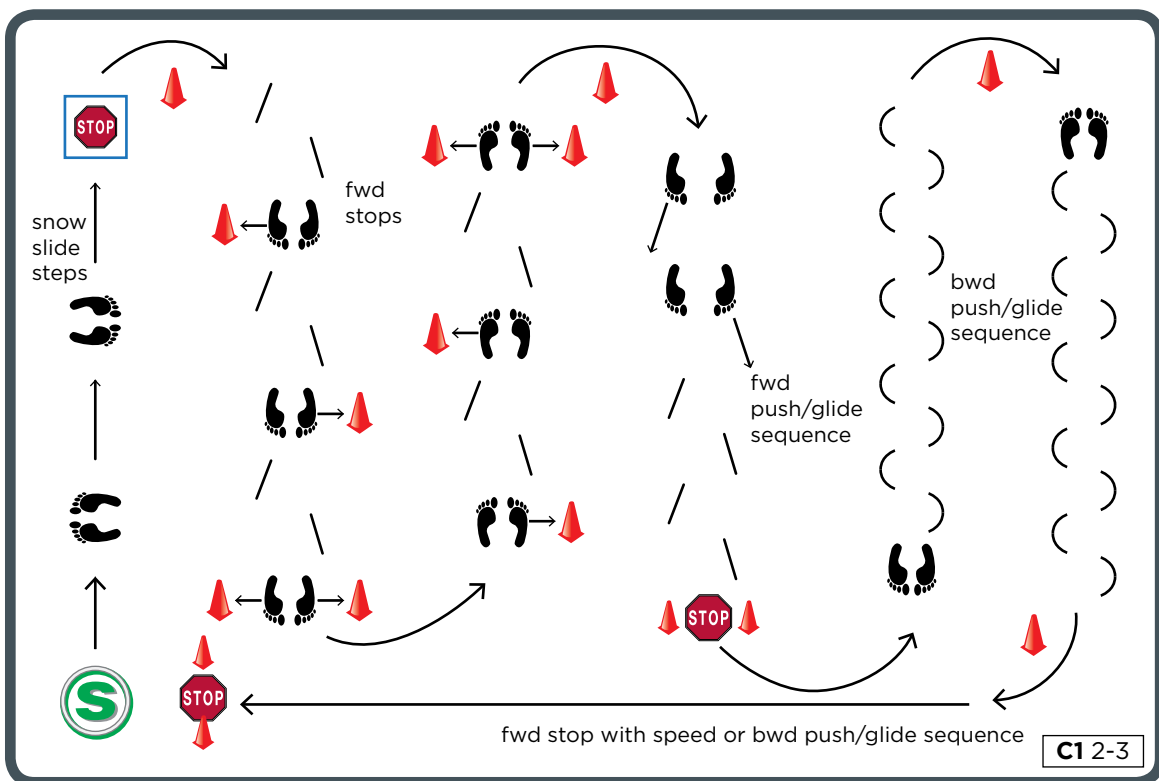
Next Lesson: *We are going to work on your gliding and power.*

Self-Evaluation Notes:

Things I liked: *Lots of time to work on stopping technique.*

Things I can improve: *Need to assign a PA to keep the stopping section of the circuit neat and tidy and to re-draw.*

CONTROL (C1 2-3)





CanSkate Lesson Plan #1: **CONTROL** (C1 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Hi everyone! Today we are going to work on our stopping while you are here at the Control station.*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd stop with speed Bwd push/glide sequence 	<ul style="list-style-type: none"> Bwd stop Speed drill #1 (skate from goal line to 1st blue line in 9 seconds or less)

Progressions to be Used:

<ul style="list-style-type: none"> Slow then add speed to both stop and push glide Snow slide steps Stationary stops Assisted bwd skating 	<ul style="list-style-type: none"> Stationary stops Fwd stops Fast fwd skating
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Apply pressure to shave the ice Eyes, head up Bend knees for bwd skating 	<ul style="list-style-type: none"> Push foot behind and out for bwd stops Use natural body rhythm to help speed Free movement of arms
---	--

Notes:

<ul style="list-style-type: none"> Must perform all stops, right, left and both More power on bwd skating (knee bend) – full width of ice 	<ul style="list-style-type: none"> Any bwd stop acceptable A PA may time the speed drill and record time
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs, stop watch

Summary to Group:

Praise: *Great job today skaters! Wow – you really worked hard!*

Remember to: *Use your knees for your stops – bend and shave the ice.*

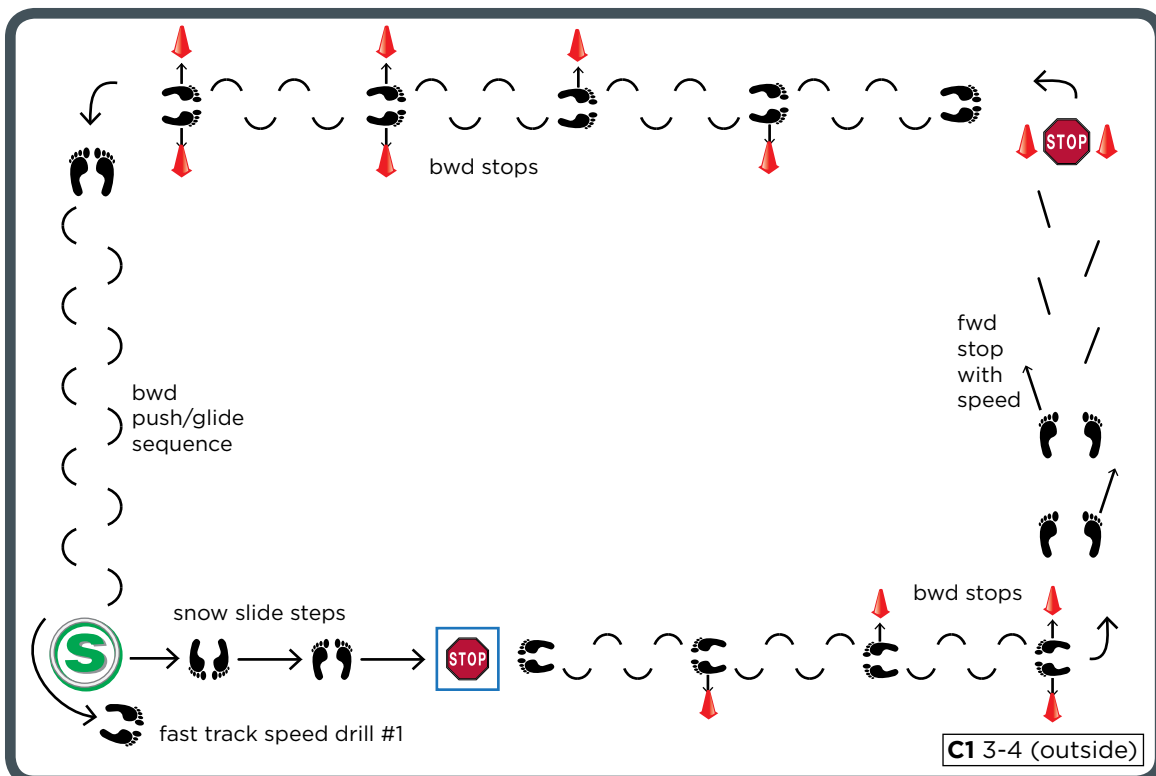
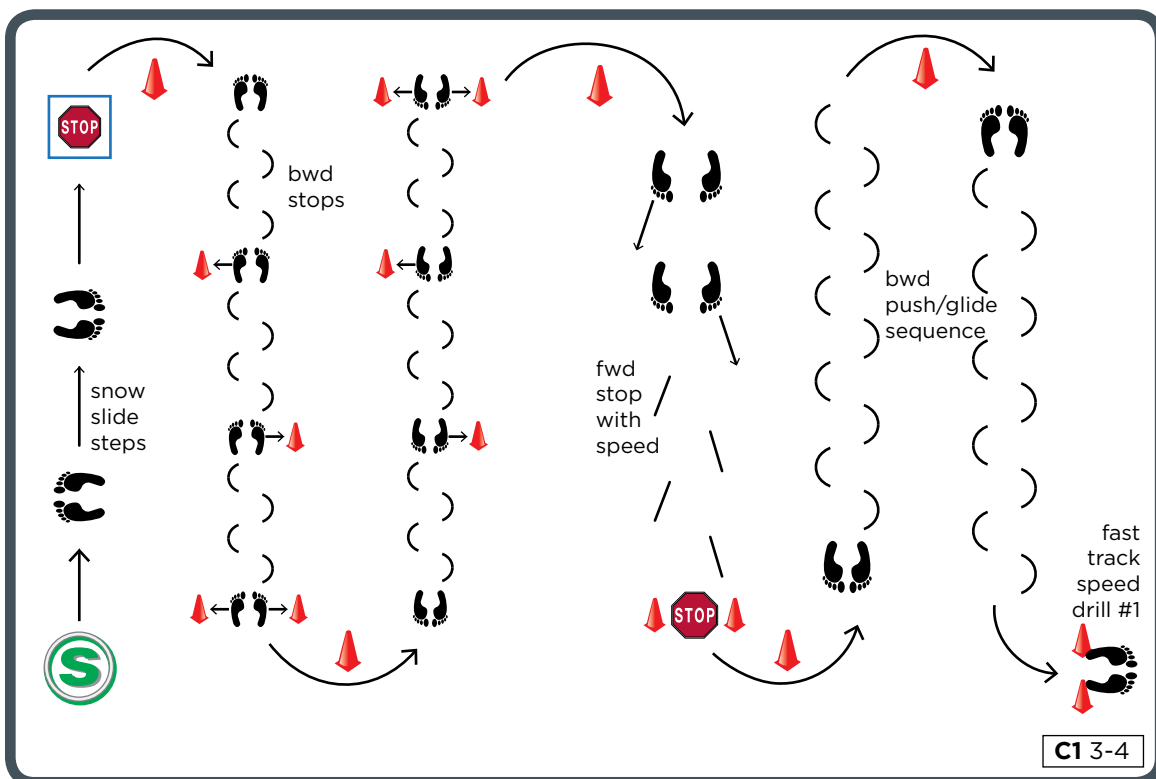
Next Lesson: *We are going to work on your gliding and power.*

Self-Evaluation Notes:

Things I liked: *Lots of time to work on stopping technique.*

Things I can improve: *Need to assign a PA to keep the stopping section of the circuit neat and tidy and to re-draw.*

CONTROL (C1 3-4)





CanSkate Lesson Plan #1: **CONTROL** (C1 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Hi everyone! Today we are going to work on our stopping while you are here at the Control station.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Bwd stop Speed drill #1 (skate from goal line to 1st blue line in 9 seconds or less) 	<ul style="list-style-type: none"> Bwd stop with speed Fwd 2-ft side stop Speed drill #2 (skate goal line to 2nd blue line in 12 seconds or less)

Progressions to be Used:

<ul style="list-style-type: none"> Stationary stops Fwd stops Fast fwd skating 	<ul style="list-style-type: none"> Twist on the spot to practice unweighting Snow slide steps Slow then add speed
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Push foot behind and out for backward stops Use natural body rhythm to help speed Free movement of arms 	<ul style="list-style-type: none"> Down, up, down rhythm for side stop Parallel feet Natural body rhythm for speed drill
---	---

Notes:

<ul style="list-style-type: none"> Any bwd stop acceptable Use a PA to record speed drill times 	<ul style="list-style-type: none"> Remind skaters to keep their heads up Use a PA to record speed drill times
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs, stop watch

Summary to Group:

Praise: *Great job today skaters! Wow - you really worked hard!*

Remember to: *Use your knees for your stops - bend and shave the ice.*

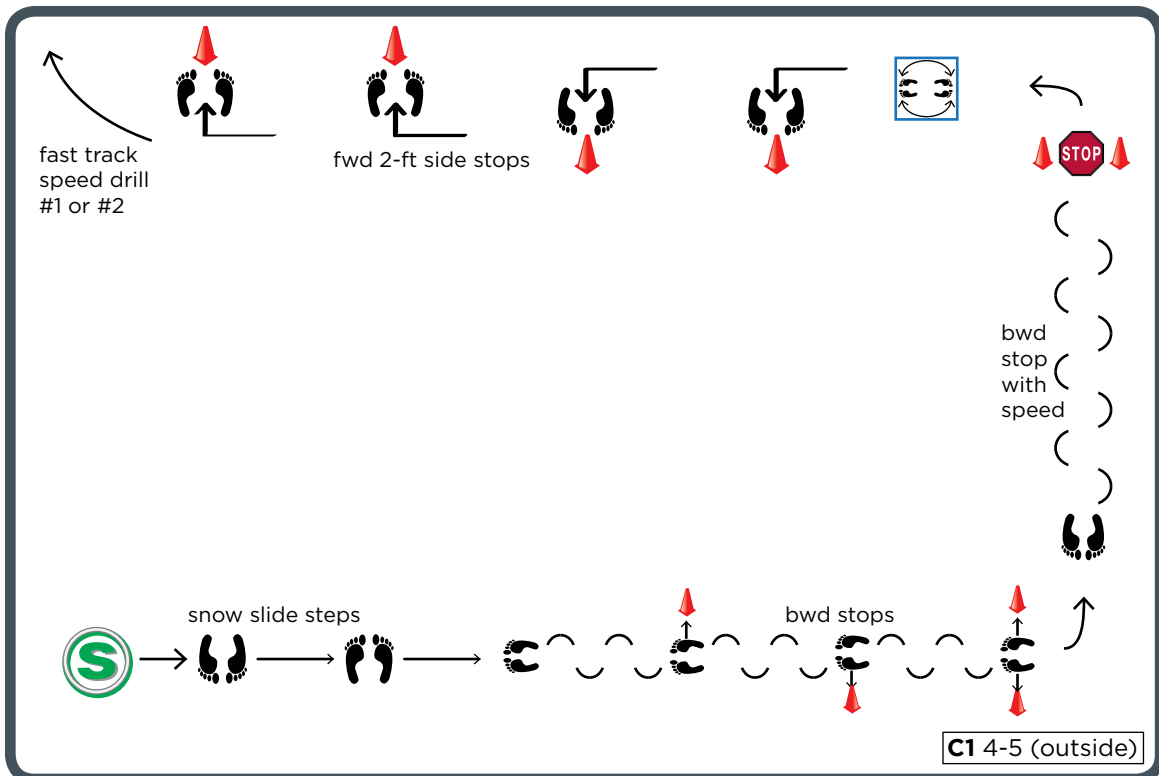
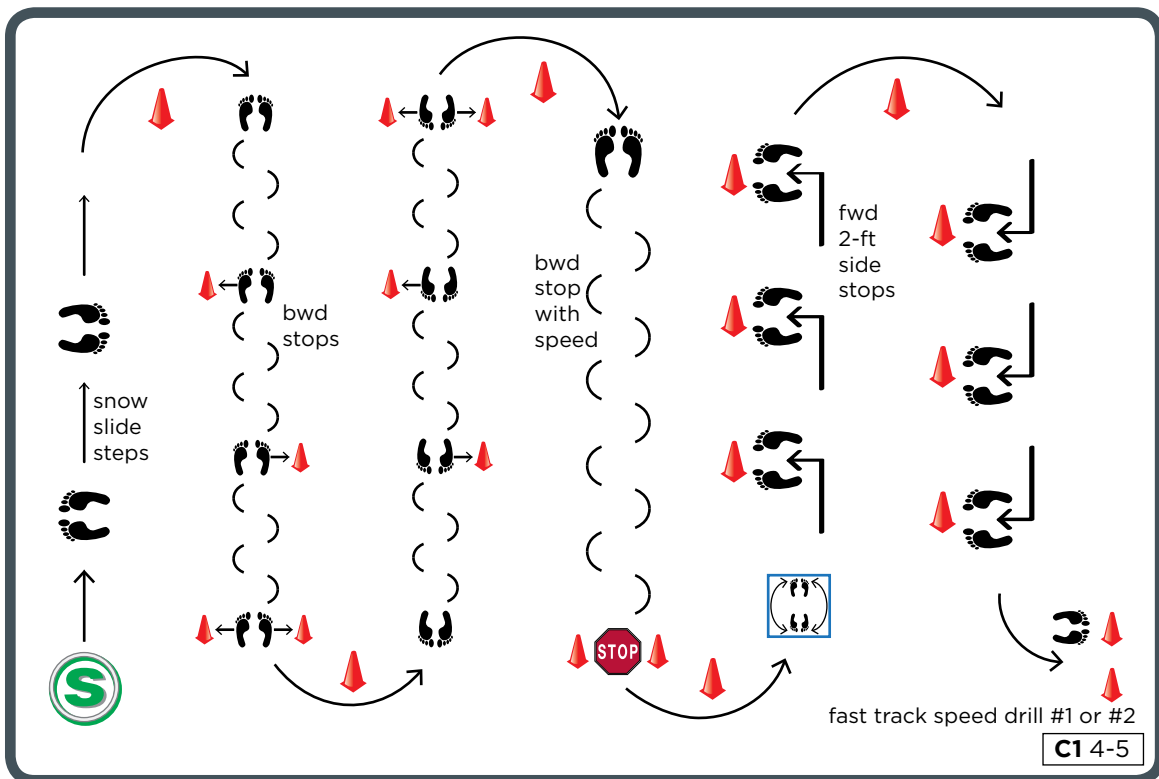
Next Lesson: *We are going to work on your gliding and power.*

Self-Evaluation Notes:

Things I liked: *Lots of time to work stop technique.*

Things I can improve: *Need to assign a PA to keep the stopping section of the circuit neat and tidy and to re-draw.*

CONTROL (C1 4-5)





CanSkate Lesson Plan #1: **CONTROL** (C1 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Hi everyone! Today we are going to work on our stopping while you are here at the Control station.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Bwd stop Fwd 2-ft side stop Speed drill #2 (skate goal line to 2nd blue line in 12 seconds or less) 	<ul style="list-style-type: none"> Fwd 2-ft side stop with speed Fwd 1-ft side stop Speed drill #3 (perimeter skating of full ice in 35 seconds or less)

Progressions to be Used:

<ul style="list-style-type: none"> Twist on the spot Snow slide steps Slow then add speed 	<ul style="list-style-type: none"> Slow then add speed
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Down, up, down rhythm for side stop Parallel feet Natural body rhythm for speed drill 	<ul style="list-style-type: none"> Down, up, down on stops Natural body rhythm for speed drill
---	--

Notes:

<ul style="list-style-type: none"> Remind skaters to keep their heads up Use a PA to record speed drill times 	<ul style="list-style-type: none"> Use PA for speed drill Remind skaters to always pick up the inside foot for fwd 1-ft side stops
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs, stop watch

Summary to Group:

Praise: *Great job today skaters! Wow - you really worked hard!*

Remember to: *Use your knees for your stops - bend and shave the ice.*

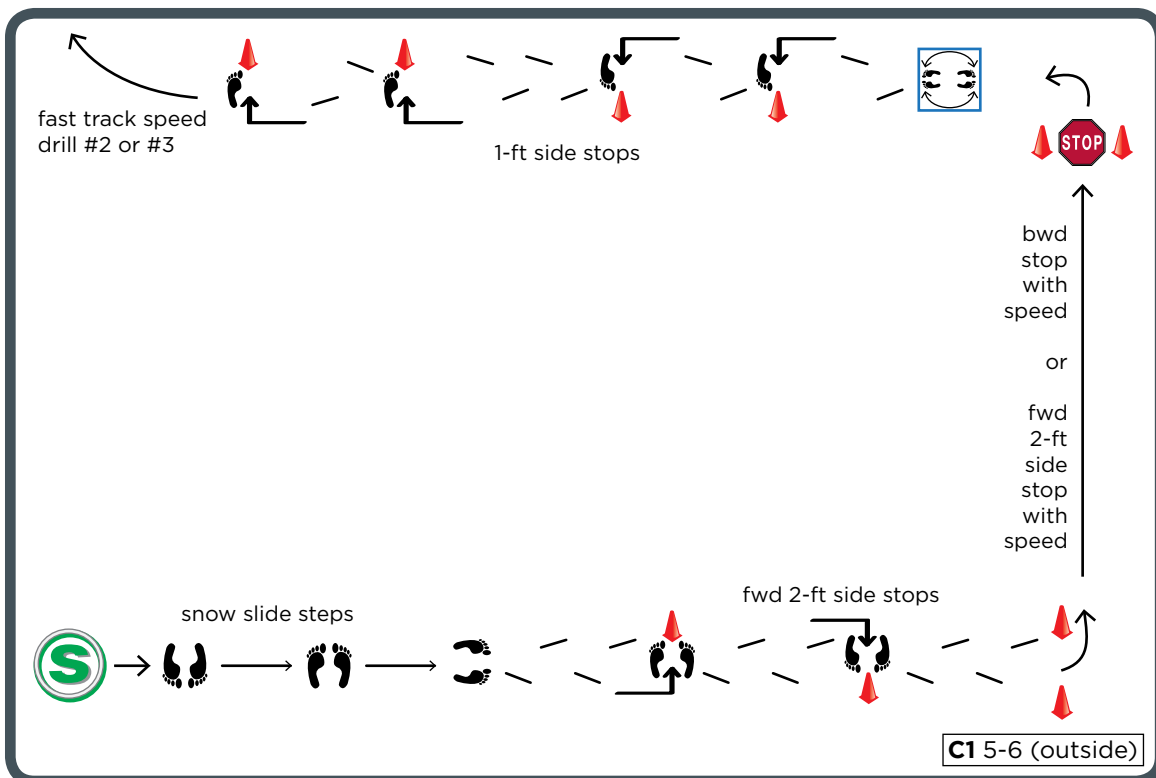
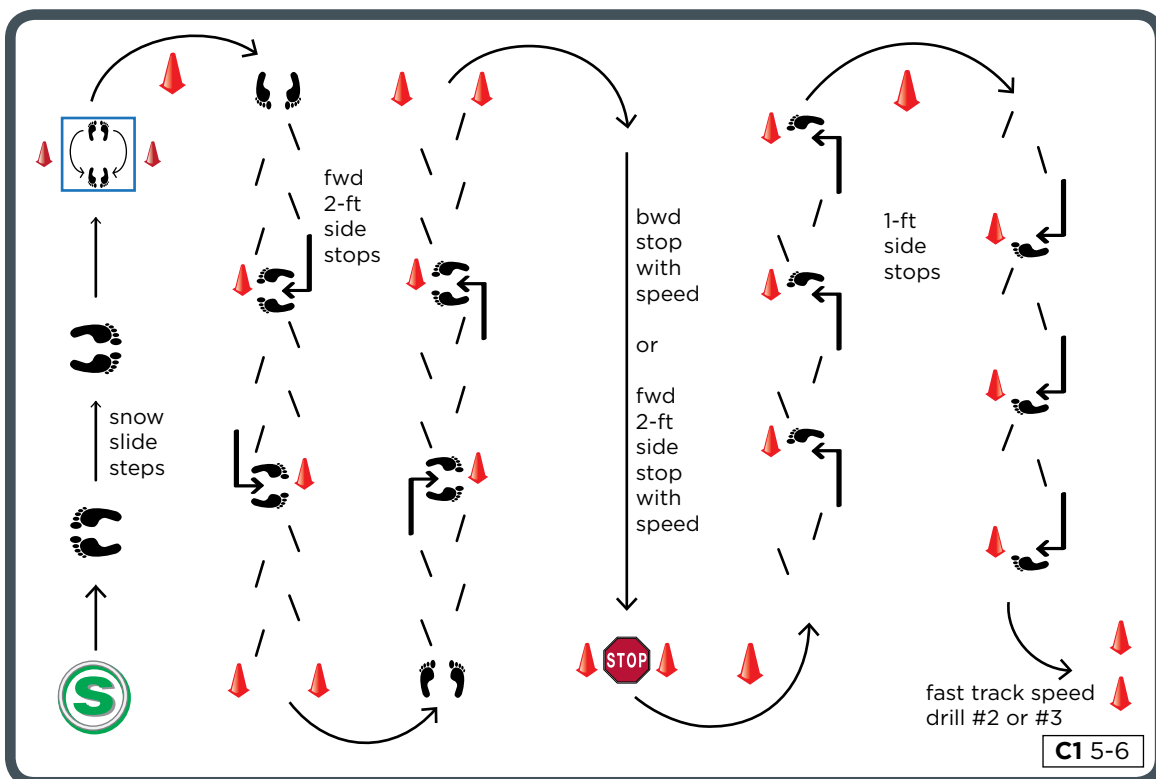
Next Lesson: *We are going to work on your gliding and power.*

Self-Evaluation Notes:

Things I liked: *Lots of time to work stop technique.*

Things I can improve: *Need to assign a PA to keep the stopping section of the circuit neat and tidy and to re-draw.*

CONTROL (C1 5-6)





CanSkate Lesson Plan #2: **CONTROL** (C2 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome skaters! Let's get ready to have some fun at the Balance station. Today we are going to work on more gliding and learn about edges.*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> Bwd 2-ft skating/walking Bwd 2-ft glide 	<ul style="list-style-type: none"> Bwd push/glide sequence Bwd 2-ft sit glide Bwd 2-ft to 1-ft glide

Progressions to be Used:

<ul style="list-style-type: none"> Fwd skating Fwd 2-ft glide Assisted bwd 2-ft skating/walking Assisted bwd 2-ft glide 	<ul style="list-style-type: none"> Assisted bwd skating Fwd 2-ft sit glide Fwd 2-ft to 1-ft glides
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Knee bend Head, eyes up 	<ul style="list-style-type: none"> Even pushes, transfer of weight Knee bend on sit glide (135° – 90°) Introduction to 1-ft balance bwd
--	--

Notes:

<ul style="list-style-type: none"> Use archways to add interest and challenge for sit glide Encourage speed throughout Circles may be too much for skaters who are just starting, so may use outside circuit if better suited 	<ul style="list-style-type: none"> Circles a great challenge for skaters, encourage lean Option for bwd push/glide using width if needed (outside circuit)
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archway

Summary to Group:

Praise: *What a great effort skating backwards today. It was excellent!*

Remember to: *Bend your knees and balance properly on your blade when going backwards.*

Next Lesson: *We will work on more gliding.*

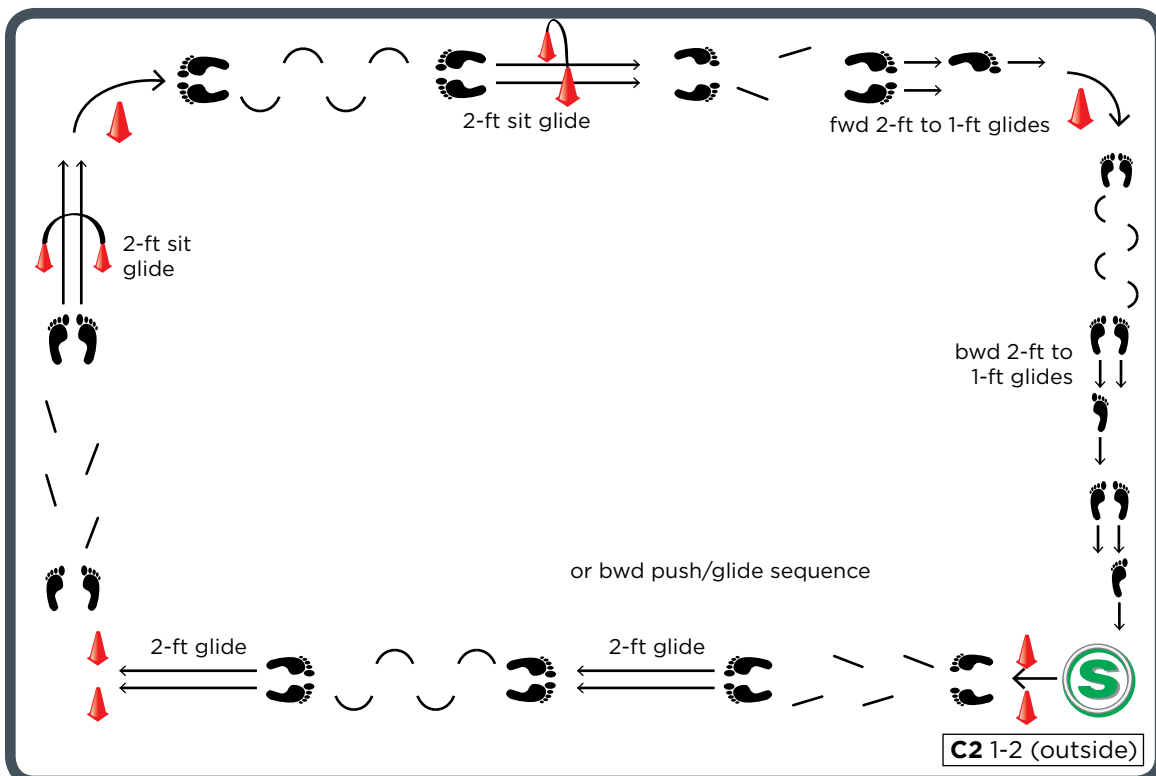
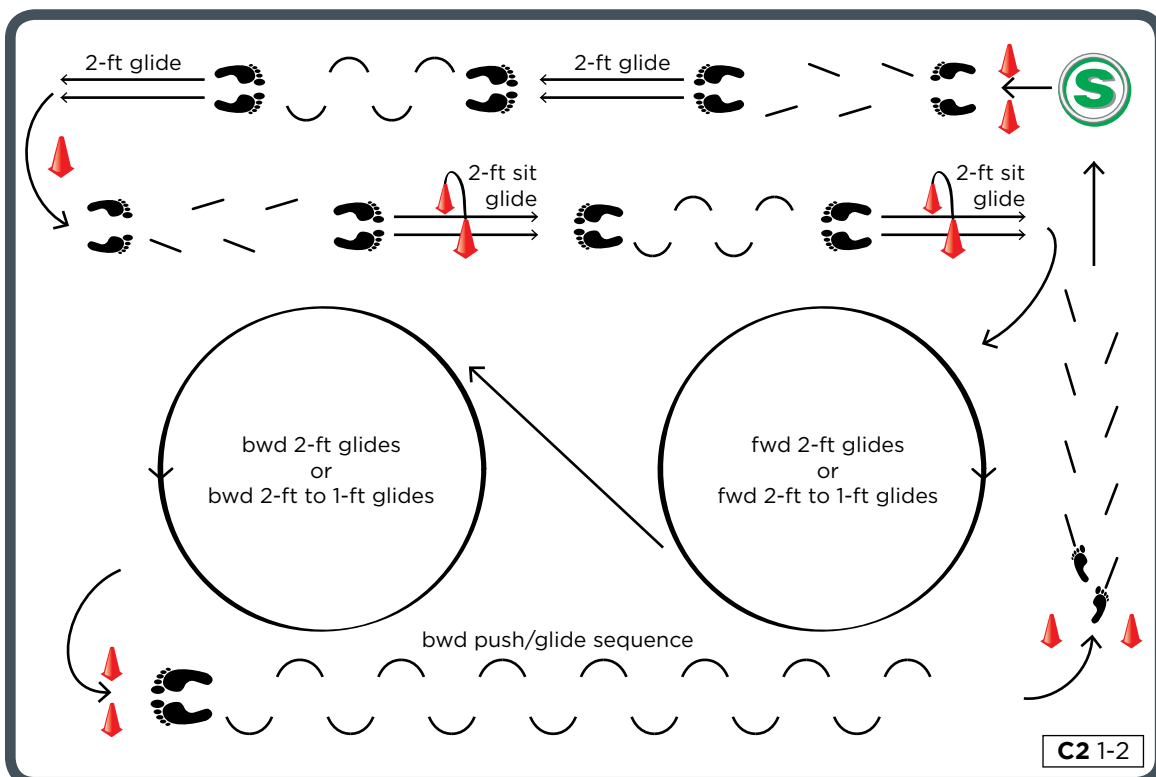
Self-Evaluation Notes:

Things I liked: *Using the circles and curves.*

Also liked going fwd then bwd, fwd, bwd – good way to break it up.

Things I can improve: *Need to keep the energy level up for the whole lesson – smile more.*

CONTROL (C2 1-2)





CanSkate Lesson Plan #2: **CONTROL** (C2 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome to the Control station. Today we are going to improve our backward gliding. Let's get ready to work hard!*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Bwd push/glide sequence Bwd 2-ft sit glide Bwd 2-ft to 1-ft glide 	<ul style="list-style-type: none"> Bwd push/glide sequence Bwd 2-ft to 1-ft glide Bwd 1-ft glide

Progressions to be Used:

<ul style="list-style-type: none"> Assisted bwd skating Fwd 2-ft sit glide Fwd 2-ft to 1-ft glides 	<ul style="list-style-type: none"> Assisted bwd skating Fwd 2-ft sit glide Fwd 2-ft to 1-ft glides Add more power and speed
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Even pushes, transfer of weight Knee bend on sit glide (135° – 90°) Introduction to 1-ft balance bwd 	<ul style="list-style-type: none"> Good knee bend Balance More sustained glide
--	---

Notes:

<ul style="list-style-type: none"> Use archways to add interest and challenge for sit glide Encourage speed throughout Circles may be too much for skaters who are just starting, so may use outside circuit if better suited 	<ul style="list-style-type: none"> Bwd 2-ft (min 1 second) to 1-ft (min 1 second) Width of ice for push/glide sequence
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archway

Summary to Group:

Praise: *What a great effort skating backwards today. It was excellent!*

Remember to: *Bend your knees and balance properly on your blade when going backwards.*

Next Lesson: *We will work on bwd sculling.*

Self-Evaluation Notes:

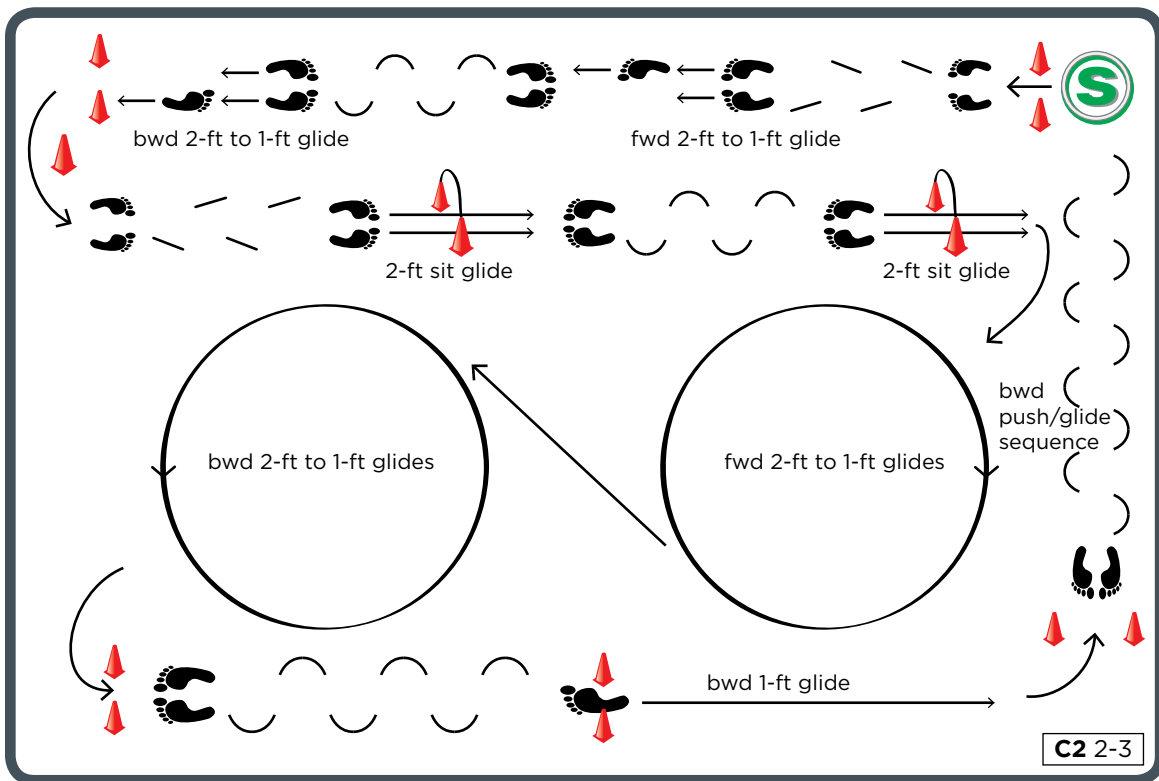
Things I liked: *Using the circles and curves.*

Also liked going fwd then bwd, fwd, bwd – good way to break it up.

Things I can improve: *Need to keep the energy level up for the whole lesson – smile more.*

CONTROL

(C2 2-3)





CanSkate Lesson Plan #2: **CONTROL** (C2 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome to the Control station. Today we are going to improve our backward gliding. Let's get ready to work hard!*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Bwd push/glide sequence Bwd 2-ft to 1-ft glide Bwd 1-ft glide 	<ul style="list-style-type: none"> Bwd circle thrusts Bwd 1-ft glide with speed

Progressions to be Used:

<ul style="list-style-type: none"> Bwd 2-ft sit glide Fwd 2-ft to 1-ft glides (if needed) 	<ul style="list-style-type: none"> Bwd 1-ft glides Assisted if needed
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Even pushes, transfer of weight Good balance on glides Bent knees 	<ul style="list-style-type: none"> Bend before the push Good rhythm
---	---

Notes:

<ul style="list-style-type: none"> Bwd 2-ft (min 1 second) to 1-ft (min 1 second) Width of ice for push/glide sequence 	<ul style="list-style-type: none"> Add a long fwd 1-ft glide in preparation for the extreme skill of 1-ft glide from blue line to blue line Can relate the thrust to skateboarding (bwd) to make it more fun
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archway

Summary to Group:

Praise: *What a great effort skating backwards today. It was excellent!*

Remember to: *Bend your knees and balance properly on your blade when going backwards.*

Next Lesson: *We will work on bwd sculling.*

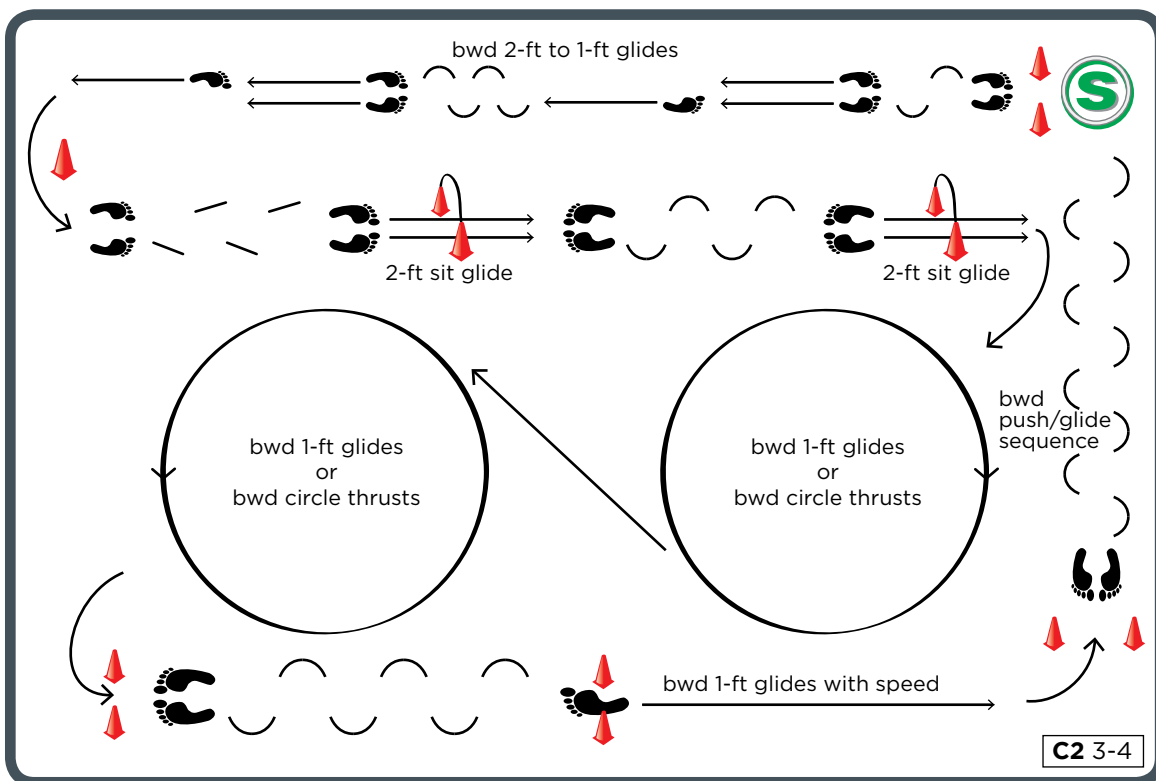
Self-Evaluation Notes:

Things I liked: *The long 1-ft glide - a real challenge.*

Things I can improve: *Need to keep the energy level up for the whole lesson - smile more.*

CONTROL

(C2 3-4)





CanSkate Lesson Plan #2: **CONTROL** (C2 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome to the Control station. Today we are going to improve our backward gliding. Let's get ready to work hard!*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Bwd circle thrusts Bwd 1-ft glide with speed 	<ul style="list-style-type: none"> Bwd crosscuts Bwd push/glide sequence

Progressions to be Used:

<ul style="list-style-type: none"> Bwd 1-ft glides Assisted if needed 	<ul style="list-style-type: none"> Walking crosscuts Bwd circle thrusts Assisted if needed
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend before the push Good rhythm 	<ul style="list-style-type: none"> Bend/push/bend/push Head, eyes up Weight transfer in crossed position
---	---

Notes:

<ul style="list-style-type: none"> Add a long fwd 1-ft glide in preparation for the extreme skill of 1-ft glide from blue line to blue line Can relate the thrust to skateboarding (bwd) to make it more fun 	<ul style="list-style-type: none"> Can use hockey stick, or self to have skater hold onto while doing crosses. Allows skater to get comfortable with weight transfer. Use PA to help direct traffic for push/glide sequence
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs, archway

Summary to Group:

Praise: *What a great job on your crosscuts today!*

Remember to: *Keep your knees bent when skating backwards.*

Next Lesson: *We will work on bwd spirals.*

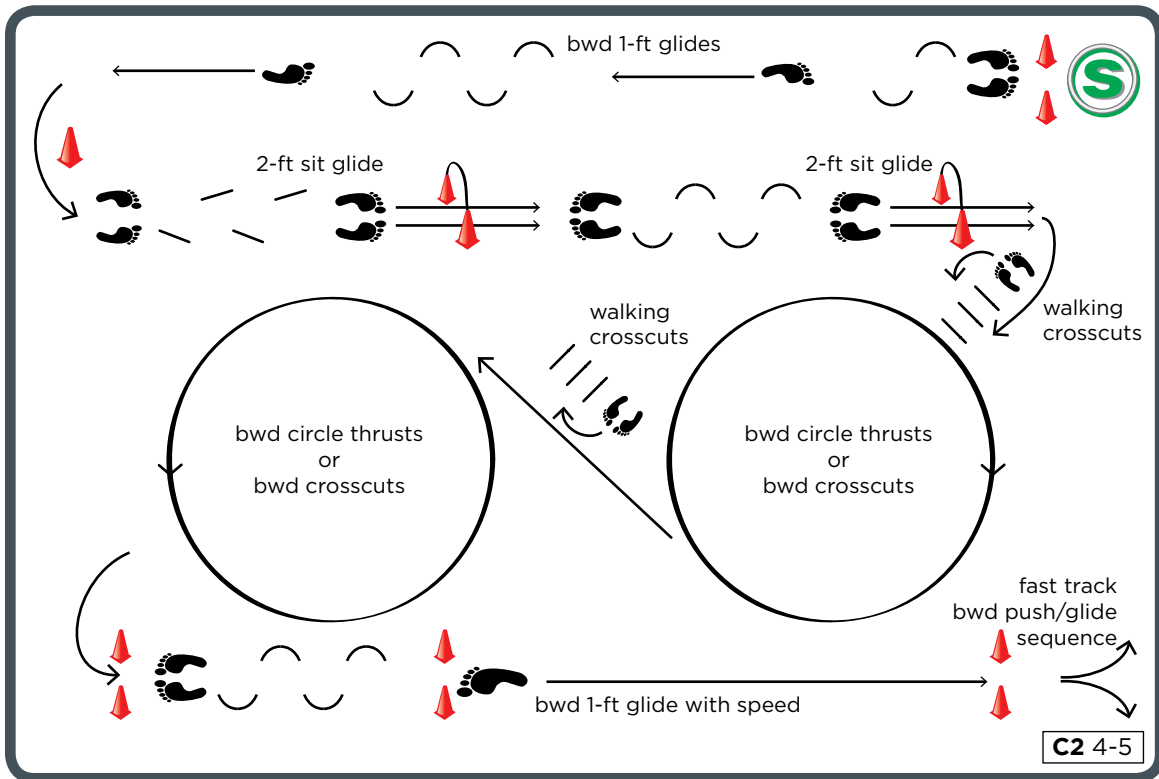
Self-Evaluation Notes:

Things I liked: *That this lesson was not too busy with skills, allowed me to really help skaters on crosscuts.*

Things I can improve: *Need to keep the energy level up for the whole lesson – smile more.*

CONTROL

(C2 4-5)





CanSkate Lesson Plan #2: **CONTROL** (C2 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome to the Control Station. Today we are going to work on our backward crosscuts.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Bwd crosscuts Bwd push/glide sequence 	<ul style="list-style-type: none"> Bwd crosscuts - figure-8 Bwd perimeter skating with crosscuts

Progressions to be Used:

<ul style="list-style-type: none"> Walking crosscuts Bwd circle thrusts Assisted 	<ul style="list-style-type: none"> Walking crosscuts Bwd circle thrusts Assisted
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend/push/bend/push Head, eyes up Weight transfer in crossed position 	<ul style="list-style-type: none"> Bend/push/bend/push Head, eyes up Weight transfer in crossed position More power and speed
---	---

Notes:

<ul style="list-style-type: none"> Can use hockey stick, or self to have skater hold onto while doing crosses. Allows skater to get comfortable with weight transfer. Use PA to help direct traffic for push/glide sequence 	<ul style="list-style-type: none"> Remind skater, outside foot always crosses Use PA to help manage Fast Track skills
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs, archway

Summary to Group:

Praise: *What a great job on your crosscuts today!*

Remember to: *Keep your knees bent when skating backward.*

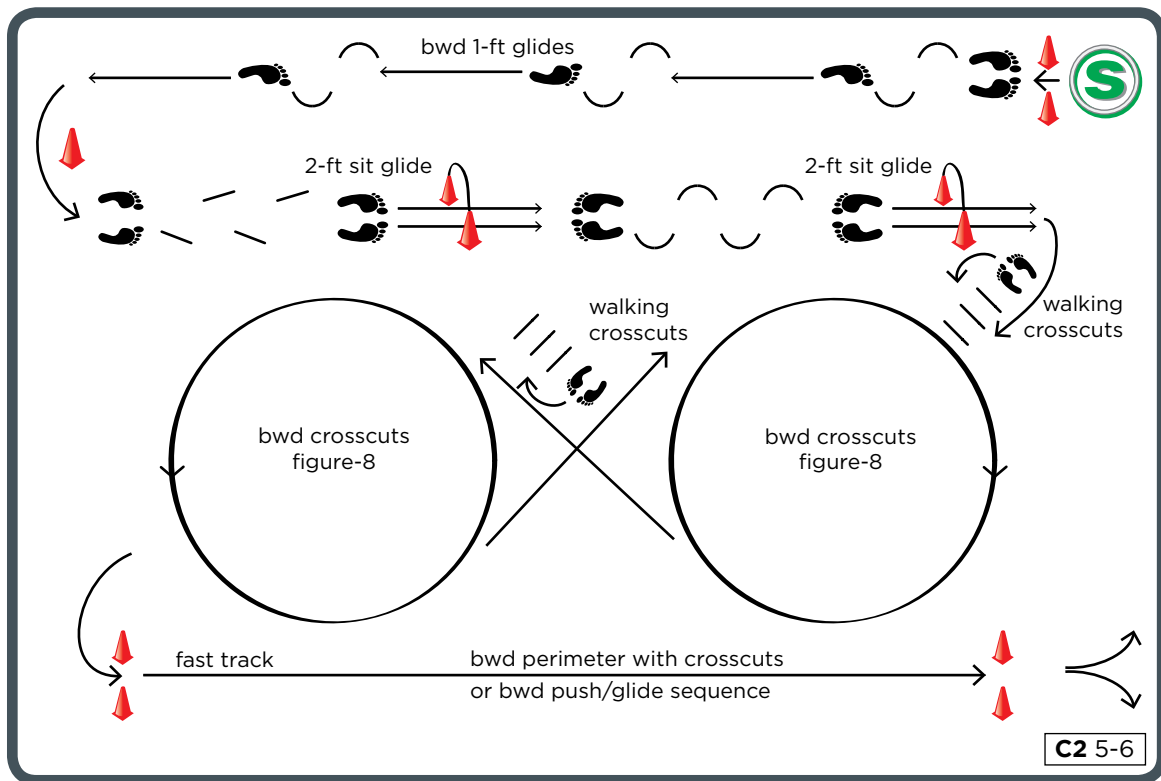
Next Lesson: *We will work on bwd edges.*

Self-Evaluation Notes:

Things I liked: *That this lesson was not too busy with skills, allowed me to really help skaters on crosscuts.*

Things I can improve: *Need to keep the energy level up for the whole lesson – smile more.*

CONTROL (C2 5-6)





CanSkate Lesson Plan #3: **CONTROL** (C3 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome to the Control station. We are going to work hard at gliding backwards on one foot!*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> Bwd 2-ft glide 	<ul style="list-style-type: none"> Bwd 2-ft to 1-ft glide Fwd stop

Progressions to be Used:

<ul style="list-style-type: none"> Assisted - use a hula hoop to have skaters feel the glide 	<ul style="list-style-type: none"> Fwd 2-ft to 1-ft glides Fwd glides on two feet - assisted Snow slides- alternating using both feet
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance 	<ul style="list-style-type: none"> Balance Head, eyes up Apply pressure to ice on stops
---	--

Notes:

<ul style="list-style-type: none"> This is a review/practice lesson Encourage length of glide. Skaters to count (1 – one thousand, 2 – one thousand) to see how high they can go). Station a PA at the beginning of the fast section to encourage speed (GO, GO, GO!) 	<ul style="list-style-type: none"> This is a review/practice lesson Encourage the power on the stops (see if they can spray snow with their blades) Encourage length of glide. Ask skaters to count (1 – one thousand, 2 – one thousand) to see how high they can go).
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was lots of fun today – I can't believe how quickly you are improving!*

Remember to: *Keep your eyes up.*

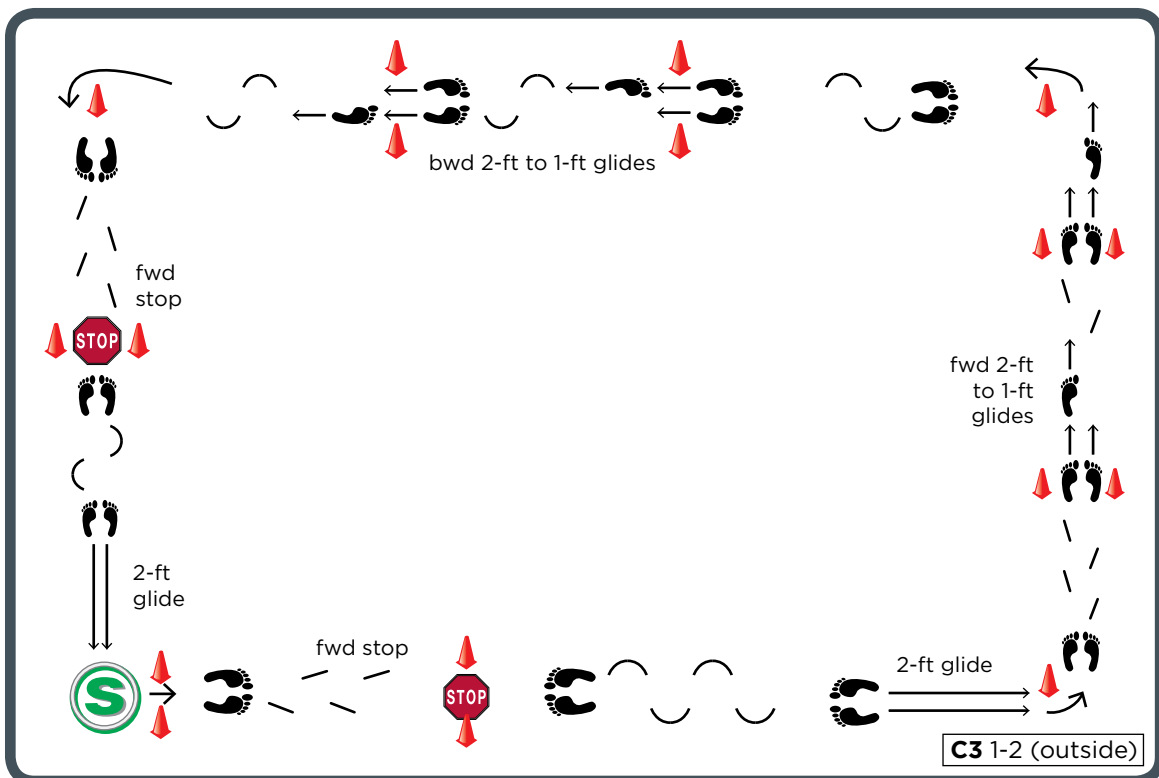
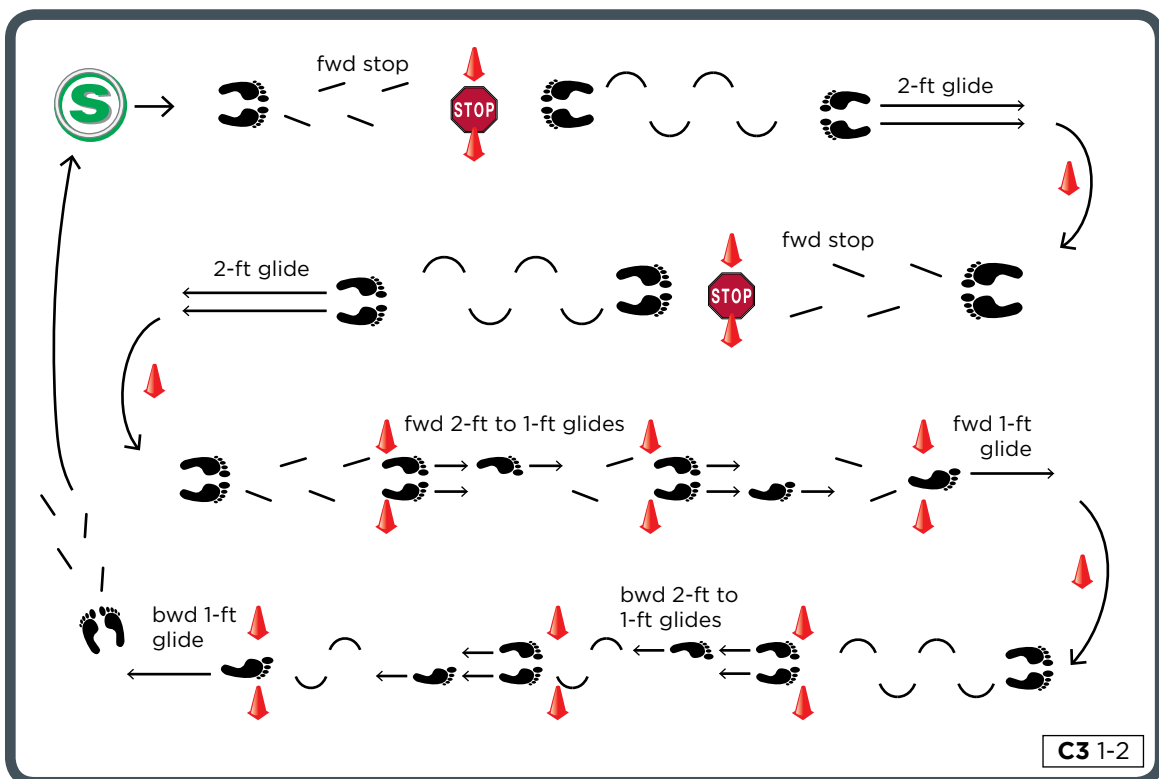
Next Lesson: *We are going to practice our stops again.*

Self-Evaluation Notes:

Things I liked: *This was a great lesson to encourage development and speed.*

Things I can improve: *Add more visual aids to the circuit for more interest and motivation.*

CONTROL (C3 1-2)





CanSkate Lesson Plan #3: **CONTROL** (C3 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome to the Control station. We are going to work hard at gliding bwd on one foot and bwd sculling.*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Bwd 2-ft to 1-ft glide Fwd stop 	<ul style="list-style-type: none"> Bwd 2-ft to 1-ft glide Bwd 2-ft sculling

Progressions to be Used:

<ul style="list-style-type: none"> Assisted if needed Snow slides – alternating feet Bwd skating – transfer of weight 	<ul style="list-style-type: none"> Fwd sculling Assisted bwd sculling Scull on the spot - fwd to bwd around a cone or dome
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Head, eyes up Apply pressure to ice on stops 	<ul style="list-style-type: none"> Balance Head, eyes up Apply pressure to ice on stops
--	--

Notes:

<ul style="list-style-type: none"> This is a review/practice lesson Encourage the power on the stops (see if they can spray snow with their blades) Station a PA at the beginning of the fast section to encourage speed (GO, GO, GO!) 	<ul style="list-style-type: none"> Encourage length of glide. Ask skaters to count (1 – One Thousand, 2 – One Thousand) to see how high they can go) – looking for 1 second and 1 second min Min 6 sculls – must have knee bend Repeated demonstration, exaggerating knee bend
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was lots of fun today – I can't believe how quickly you are improving!*

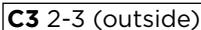
Remember to: *Keep your eyes up at all times.*

Next Lesson: *We are going to practice our stops again.*

Self-Evaluation Notes:

Things I liked: *This was a great lesson to encourage development of knee bend and balance.*

Things I can improve: *Add more visual aids to the circuit for more interest and motivation.*





CanSkate Lesson Plan #3: **CONTROL** (C3 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome to the Control station. Today we are going to work on some new skills and challenge you on a few skills that you already can do.*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Bwd 2-ft to 1-ft glide Bwd 2-ft sculling 	<ul style="list-style-type: none"> Fwd 1-ft glide from blue line to blue line Bwd 2-ft slalom

Progressions to be Used:

<ul style="list-style-type: none"> Fwd sculling Assisted bwd sculling Scull on the spot - fwd to bwd around a cone or dome 	<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd 1-ft glide Assisted if needed
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Head, eyes up Apply pressure to ice on stops 	<ul style="list-style-type: none"> Down, up, down, up on slalom Natural body movement Balance on glide
--	---

Notes:

<ul style="list-style-type: none"> Encourage length of glide. Ask skaters to count (1 - One Thousand, 2 - One Thousand) to see how high they can go) - looking for 1 sec and 1 sec min Min 6 sculls - must have knee bend Repeated demonstration, exaggerating knee bend 	<ul style="list-style-type: none"> Use PA to help direct traffic on Fast Track PA may record results of fwd 1-ft glide from blue line to blue line Shadow skaters through slalom so they can mimic action
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Super job today!*

Remember to: *Keep still when you are gliding bwd - and use your knees on the slaloms.*

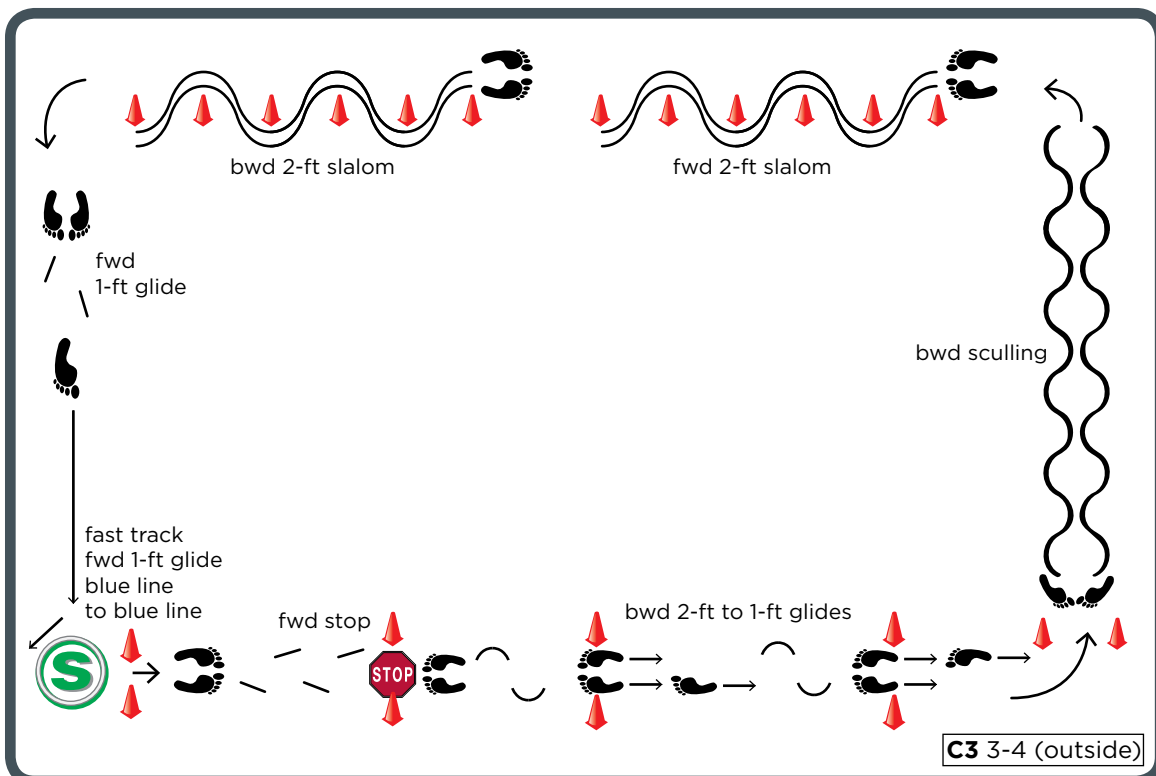
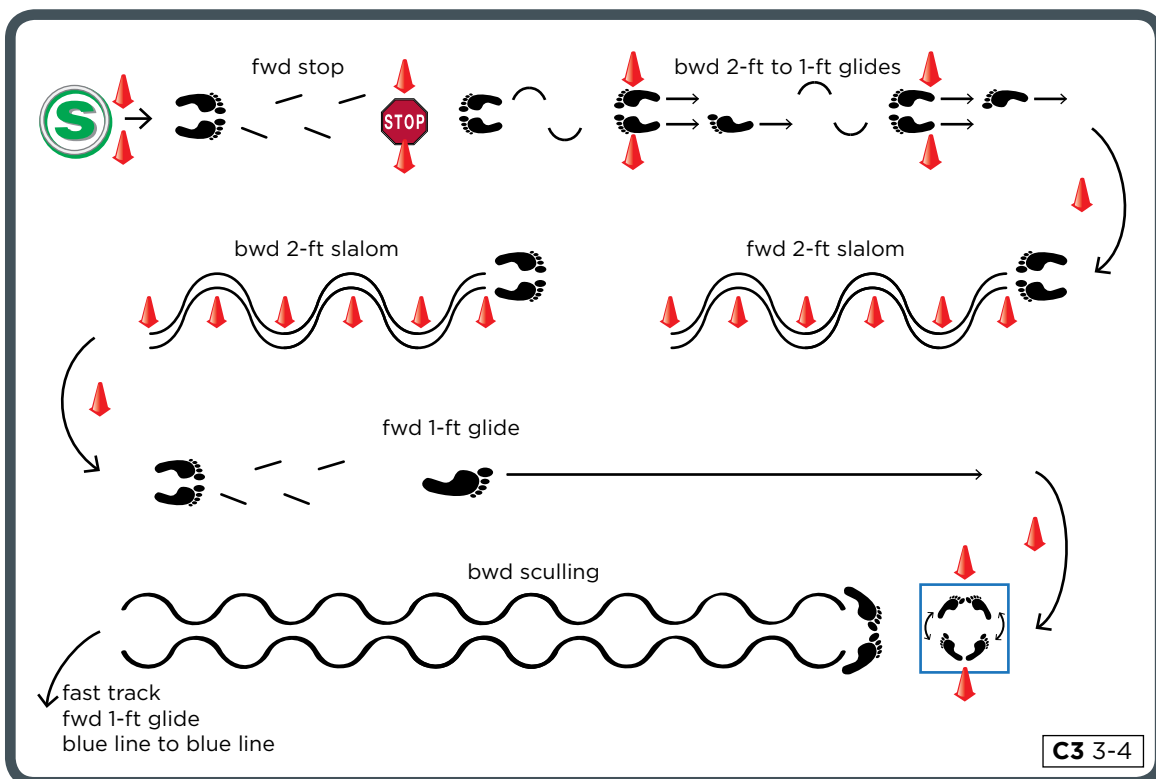
Next Lesson: *We are going to work on bwd crosscuts again.*

Self-Evaluation Notes:

Things I liked: *This was a great lesson to encourage development of knee bend and balance, really helped their power.*

Things I can improve: *Try to incorporate some fun teaching aids to keep it visual and interesting.*

CONTROL (C3 3-4)





CanSkate Lesson Plan #3: **CONTROL** (C3 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome to the Control station. We are going to work hard at our edges and backward spirals.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Fwd 1-ft glide from blue line to blue line Bwd 2-ft slalom 	<ul style="list-style-type: none"> Bwd spiral BI slalom

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft slalom Fwd 1-ft glide Assisted if needed 	<ul style="list-style-type: none"> Fwd spirals Bwd 1-ft glides Assisted if needed
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Down, up, down, up on slalom Natural body movement Balance on glide 	<ul style="list-style-type: none"> Head, eyes up BI edge is under big toe, pick up inside foot Lean on edges
---	---

Notes:

<ul style="list-style-type: none"> Use PA to help direct traffic on Fast Track PA may record results of fwd 1-ft glide from blue line to blue line Shadow skaters through slalom so they can mimic action Repeated demonstration, exaggerating knee bend 	<ul style="list-style-type: none"> Make sure slalom pylons are min 2.5 metres apart Min 6 pylons Offer plenty of assistance while skaters are learning skill Skaters must look behind them before performing a backward spiral
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was lots of fun today – I can't believe how quickly you are improving!*

Remember to: *Keep your eyes up at all times.*

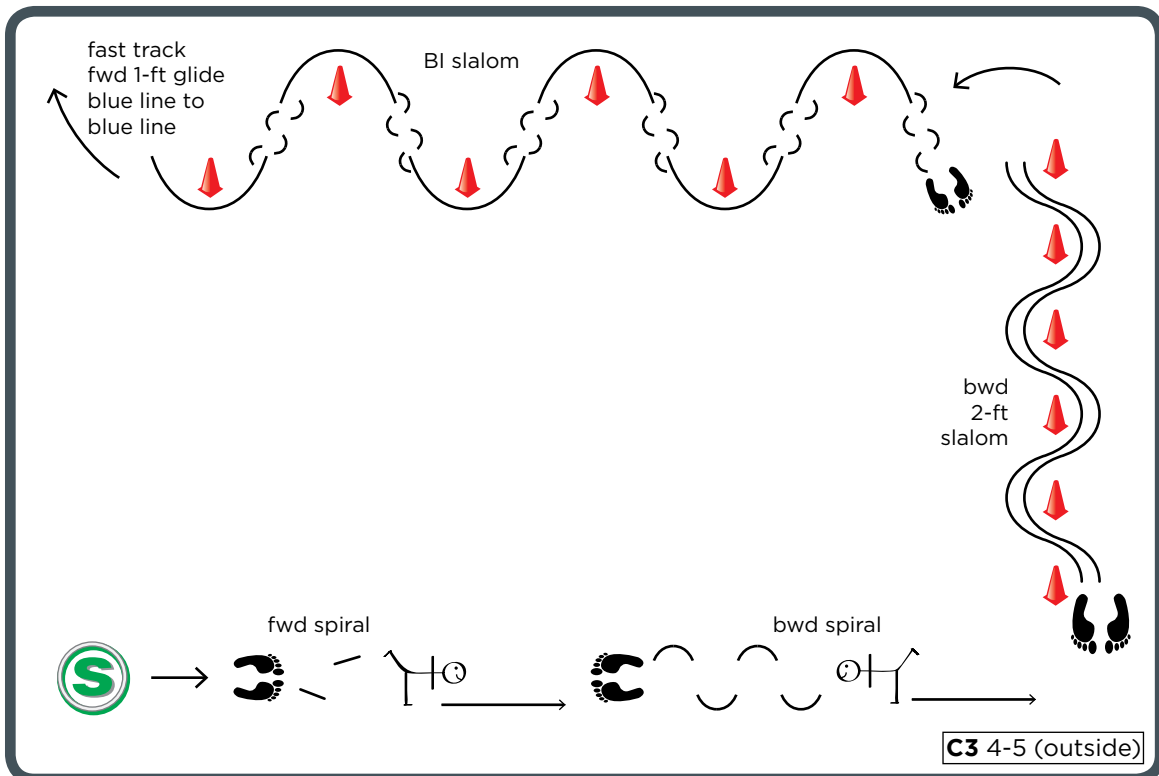
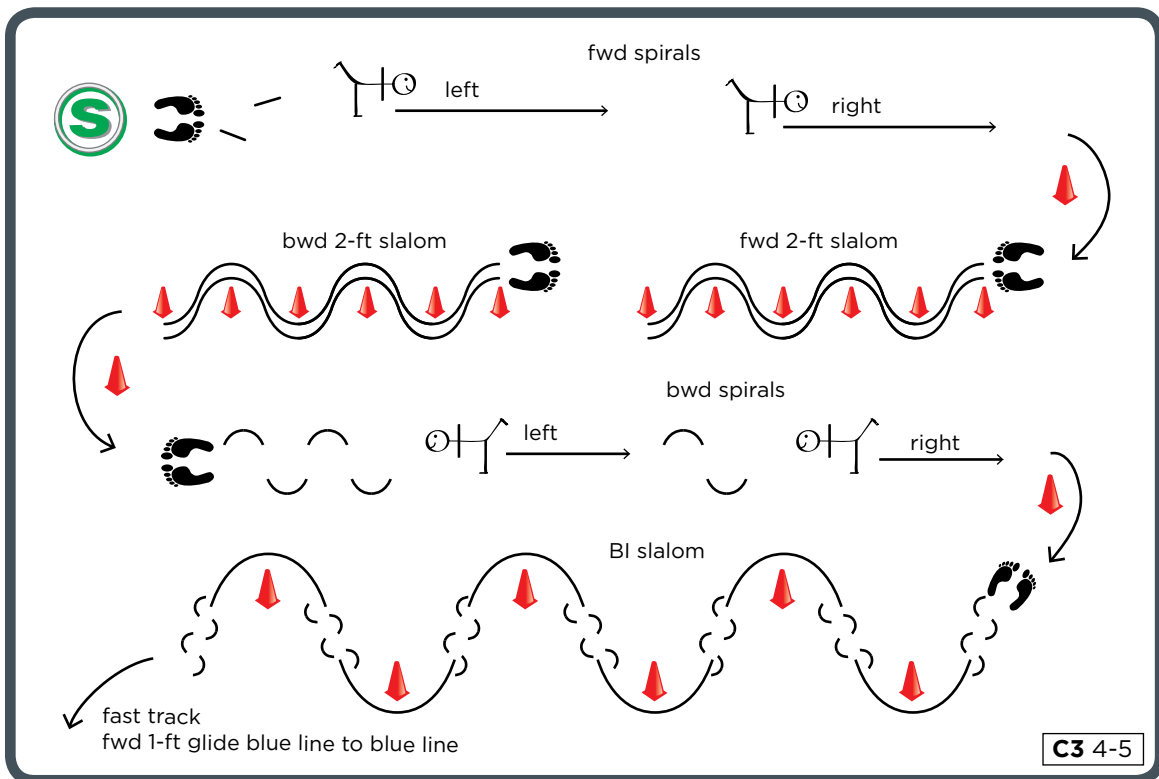
Next Lesson: *We are going to practice our stops again.*

Self-Evaluation Notes:

Things I liked: *Being able to spend time on BI edges really helped their balance and control.*

Things I can improve: *Add more visual aids to the circuit for more interest and motivation.*

CONTROL (C3 4-5)





CanSkate Lesson Plan #3: **CONTROL** (C3 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome to the Control station. We are going to work hard at our backward edges today.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Bwd spiral BI slalom 	<ul style="list-style-type: none"> Bwd 1-ft spin BO slalom Bwd 1-ft slalom

Progressions to be Used:

<ul style="list-style-type: none"> Fwd spirals Bwd 1-ft glides Assisted 	<ul style="list-style-type: none"> Fwd 1-ft slalom BI slalom Fwd 1-ft spin, alternating foot spin
--	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Head, eyes up BI edge is under big toe, pick up inside foot Lean on edges 	<ul style="list-style-type: none"> Down, up, down - slalom Balance BO edge is under the baby toe, pick up outside foot
---	---

Notes:

<ul style="list-style-type: none"> Make sure slalom pylons are min 2.5 metres apart Min 6 pylons Offer plenty of assistance while skaters are learning skill Skaters must look behind them before performing a backward spiral 	<ul style="list-style-type: none"> 6 pylons for 1-ft slalom – keep foot up for majority Keep an eye on BO, BI slalom to ensure that skaters are working each foot, each edge PA can assist with spin section
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was lots of fun today – I can't believe how quickly you are improving!*

Remember to: *Keep your eyes up at all times.*

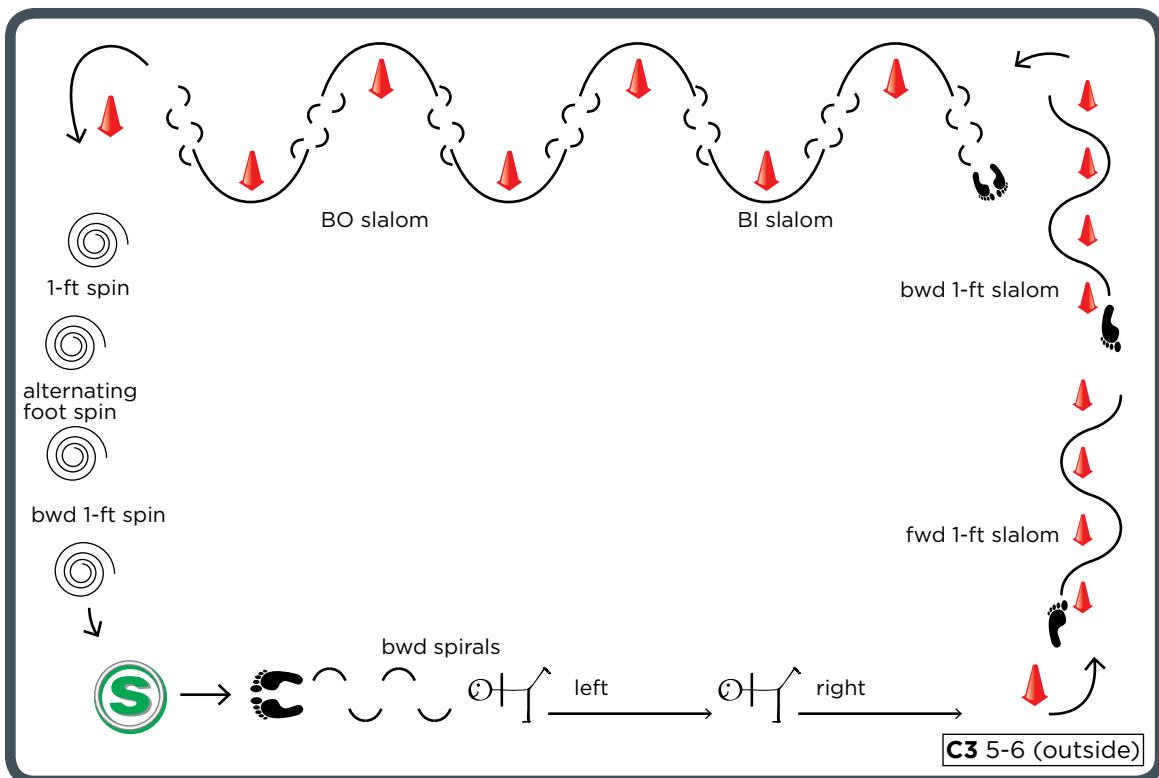
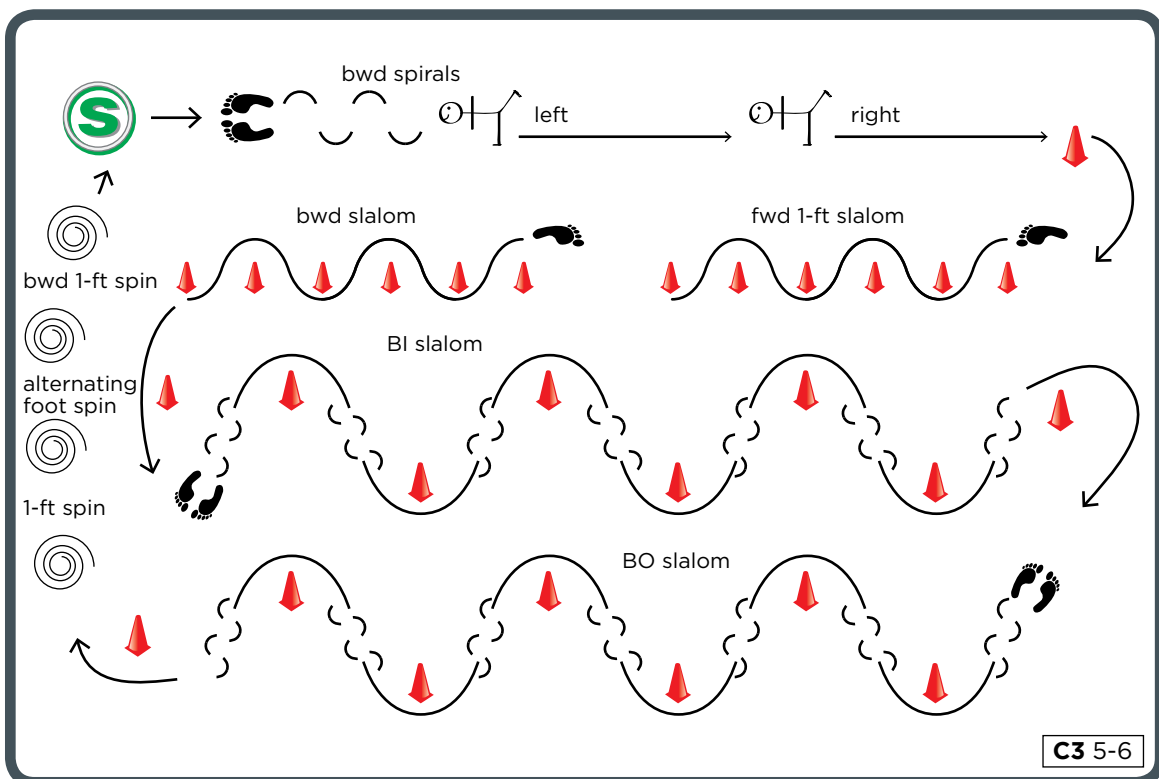
Next Lesson: *We are going to practice our speed.*

Self-Evaluation Notes:

Things I liked: *Being able to spend time on BI & BO edges really helped their balance and control.*

Things I can improve: *Add more visual aids to the circuit for more interest and motivation.*

CONTROL (C3 5-6)





CanSkate Lesson Plan #1: **AGILITY** (A1 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to learn some turns and jumps. Ready?*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> • 2-ft turn • 2-ft jump 	<ul style="list-style-type: none"> • Fwd 2-ft turn • Bwd 2-ft turn • Fwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> • Assisted turn on spot • Assisted jump on spot 	<ul style="list-style-type: none"> • Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide • Jump on spot
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> • Bend/up/bend • Head, eyes up 	<ul style="list-style-type: none"> • Down/up/down • Balance on landing
---	--

Notes:

<ul style="list-style-type: none"> • Offer plenty of hands-on help while skaters gain balance and confidence • PAs can provide assistance throughout circuit 	<ul style="list-style-type: none"> • Hold hands and do turn with skater (mirror actions) • Emphasize knee action • Encourage glide before and after jump for balance
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Wow – Great job today!*

Remember to: *Use your knees on your jumps and turns.*

Next Lesson: *We are going to work on some basic skating.*

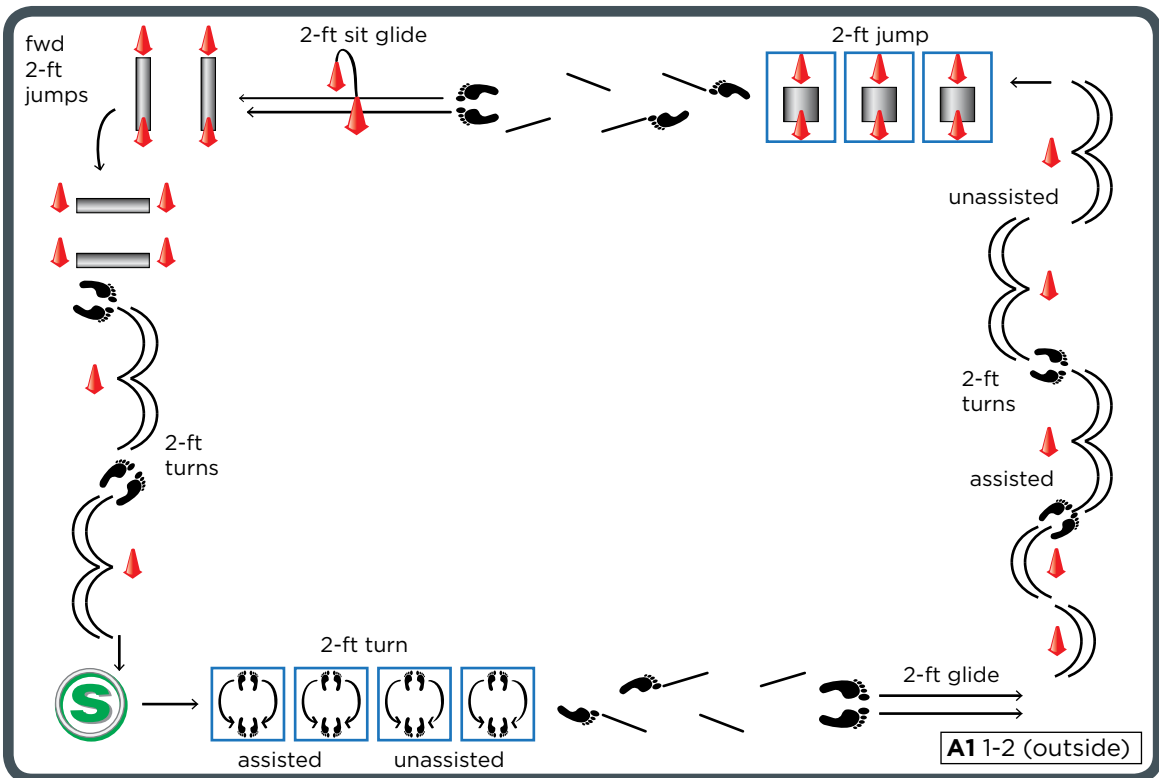
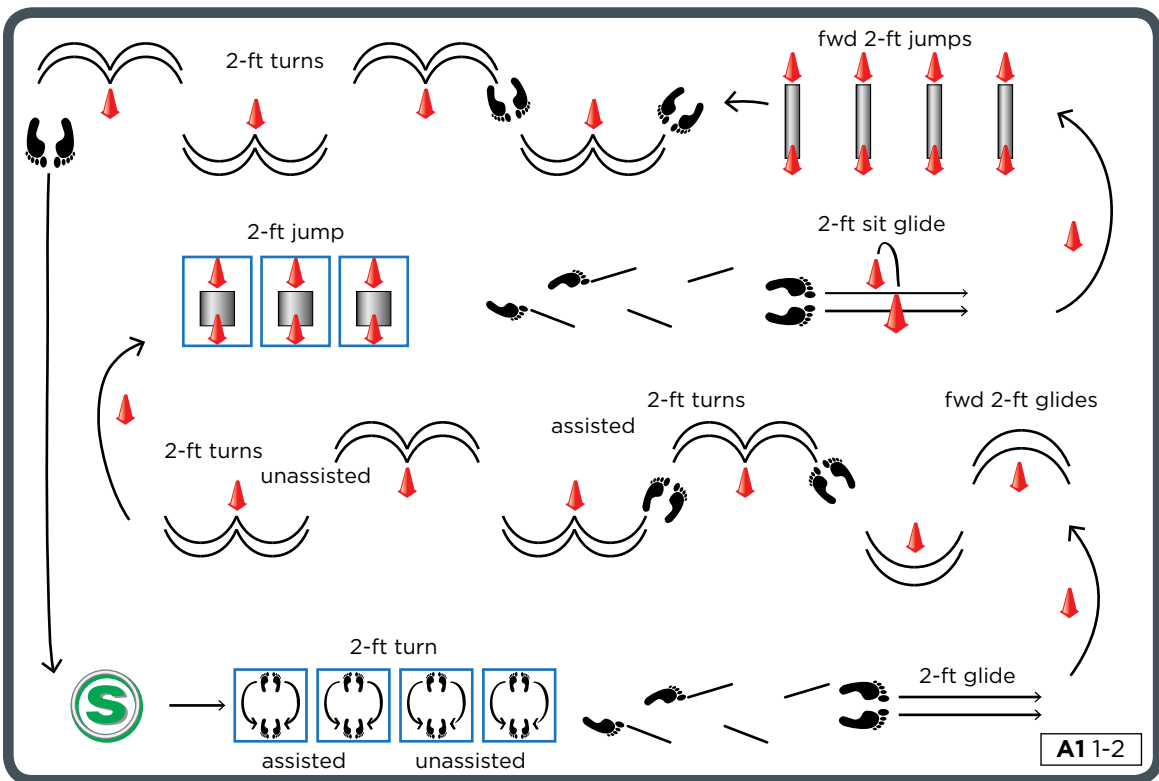
Self-Evaluation Notes:

Things I liked: *Was able to really get into the technique of the skills – good repetition.*

Things I can improve: *Add some more fun! (especially for this level)*

AGILITY

(A1 1-2)





CanSkate Lesson Plan #1: **AGILITY** (A1 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to learn some turns and jumps! Ready?*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 2-ft turn Bwd 2-ft turn Fwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 2-ft quick turn Bwd 2-ft quick turn Bwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft glides Assisted turns Fwd 2-ft sit glide Jump on spot 	<ul style="list-style-type: none"> 2-ft turns Assisted turns Fwd 2-ft jumps Stationary twist and jumps
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Down/up/down Balance on landing 	<ul style="list-style-type: none"> Fast hips on turns Down/up/down Balance on landings Head, eyes up
--	--

Notes:

<ul style="list-style-type: none"> Hold hands and do turn with skater (mirror actions) Emphasize knee action Encourage glide before and after jump for balance 	<ul style="list-style-type: none"> To maximize use of space, draw turns both ways using different colour markers; skaters can choose path (green path or blue path) each time Archway great for sit glide
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Wow – Great job today!*

Remember to: *Use your knees on your jumps and turns.*

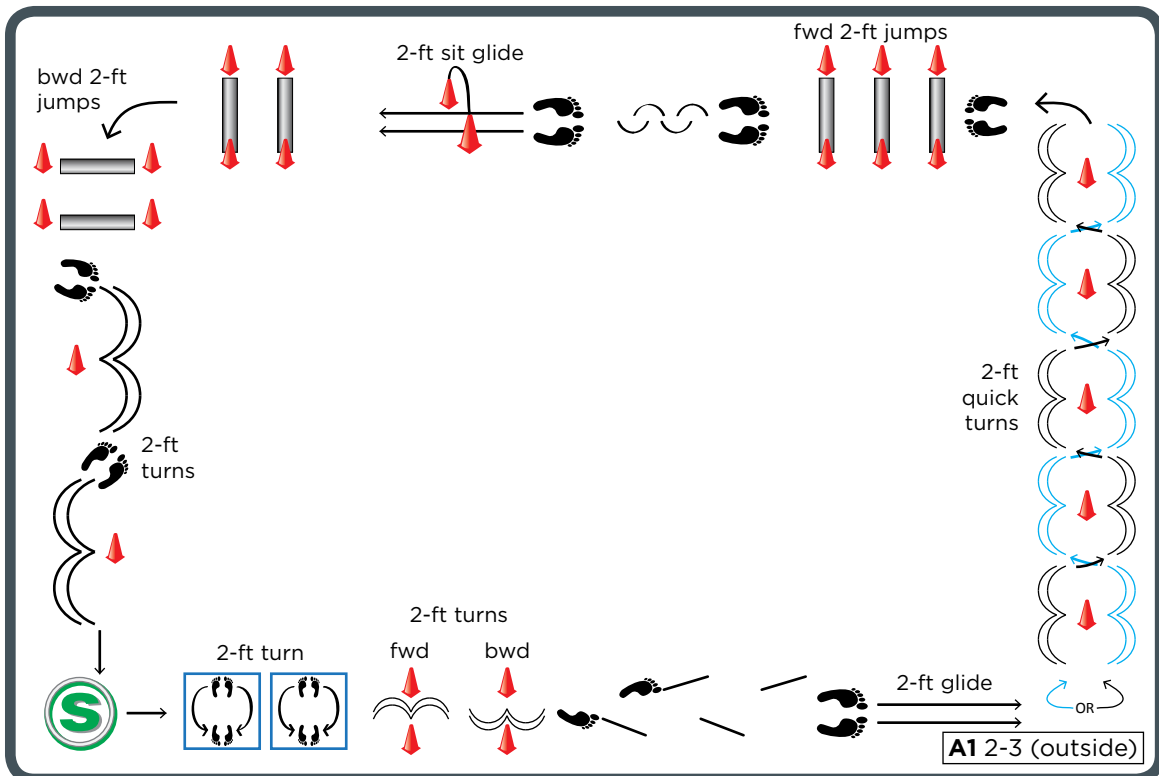
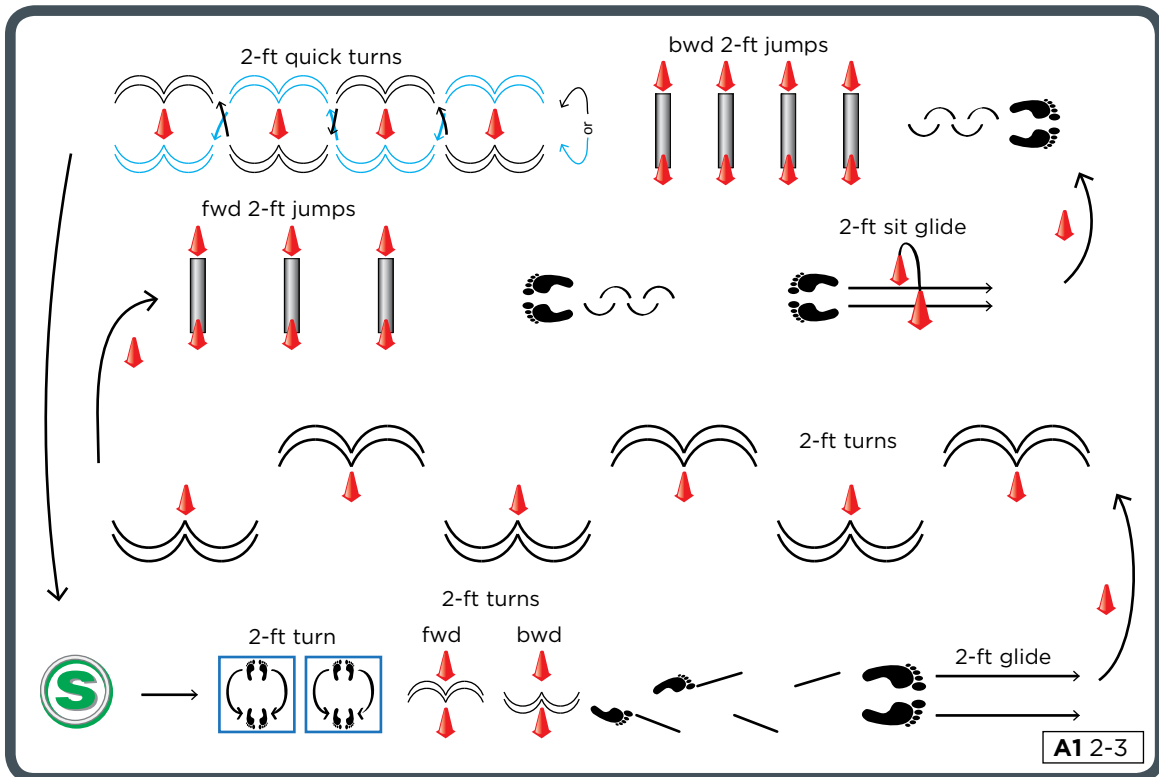
Next Lesson: *We are going to work on basic skating and turns.*

Self-Evaluation Notes:

Things I liked: *Was able to really get into the technique of the skills – good repetition.*

Things I can improve: *Add some more fun! (especially for this level)*

AGILITY (A1 2-3)





CanSkate Lesson Plan #1: **AGILITY** (A1 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to learn some turns and jumps. Ready?*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd 2-ft quick turn Bwd 2-ft quick turn Bwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 2-ft jump Bwd to fwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> 2-ft turns Assisted Fwd 2-ft jumps Stationary twist and jumps 	<ul style="list-style-type: none"> Slow then add speed Assisted 2-ft turns 1-ft glides
--	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Fast hips on turns Down/up/down Balance on landings Head, eyes up 	<ul style="list-style-type: none"> Quick hips on turns and jumps Down/up/down Good knee action
--	---

Notes:

<ul style="list-style-type: none"> To maximize use of space, draw turns both ways using different colour markers; skaters can choose path (green path or blue path) each time Archway great for sit glide 	<ul style="list-style-type: none"> Drawing turns both ways on same area will allow for better traffic flow, and encourage skaters to try both ways Use a visual aid to remind skaters where to look and lean during turns
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Wow – Great job today!*

Remember to: *Use your knees on your jumps and turns.*

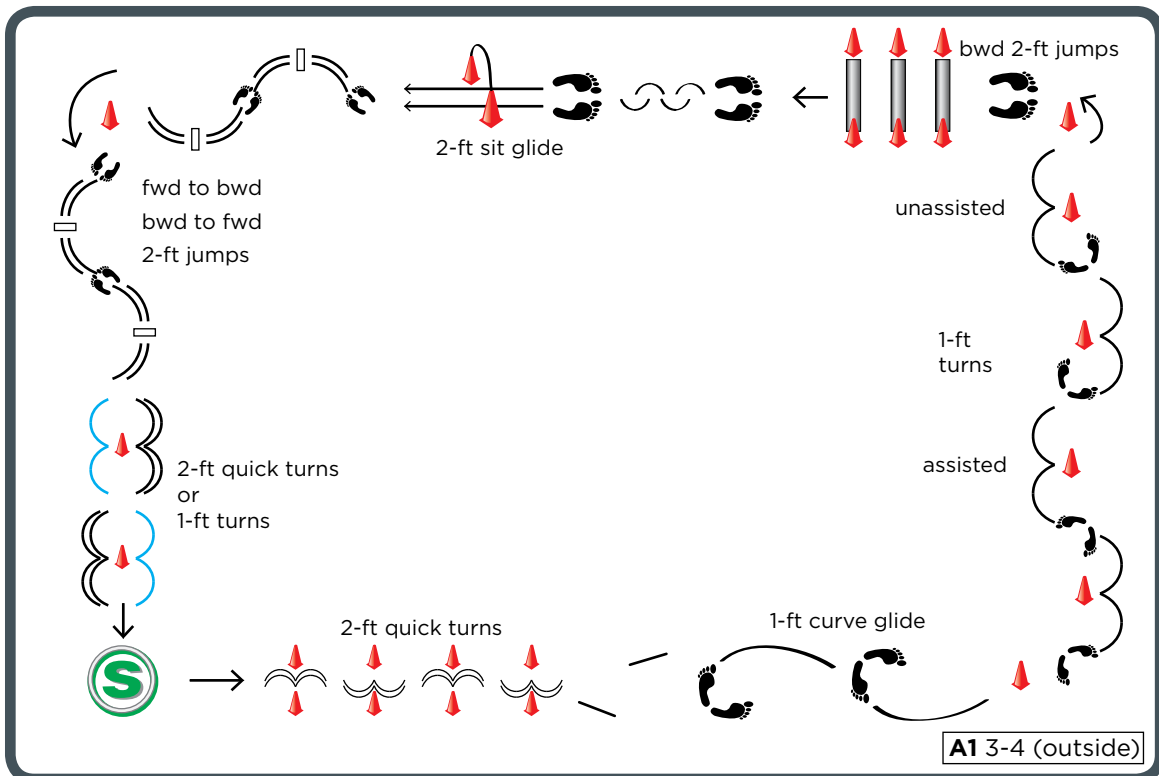
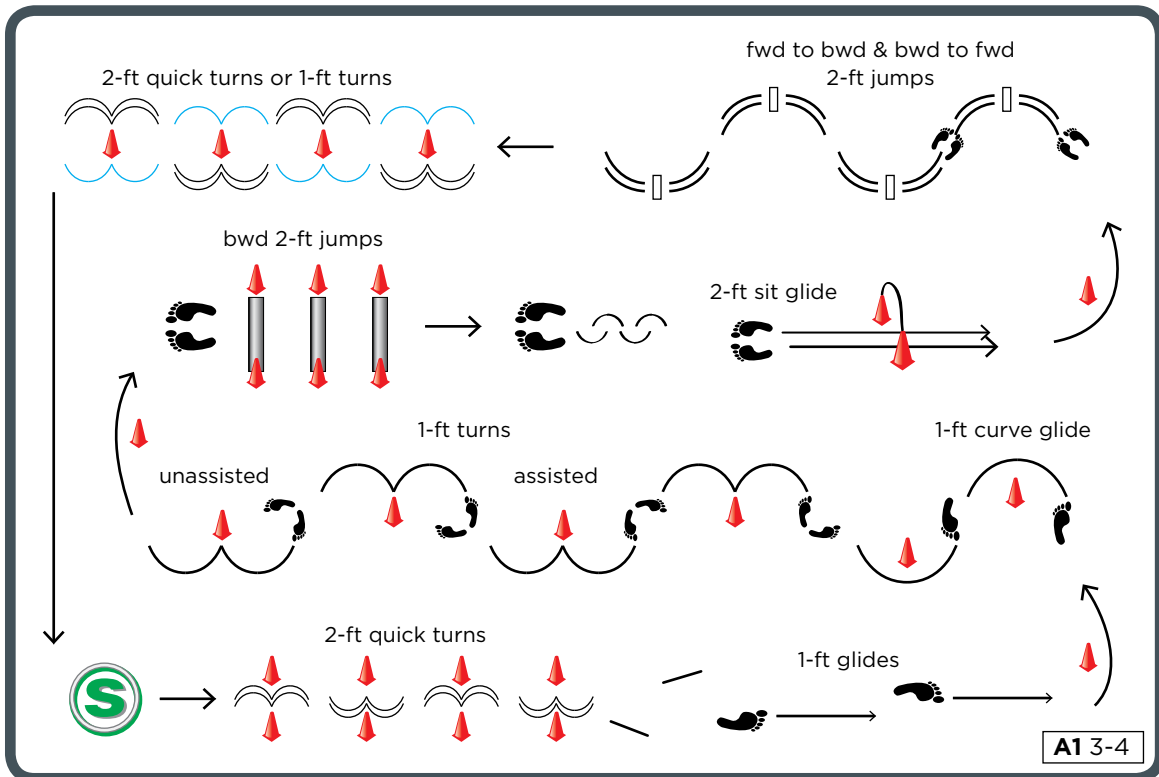
Next Lesson: *We are going to do some gliding!*

Self-Evaluation Notes:

Things I liked: *Was able to really get into the technique of the skills – good repetition.*

Things I can improve: *Add some more visual teaching aids to turn section.*

AGILITY (A1 3-4)





CanSkate Lesson Plan #1: **AGILITY** (A1 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to learn some turns and jumps.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 2-ft jump Bwd to fwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 1-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> Slow then add speed Assisted 2-ft turns 1-ft glides 	<ul style="list-style-type: none"> 1-ft glides 2-ft turns 2-ft jumps
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Quick hips on turns and jumps Down/up/down Good knee action 	<ul style="list-style-type: none"> Balance Control on exit Good knee action
---	--

Notes:

<ul style="list-style-type: none"> Drawing turns both ways on same area will allow for better traffic flow, and encourage skaters to try both ways Use a visual aid to remind skaters where to look and lean during turns 	<ul style="list-style-type: none"> Encourage balance and lean on turns Quick hips Down/up/down Offer plenty of assistance until skaters get a feel for the skill
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Wow – Great job today!*

Remember to: *Use your knees on your jumps and turns.*

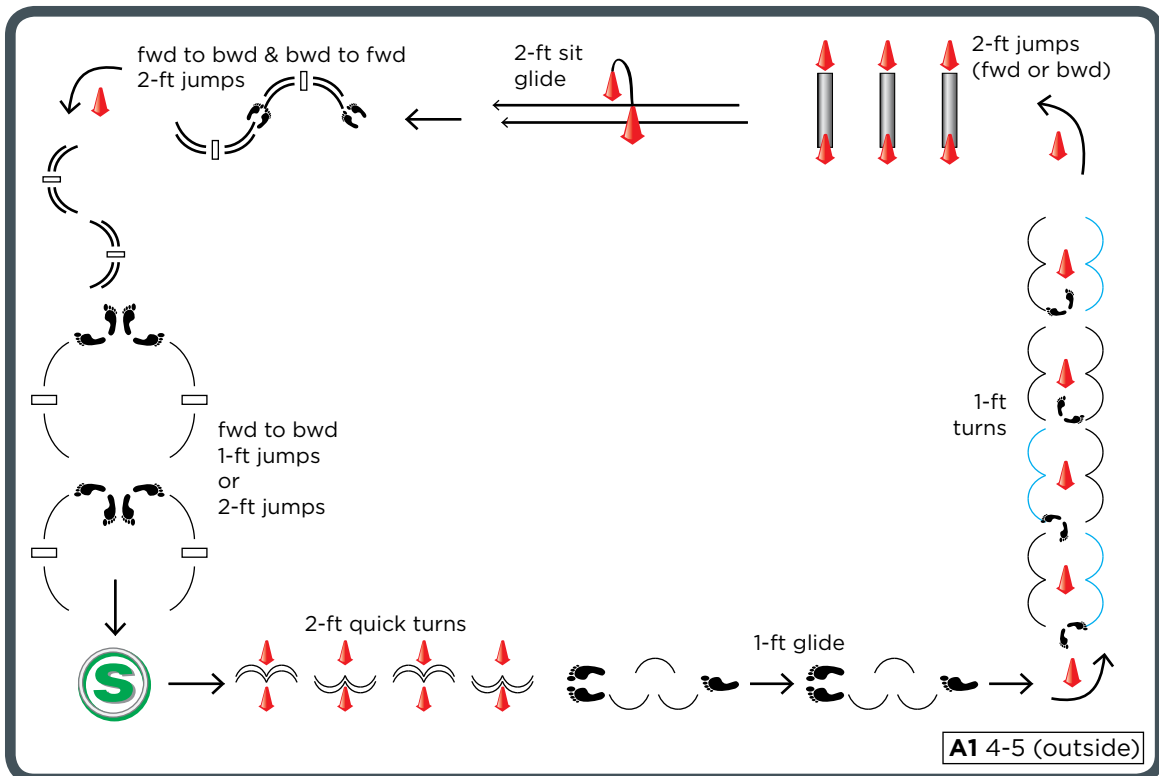
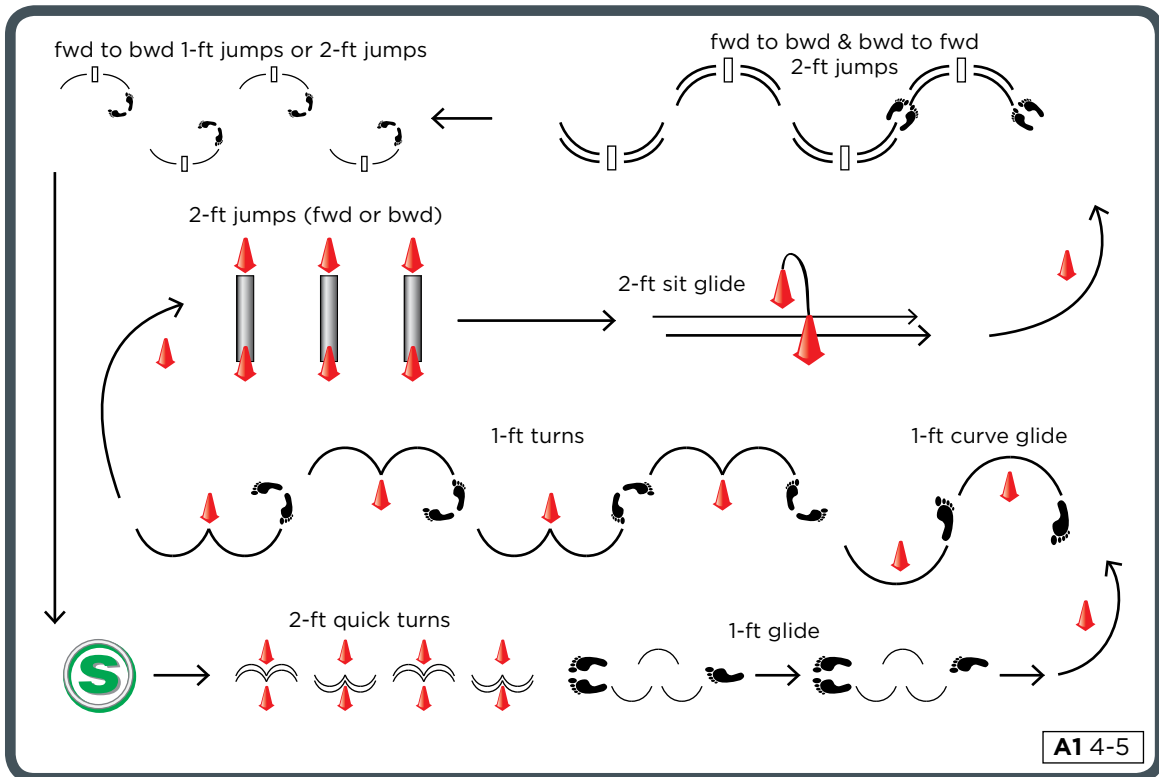
Next Lesson: *We are going to work on our quick feet (360° step turns).*

Self-Evaluation Notes:

Things I liked: *Both skills have good relation to each other – made progression easy.*

Things I can improve: *Start to incorporate speed into jumps portion.*

AGILITY (A1 4-5)





CanSkate Lesson Plan #1: **AGILITY** (A1 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to learn some turns and jumps.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 1-ft jump 	<ul style="list-style-type: none"> Fwd 180° step turn (FI mohawk) Bwd 360° 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> 1-ft glides 2-ft turns 2-ft jumps 	<ul style="list-style-type: none"> Inside spread eagles Assisted Bwd jumps
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Control on exit Good knee action 	<ul style="list-style-type: none"> Placement of feet during turn Knee action on jump Controlled landing
--	--

Notes:

<ul style="list-style-type: none"> Encourage balance and lean on turns Quick hips Down/up/down Offer plenty of assistance until skaters get a feel for the skill 	<ul style="list-style-type: none"> Offer plenty of assistance for step turn, provide visuals for skaters to follow Bwd sit glide is a great way to encourage knee bend for the bwd jumps
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Wow – Great job today!*

Remember to: *Use your knees on your jumps and turns.*

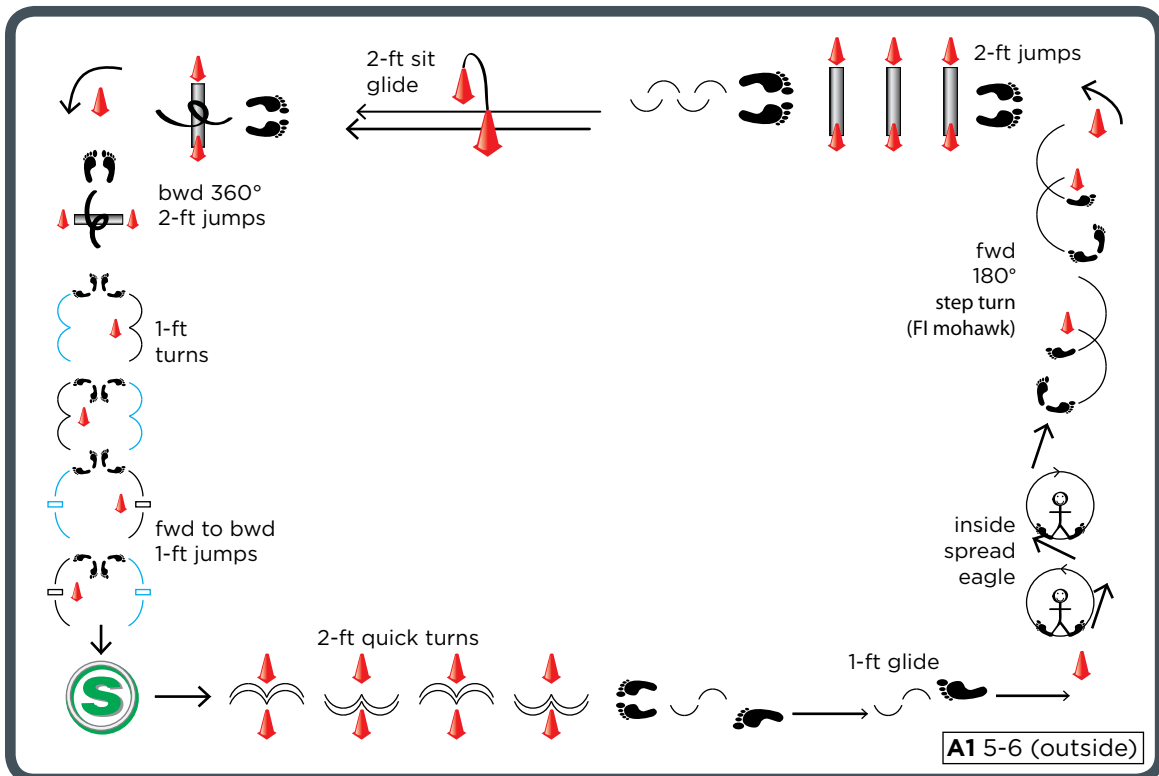
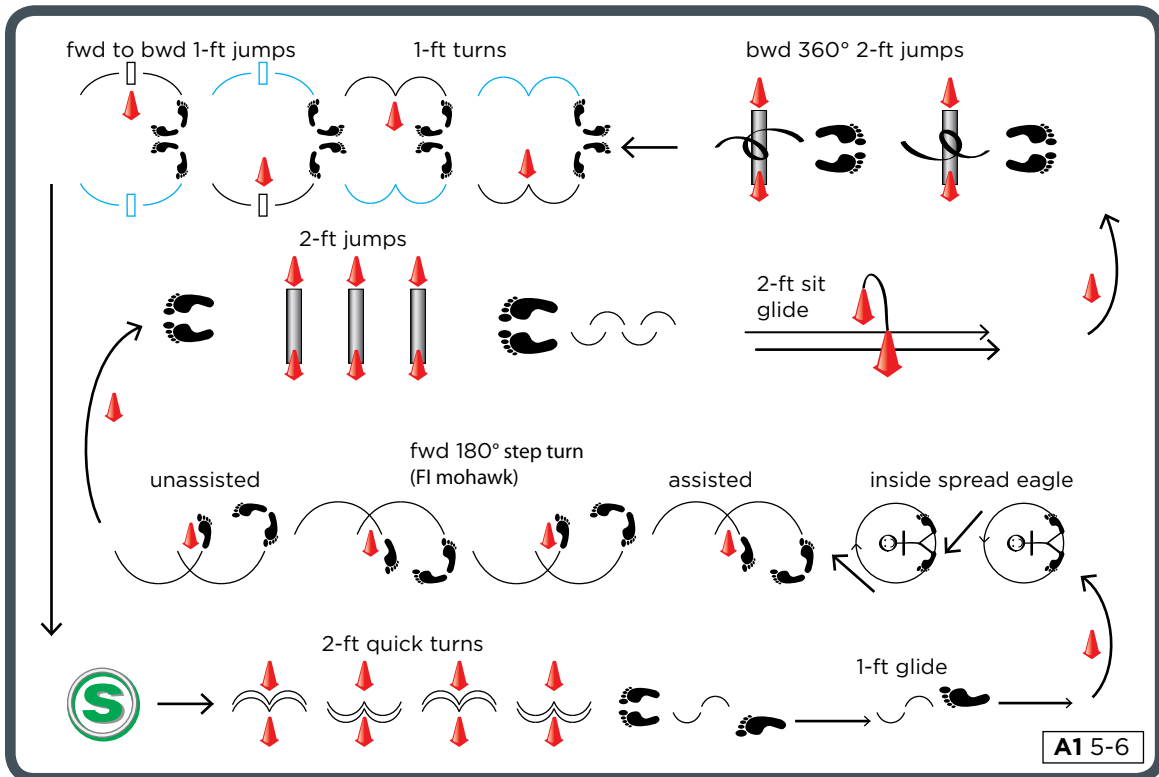
Next Lesson: *We are going to learn about quick feet and deep knee bends.*

Self-Evaluation Notes:

Things I liked: *Spent a lot of time on the mohawk turns – good practice.*

Things I can improve: *Show the PAs how to assist with the turns (hold hands).*

AGILITY (A1 5-6)





CanSkate Lesson Plan #2: **AGILITY** (A2 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to work on our basic skating.*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> Fwd skating perimeter of ice 	<ul style="list-style-type: none"> Fwd 180° glide turn

Progressions to be Used:

<ul style="list-style-type: none"> Fwd push/glide sequence Slow then add speed 2-ft and 1-ft glides 	<ul style="list-style-type: none"> Fwd 2-ft glides Assisted - use hula hoops on ice for skaters to glide around
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend/push/bend/push Good rhythm on strides 	<ul style="list-style-type: none"> Balance and lean on curve Accelerate between curves for better flow Knee bend on curves
---	---

Notes:

<ul style="list-style-type: none"> Take the time with each skater to ensure that they understand the bend before the push for all skating Allow them to glide on 2 feet before each push so that they can feel the bend position 	<ul style="list-style-type: none"> Slalom portion of circuit is really fun Encourage speed, glide and flow for the skaters Ensure that the pattern encourages a 180° turn (very compact curves) Offer plenty of demonstration to exaggerate knee bend needed on curves
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was awesome! Great skating today!*

Remember to: *Always bend before you push.*

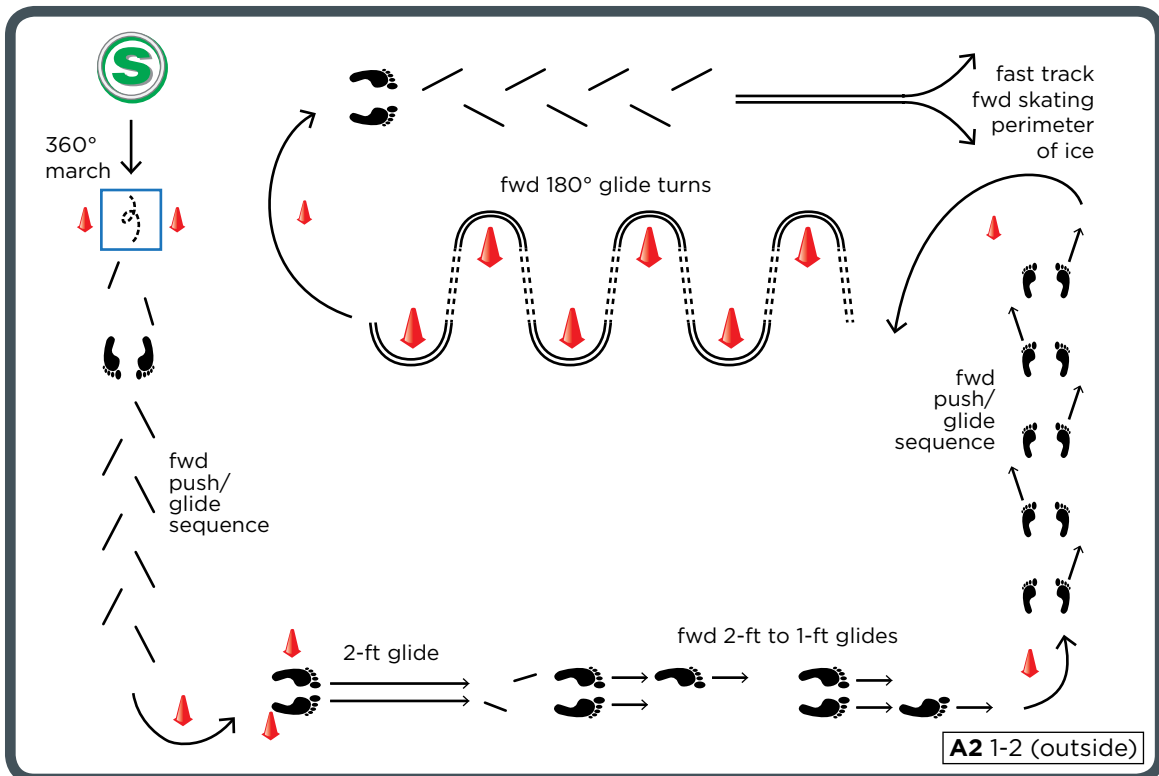
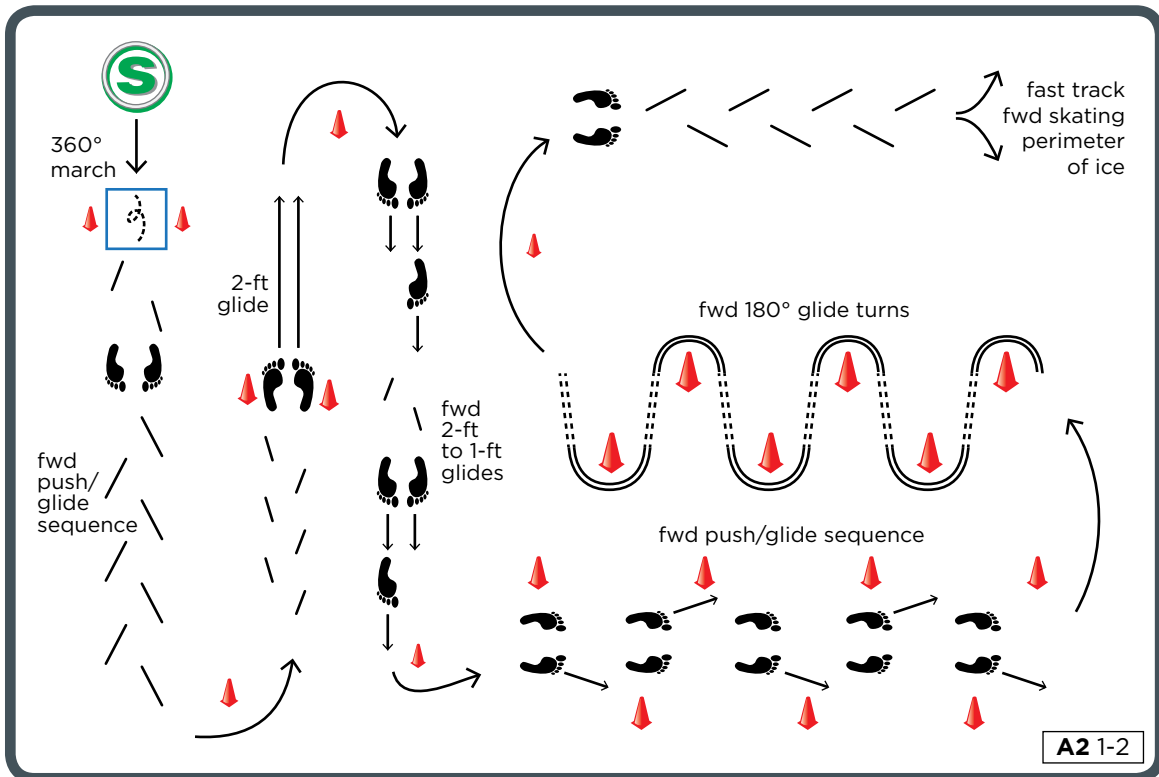
Next Lesson: *We are going to do some more jumping.*

Self-Evaluation Notes:

Things I liked: *The time I was able to spend on basic technique.*

Things I can improve: *Add more visual aids to make lesson space more fun and inviting.*

AGILITY (A2 1-2)





CanSkate Lesson Plan #2: **AGILITY** (A2 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Welcome everyone! We are going to have a great time today at our Agility station. Today we are going to work on our basic skating and turns.*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 180° glide turn 	<ul style="list-style-type: none"> Fast fwd perimeter skating Fwd 360° step turn

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft glides Assisted - use hula hoops on ice for skaters to glide around 	<ul style="list-style-type: none"> Fwd push/glide sequence Slow then add speed 2-ft and 1-ft glides Stationary 360° step turn
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance and lean on curve Accelerate between curves for better flow Knee bend on curves 	<ul style="list-style-type: none"> Bend/push/bend/push Good rhythm on strides Side of the blades Balance on 360° turn
---	---

Notes:

<ul style="list-style-type: none"> Slalom portion of circuit is really fun; encourage speed, glide and flow for the skaters. Ensure that the pattern encourages a 180° turn (very compact curves) Offer plenty of demonstration to exaggerate knee bend needed on curves 	<ul style="list-style-type: none"> Take the time with each skater to ensure that they understand the bend before the push for all skating Allow them to glide on 2 feet before each push, so that they can feel the bend position Use PA to help keep track of skaters in the Fast Track and make sure they all return to the start Add sound effects to 360° step turn for fun (WHEEEE!)
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *That was awesome! Great skating today!*

Remember to: *Always bend before you push.*

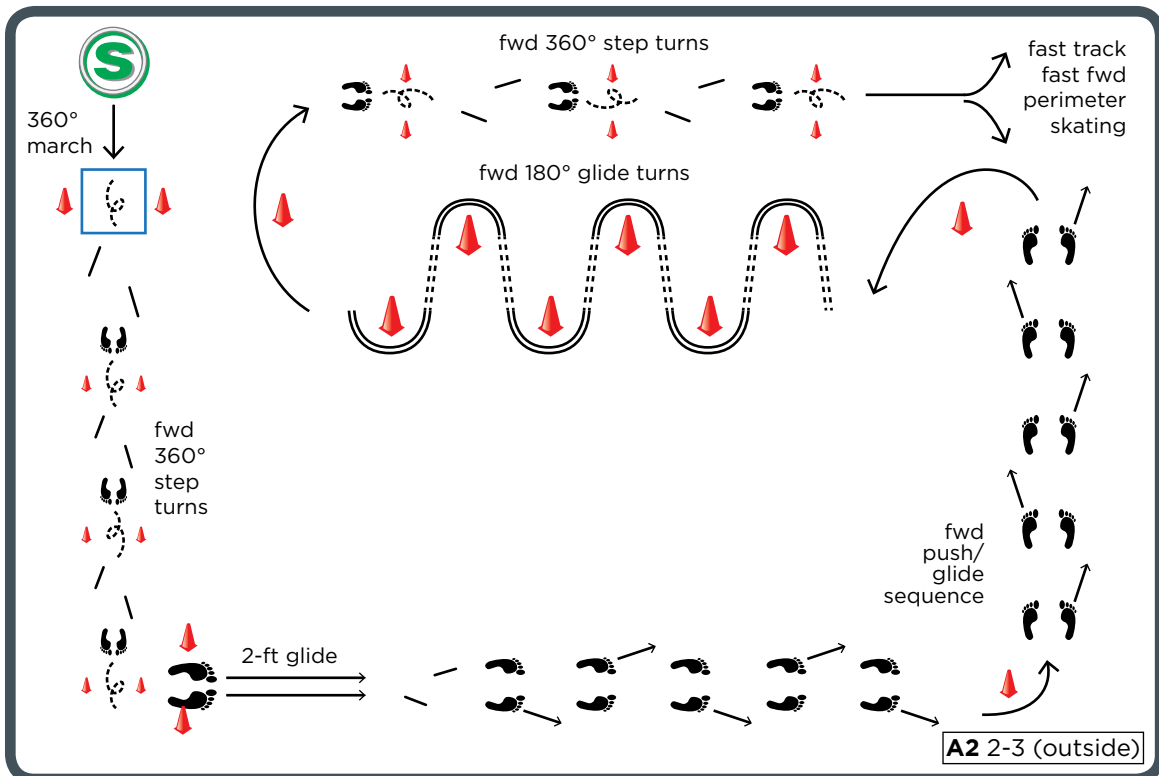
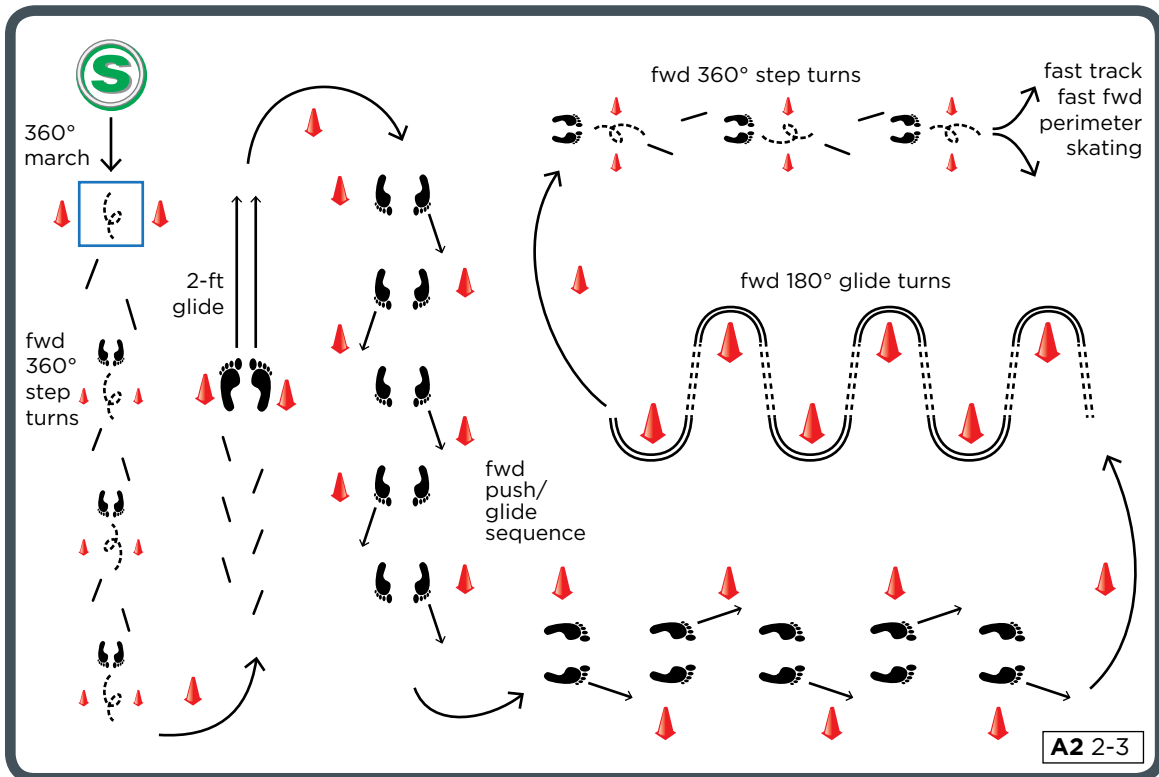
Next Lesson: *We are going to do some more jumping!*

Self-Evaluation Notes:

Things I liked: *The time I was able to spend on basic technique.*

Things I can improve: *Add more visual aids to make lesson space more fun and inviting.*

AGILITY (A2 2-3)





CanSkate Lesson Plan #2: **AGILITY** (A2 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Welcome back to the Agility station. We get to work on our turns, quick feet and balance today. Let's get to work!*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fast fwd perimeter skating Fwd 360° step turn 	<ul style="list-style-type: none"> Bwd 360° step turn 2-ft spin 2-ft sit spin

Progressions to be Used:

<ul style="list-style-type: none"> Fwd push/glide sequence Slow then add speed 2-ft and 1-ft glides Stationary 360° step turn 	<ul style="list-style-type: none"> Stationary 360° step turn 2-ft sit glide Assisted 2-ft spin - use of arms to rotate same direction as spin
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Bend/push/bend/push Good rhythm on strides Side of the blades Balance on 360° step turn 	<ul style="list-style-type: none"> Balance Head, eyes up Even balance on blades for spin
--	---

Notes:

<ul style="list-style-type: none"> Take the time with each skater to ensure that they understand the bend before the push for all skating Allow them to glide on 2 feet before each push, so that they can feel the bend position Use PA to help keep track of skaters in the Fast Track and make sure they all return to the start Add sound effects to 360° step turn for fun (WHEEEE!) 	<ul style="list-style-type: none"> Can use fwd 360° turn to warm up bwd 360° turn Looking for 2 rotations in 2-ft spin 1 rotation in sit position for 2-ft sit spin
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Terrific work today! Lots of turning and spinning!*

Remember to: *Stay balanced during your turns and spins.*

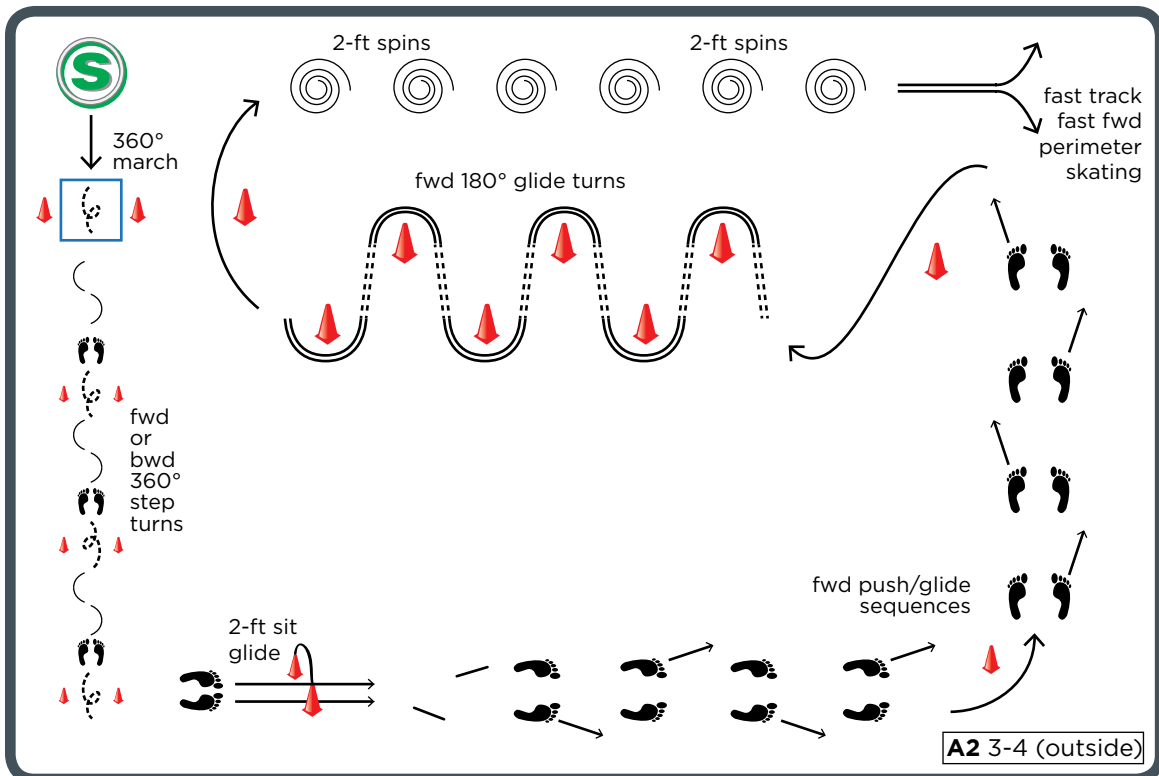
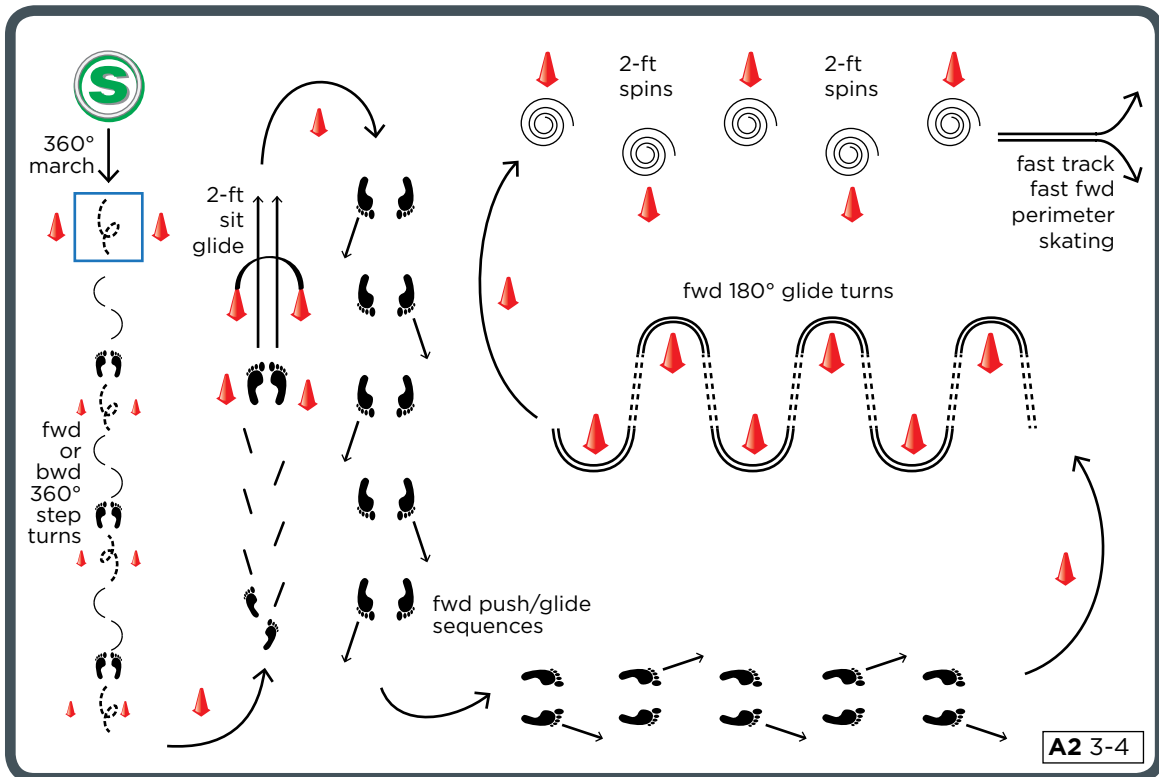
Next Lesson: *We are going to do some more jumps and quick turns.*

Self-Evaluation Notes:

Things I liked: *Great variety of skills for skaters to work on.*

Things I can improve: *Add more visual aids.*

AGILITY (A2 3-4)





CanSkate Lesson Plan #2: **AGILITY** (A2 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Welcome back to the Agility station. We get to work on our turns, quick feet and balance today. Let's get to work!*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Bwd 360° step turn 2-ft spin 2-ft sit spin 	<ul style="list-style-type: none"> Fwd tight glide turns Fwd 360° glide turn 1-ft spin Alternating foot spin

Progressions to be Used:

<ul style="list-style-type: none"> Stationary 360° step turn 2-ft sit glide Assisted 	<ul style="list-style-type: none"> 2-ft spins Slow then add speed for glide turn
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Head, eyes up Even balance on blades for spin 	<ul style="list-style-type: none"> Balance Good knee bend
---	---

Notes:

<ul style="list-style-type: none"> Can use fwd 360° turns to warm up bwd 360° turns Looking for 2 rotations in 2-ft spin 1 rotation in sit position for 2-ft sit spin 	<ul style="list-style-type: none"> Coaches can use the slalom area for glide turns, tight glide turns (good speed) or 360° glide turns. Challenge the skaters to their level and ability. Circuit drawn is for training – to assess skaters need to perform 6 tight glide turns in a row.
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Terrific work today – lots of turning and spinning!*

Remember to: *Stay balanced during your turns and spins.*

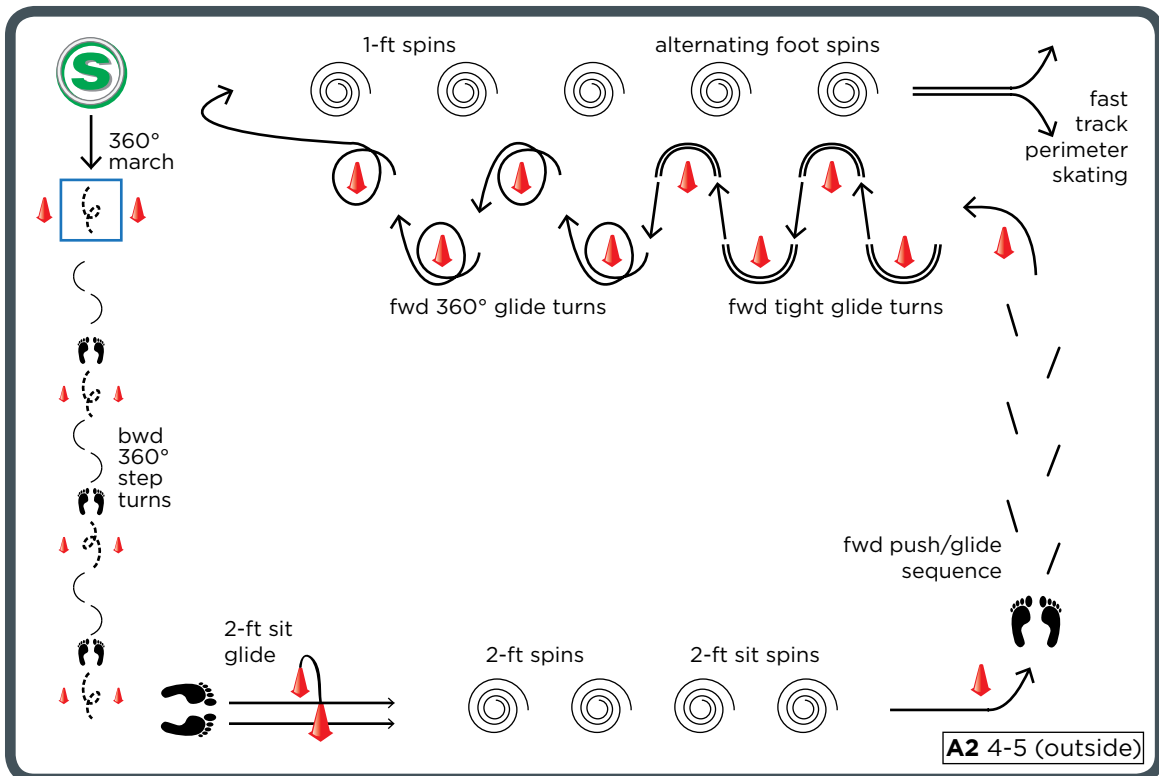
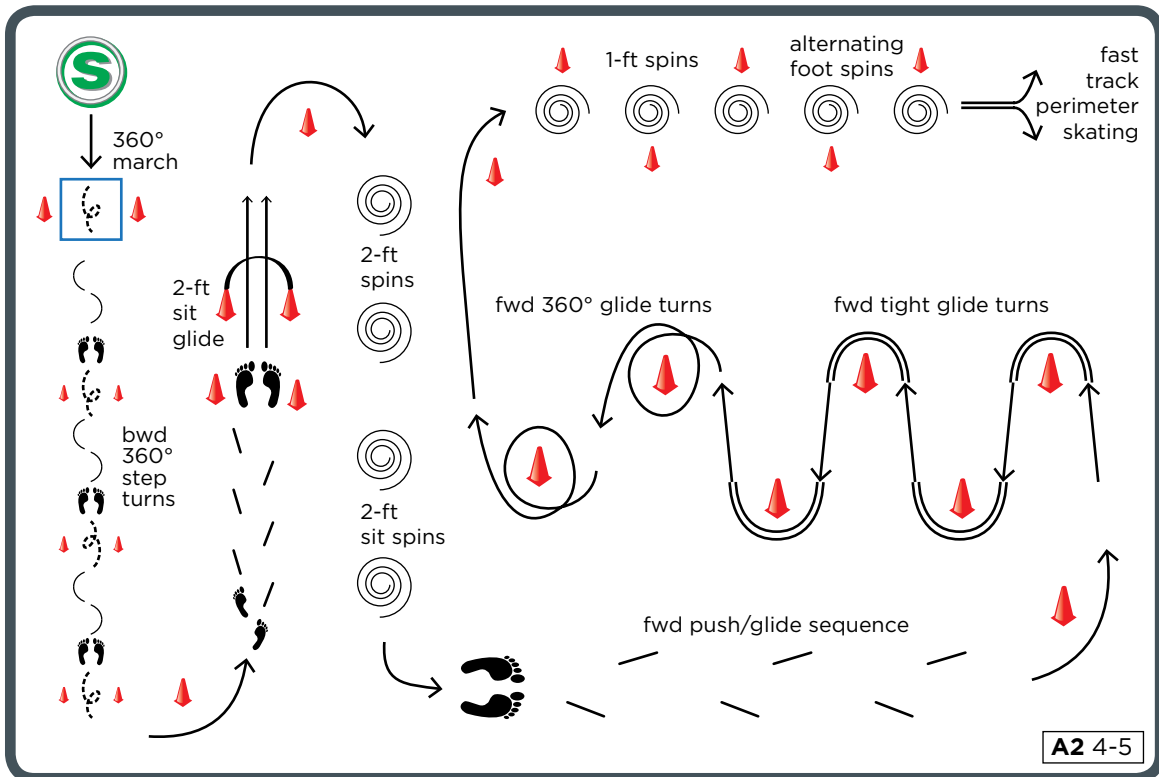
Next Lesson: *We are going to do some more jumps and quick turns.*

Self-Evaluation Notes:

Things I liked: *Great variety of skills for skaters to work on.*

Things I can improve: *Add more visual aids.*

AGILITY (A2 4-5)





CanSkate Lesson Plan #2: **AGILITY** (A2 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Welcome back to the Agility station. We get to work on our turns, quick feet and deep knee bends today - let's get to work!*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none"> Fwd tight glide turns Fwd 360° glide turn 1-ft spin Alternating foot spin 	<ul style="list-style-type: none"> Bwd 180° step turn (BO or BI mohawk) Fwd 1-ft spin with spiraling edge

Progressions to be Used:

<ul style="list-style-type: none"> 2-ft spins Slow then add speed to glides and turns 	<ul style="list-style-type: none"> 1-ft spin Gliding star position (entry position for spin) Assisted step turns stationary - both directions
---	--

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Balance Good knee bend 	<ul style="list-style-type: none"> Good transfer of weight during step turn Balance
---	---

Notes:

<ul style="list-style-type: none"> Coaches can use the slalom area for 180° glide turns, tight glide turns (good speed) or 360° glide turns. Challenge the skaters to their level and ability. Circuit drawn is for training - to assess skaters need to perform 6 tight glide turns in a row. 	<ul style="list-style-type: none"> Offer plenty of assistance for bwd step turn for skaters to get feel of new skill. Use visuals to help skaters understand where to step. Designate different colours/directions for skaters who spin CW and CCW.
--	---

Teaching Aids/Props Needed:

Pylons, markers, signs

Summary to Group:

Praise: *Terrific work today!*

Remember to: *Stay balanced during your turns and spins.*

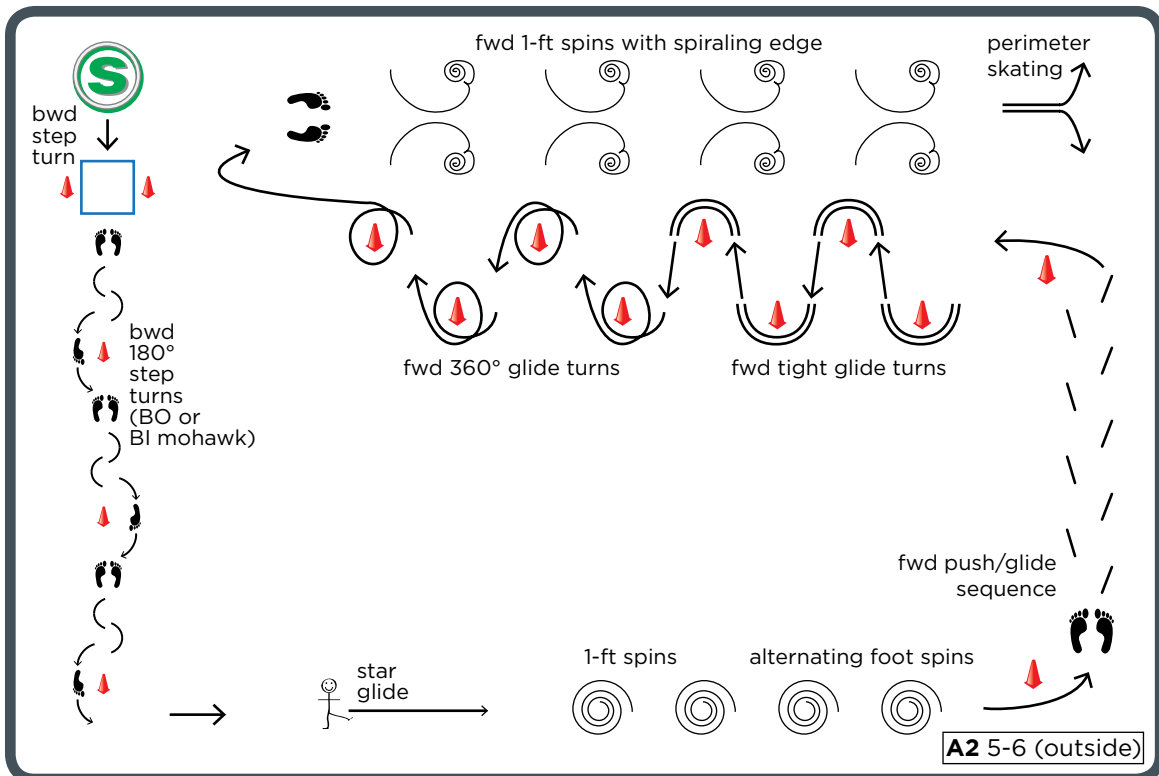
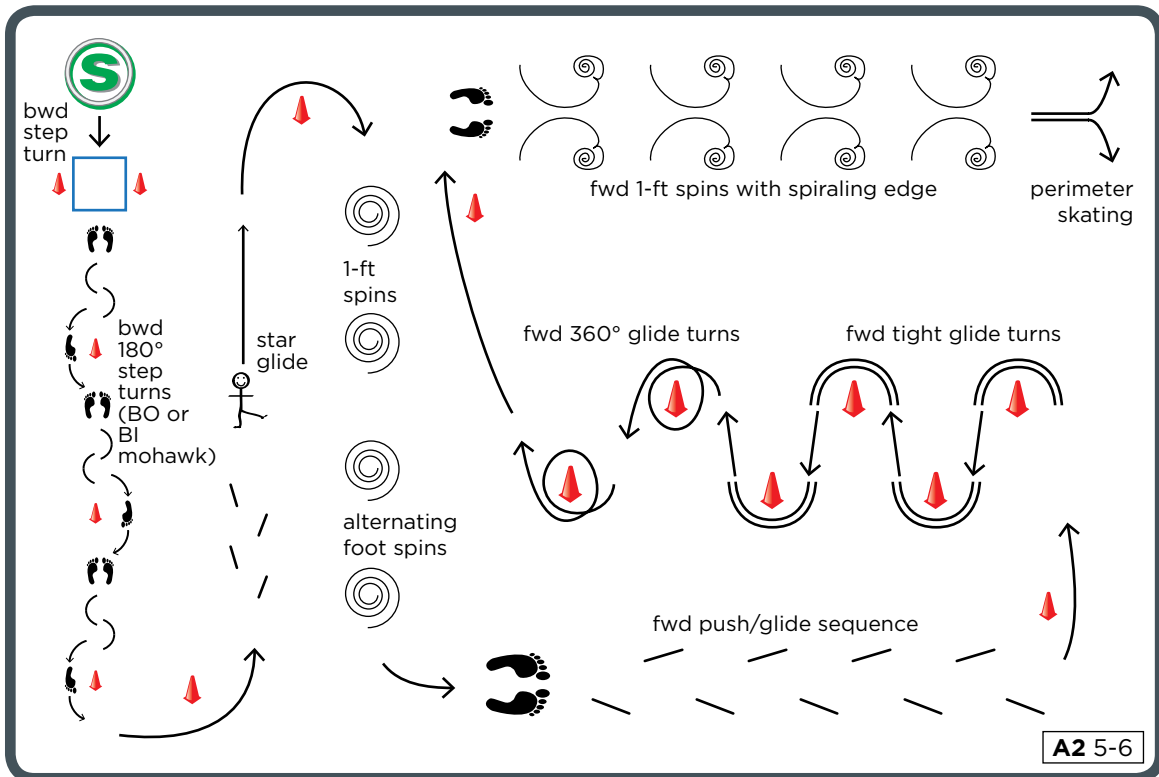
Next Lesson: *We are going to do some jumps and more turns.*

Self-Evaluation Notes:

Things I liked: *Great variety of skills for skaters to work on.*

Things I can improve: *Add more visual aids.*

AGILITY (A2 5-6)





CanSkate Lesson Plan #3: **AGILITY** (A3 1-2)

Stages 1 & 2

Group: _____ Date: _____

Introduction: *Hi everyone! Let's get ready to review some skills we have already learned.*

Lesson Topic:

STAGE 1	STAGE 2
<ul style="list-style-type: none"> • 2-ft jump • 2-ft turn 	<ul style="list-style-type: none"> • Fwd 2-ft turn • Bwd 2-ft turn • Fwd 180° glide turn • Fwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> • Stationary knee bends – down, up, down • Fwd 2-ft glides • Assisted turns • Stationary jumps • Assist where necessary 	<ul style="list-style-type: none"> • Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> • Knee bend 	<ul style="list-style-type: none"> • Good knee action • Good speed, flow
---	--

Notes:

<ul style="list-style-type: none"> • This is a review lesson • Encourage skill development • Plenty of repetition, great time to assess some skills 	<ul style="list-style-type: none"> • This is a review lesson • This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area.
--	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archways

Summary to Group:

Praise: *Great work today!*

Remember to: *Keep your head up so you can see where you are going.*

Next Lesson: *Push our speed even faster.*

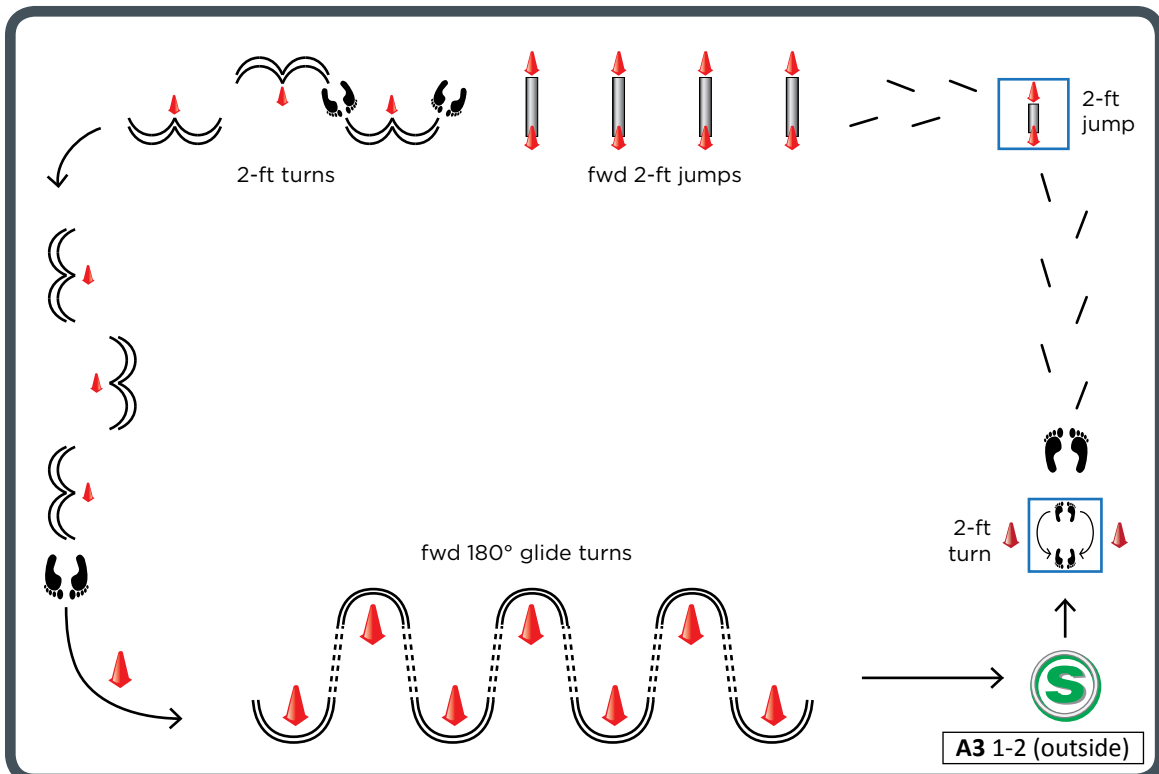
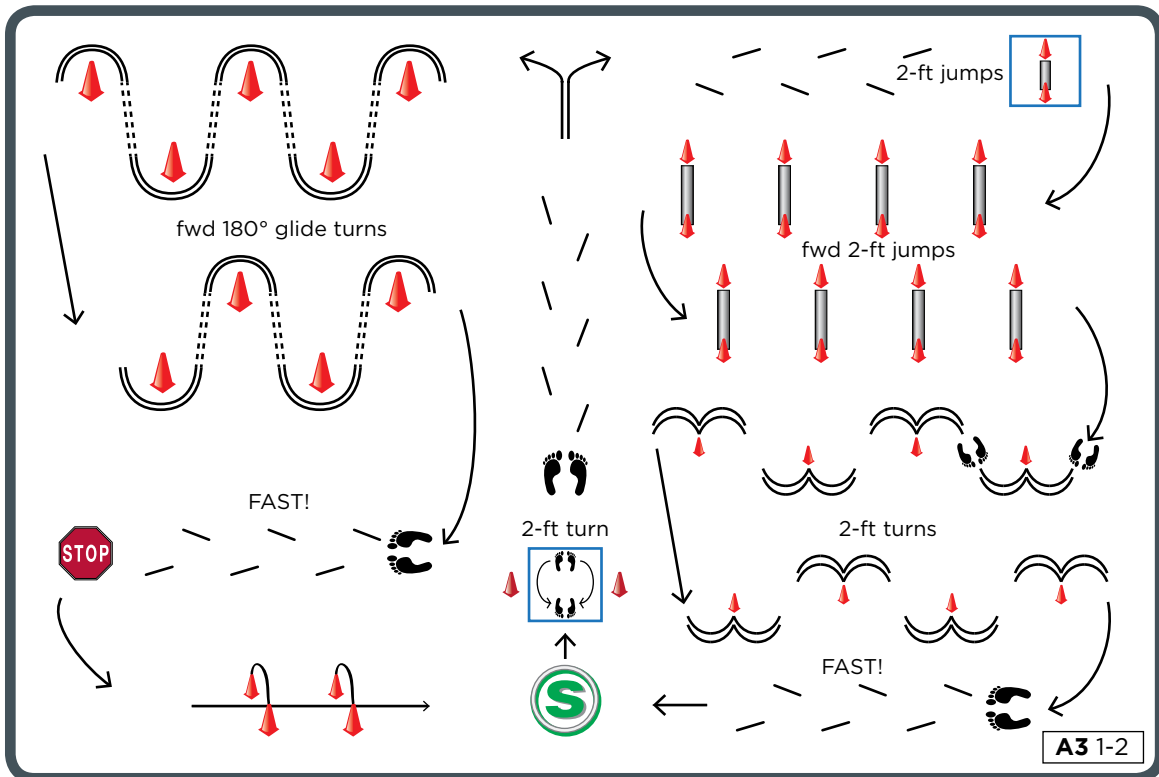
Self-Evaluation Notes:

Things I liked: *Fun, challenging circuit – good review.*

Things I can improve: *Place a PA at the jumps to assist and help keep things tidy.*

AGILITY

(A3 1-2)





CanSkate Lesson Plan #3: **AGILITY** (A3 2-3)

Stages 2 & 3

Group: _____ Date: _____

Introduction: *Hi everyone! Let's get ready to review some skills that we have already learned.*

Lesson Topic:

STAGE 2	STAGE 3
<ul style="list-style-type: none"> Fwd 2-ft turn Bwd 2-ft turn Fwd 180° glide turns Fwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 360° step turn Bwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft glides Assisted turns Fwd 2-ft sit glide 	<ul style="list-style-type: none"> Fwd 2-ft jumps Stationary 360° step turn
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Good knee action Good speed, flow 	<ul style="list-style-type: none"> Good knee action Good speed, flow
--	--

Notes:

<ul style="list-style-type: none"> Encourage skill development Plenty of repetition, great time to assess some skills Really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area 	<ul style="list-style-type: none"> Encourage skill development Plenty of repetition, great time to assess some skills This is a really fun circuit; choose an area work with skaters as they go by until you have seen everyone, then choose new area
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archways

Summary to Group:

Praise: *Great work today!*

Remember to: *Keep your head up so that you can see where you are going.*

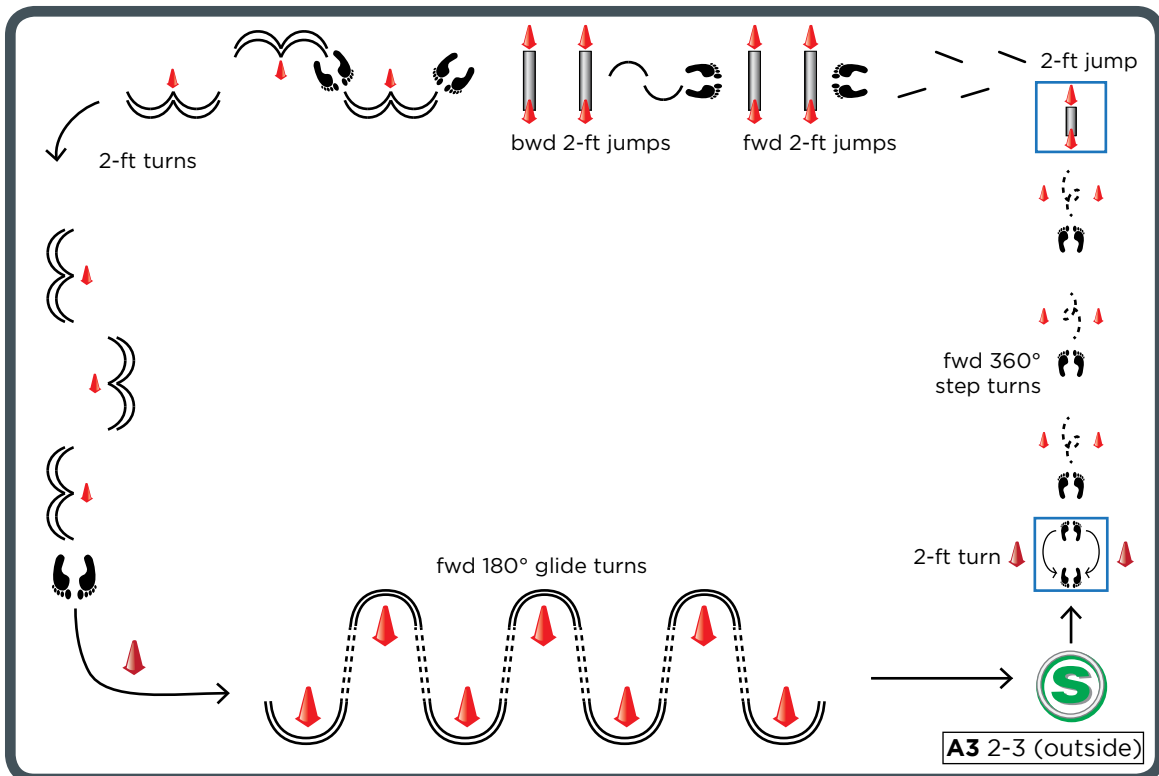
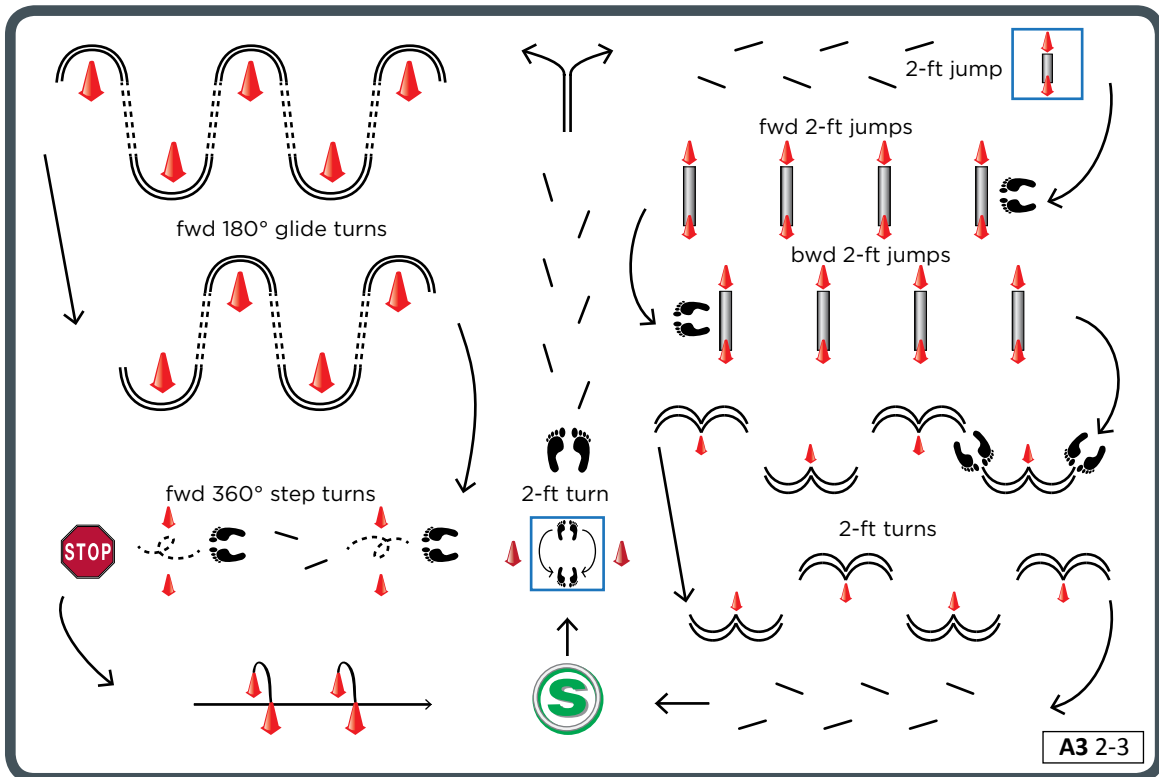
Next Lesson: *Push our speed even faster.*

Self-Evaluation Notes:

Things I liked: *Fun, challenging circuit – good review.*

Things I can improve: *Place a PA at the jumps to assist and help keep things tidy.*

AGILITY (A3 2-3)





CanSkate Lesson Plan #3: **AGILITY** (A3 3-4)

Stages 3 & 4

Group: _____ Date: _____

Introduction: *Hi everyone! Let's get ready to review some skills that we have already learned.*

Lesson Topic:

STAGE 3	STAGE 4
<ul style="list-style-type: none"> Fwd 360° step turn Bwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 2-ft jump Bwd to fwd 2-ft jump

Progressions to be Used:

<ul style="list-style-type: none"> Stationary 360° turn Fwd 2-ft jump 	<ul style="list-style-type: none"> Fwd 2-ft turn Fwd 1-ft glide Assisted 1-ft turn Fwd 2-ft jump Bwd 2-ft jump
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Good knee action Good speed, flow 	<ul style="list-style-type: none"> Good knee action Good speed, flow
--	--

Notes:

<ul style="list-style-type: none"> Encourage skill development Plenty of repetition, great time to assess some skills This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area 	<ul style="list-style-type: none"> Encourage skill development Plenty of repetition, great time to assess some skills This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area
---	---

Teaching Aids/Props Needed:

Pylons, markers, signs, archways

Summary to Group:

Praise: *Great work today!*

Remember to: *Keep your head up so that you can see where you are going.*

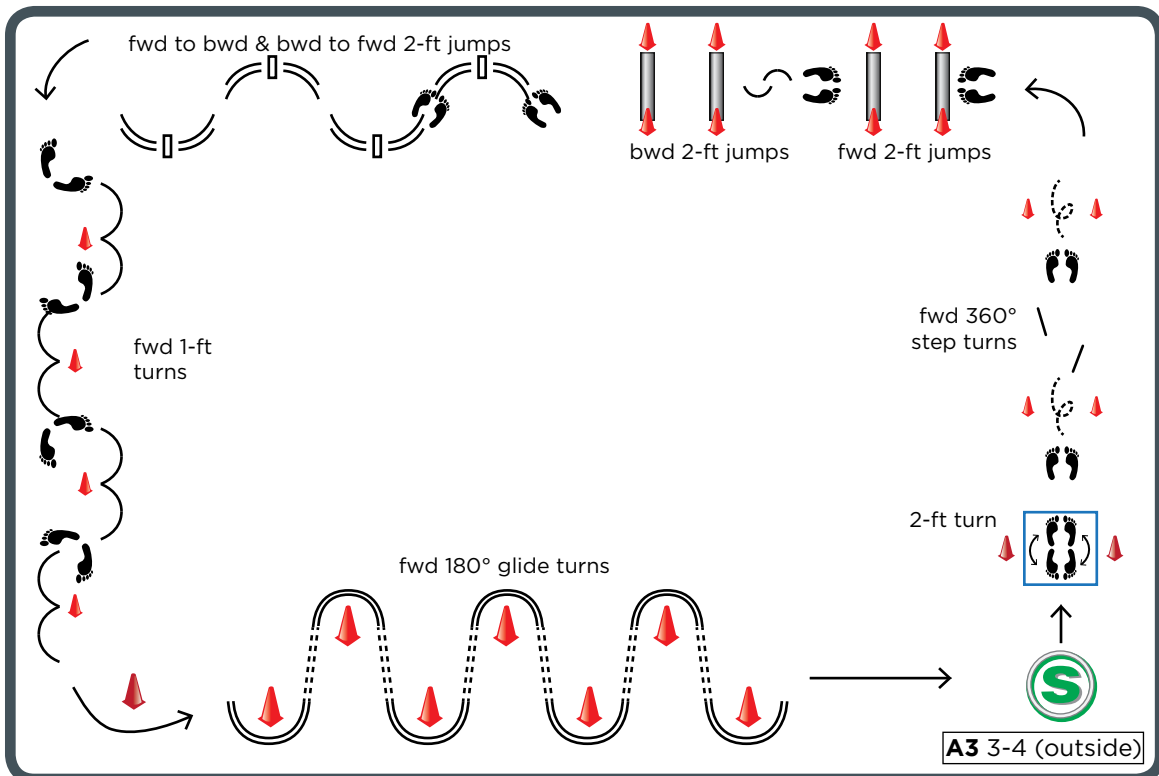
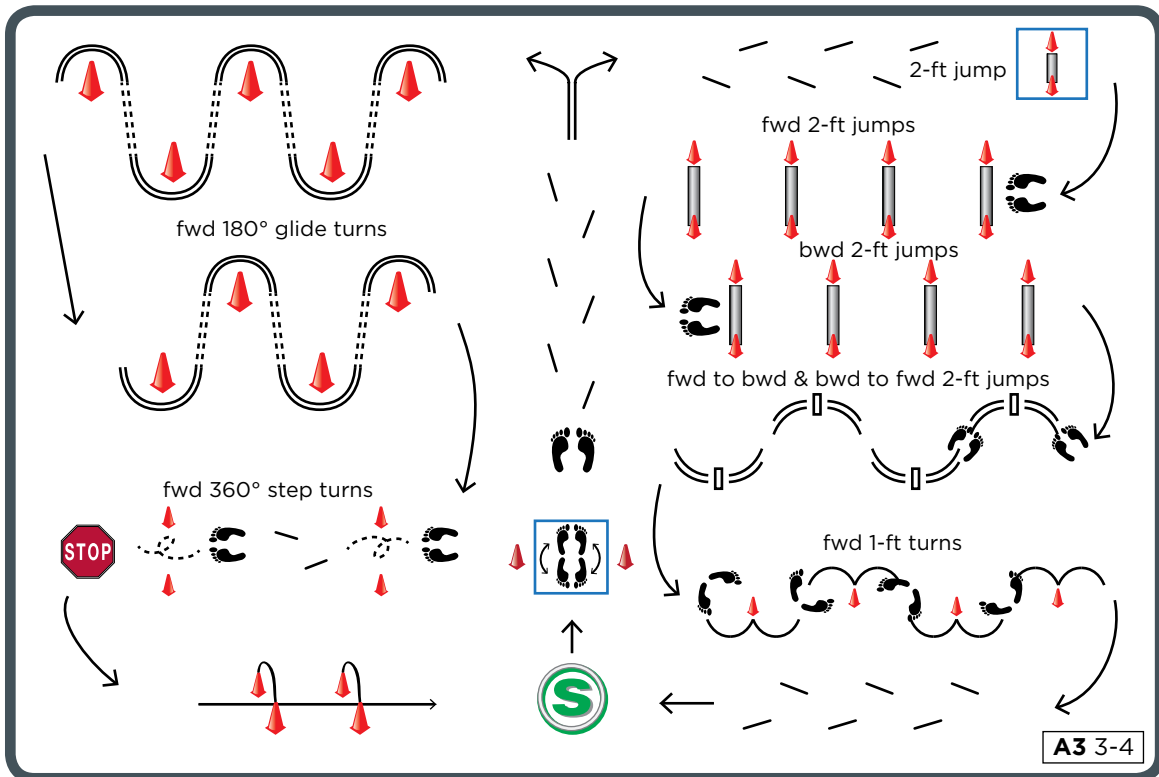
Next Lesson: *Push our speed even faster.*

Self-Evaluation Notes:

Things I liked: *Fun, challenging circuit – good review.*

Things I can improve: *Place a PA at the jumps to assist and help keep things tidy.*

AGILITY (A3 3-4)





CanSkate Lesson Plan #3: **AGILITY** (A3 4-5)

Stages 4 & 5

Group: _____ Date: _____

Introduction: *Hi everyone! Let's get ready to review some skills that we have already learned and also learn a few new ones.*

Lesson Topic:

STAGE 4	STAGE 5
<ul style="list-style-type: none"> Fwd 1-ft turn Fwd to bwd 2-ft jump Bwd to fwd 2-ft jump 	<ul style="list-style-type: none"> Fwd power jump Fwd tight glide turn

Progressions to be Used:

<ul style="list-style-type: none"> Fwd 2-ft turn Fwd 1-ft glide Assisted 1-ft turn Fwd 2-ft jump Bwd 2-ft jump 	<ul style="list-style-type: none"> Walk through power jump action Assisted Slow then add speed 2-ft glides on curve
---	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none"> Good knee action Good speed, flow 	<ul style="list-style-type: none"> Down, up, down on turn Rhythm/timing on jump
--	---

Notes:

<ul style="list-style-type: none"> Encourage skill development Plenty of repetition, great time to assess some skills This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area 	<ul style="list-style-type: none"> Coaches can assist skater through pivot turns by skating in front of them, holding hands facing them, repeating key words and demonstrating proper knee action
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archways

Summary to Group:

Praise: *Great work today!*

Remember to: *Keep your head up so that you can see where you are going.*

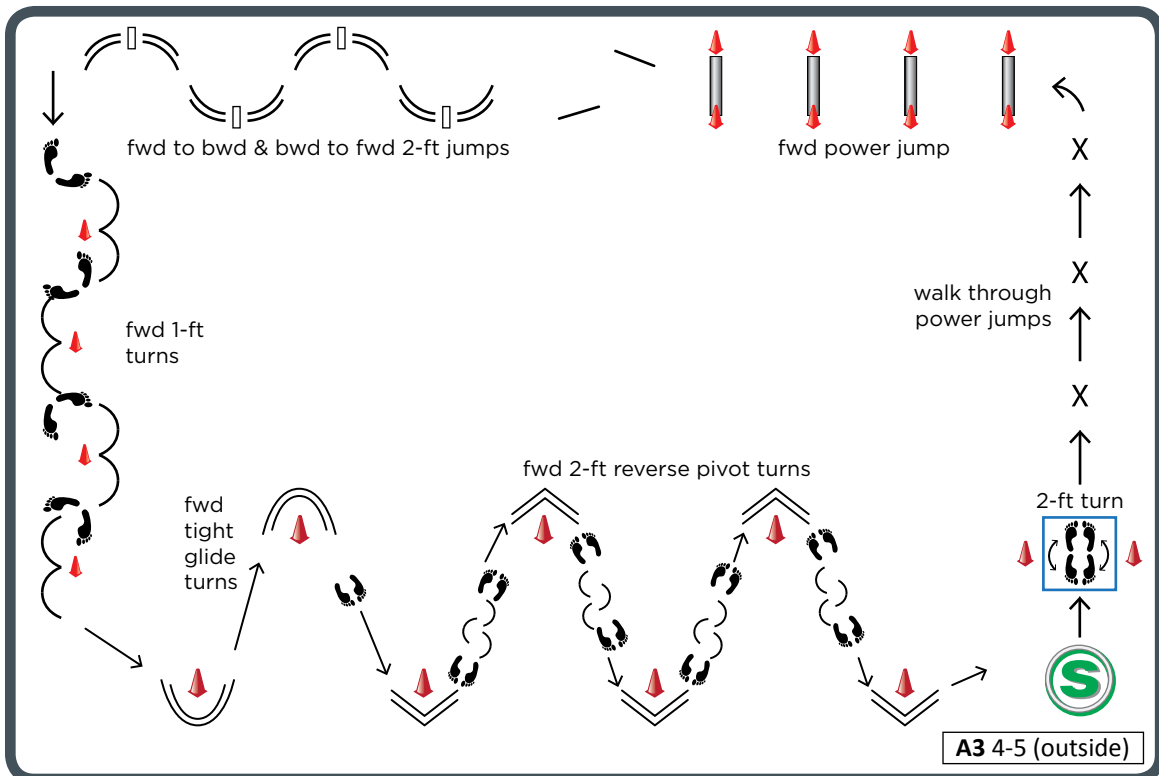
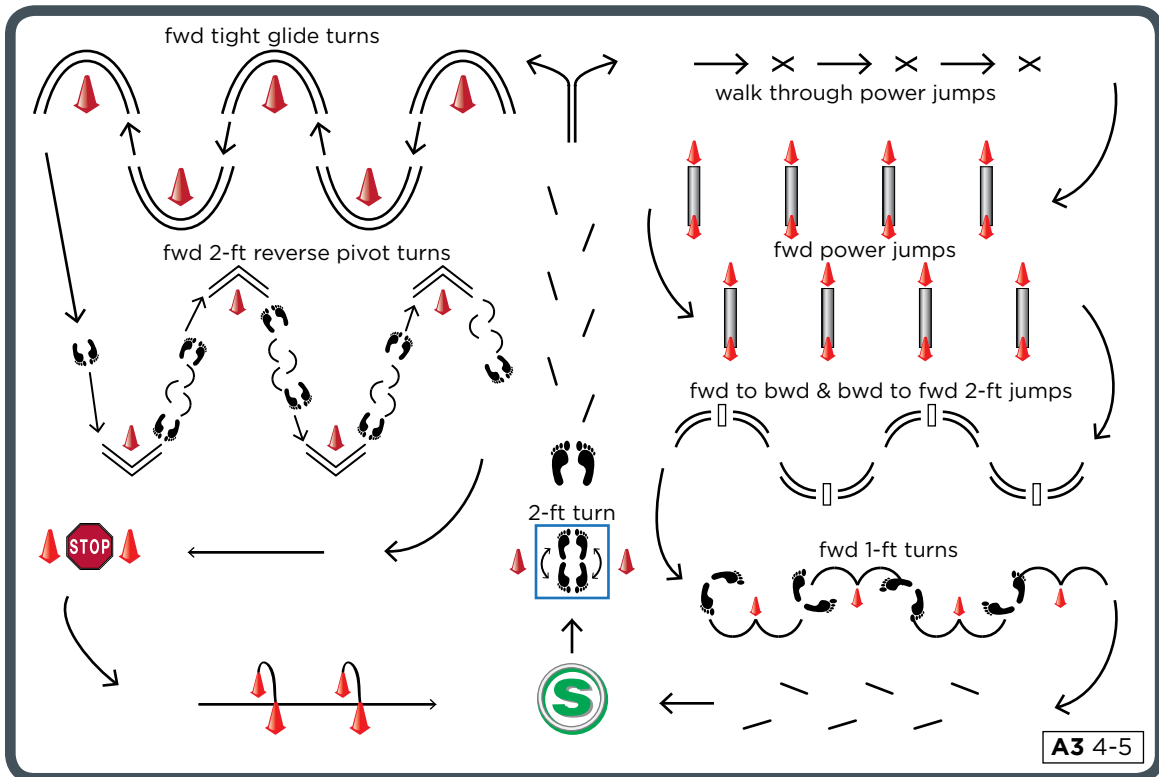
Next Lesson: *We will push our speed even faster.*

Self-Evaluation Notes:

Things I liked: *Fun, challenging circuit – good review.*

Things I can improve: *Place a PA at the jumps to assist and help keep things tidy.*

AGILITY (A3 4-5)





CanSkate Lesson Plan #3: **AGILITY** (A3 5-6)

Stages 5 & 6

Group: _____ Date: _____

Introduction: *Hi everyone! Let's get ready to review some skills that we have already learned and also learn a few new ones.*

Lesson Topic:

STAGE 5	STAGE 6
<ul style="list-style-type: none">Fwd power jumpFwd tight glide turn	<ul style="list-style-type: none">Rotating power jumpBwd toe-assisted jumpFwd 2-ft reverse pivot turn2-ft multi turns

Progressions to be Used:

<ul style="list-style-type: none">Walk through power jump actionAssistedSlow then add speed on jumps and turns	<ul style="list-style-type: none">2-ft 180° jumpsAssisted jumpsTwist on spotAssisted pivot turnsDemonstration
--	---

Teaching Points to be Reinforced:

<ul style="list-style-type: none">Down/up/down on turnRhythm/timing on jump	<ul style="list-style-type: none">Good knee actionControlBalance
--	--

Notes:

<ul style="list-style-type: none">Coaches can assist skater through pivot turns by skating in front of them, holding hands facing them, repeating key words and demonstrating proper knee action.	<ul style="list-style-type: none">Spend some time demonstrating bwd toe-assisted jump. For skaters with hockey skates, they may use the whole blade to assist.Mirroring is a good way to help demonstrate the 2-ft multi turns.
---	--

Teaching Aids/Props Needed:

Pylons, markers, signs, archways

Summary to Group:

Praise: *Great work today!*

Remember to: *Keep your head up so that you can see where you are going.*

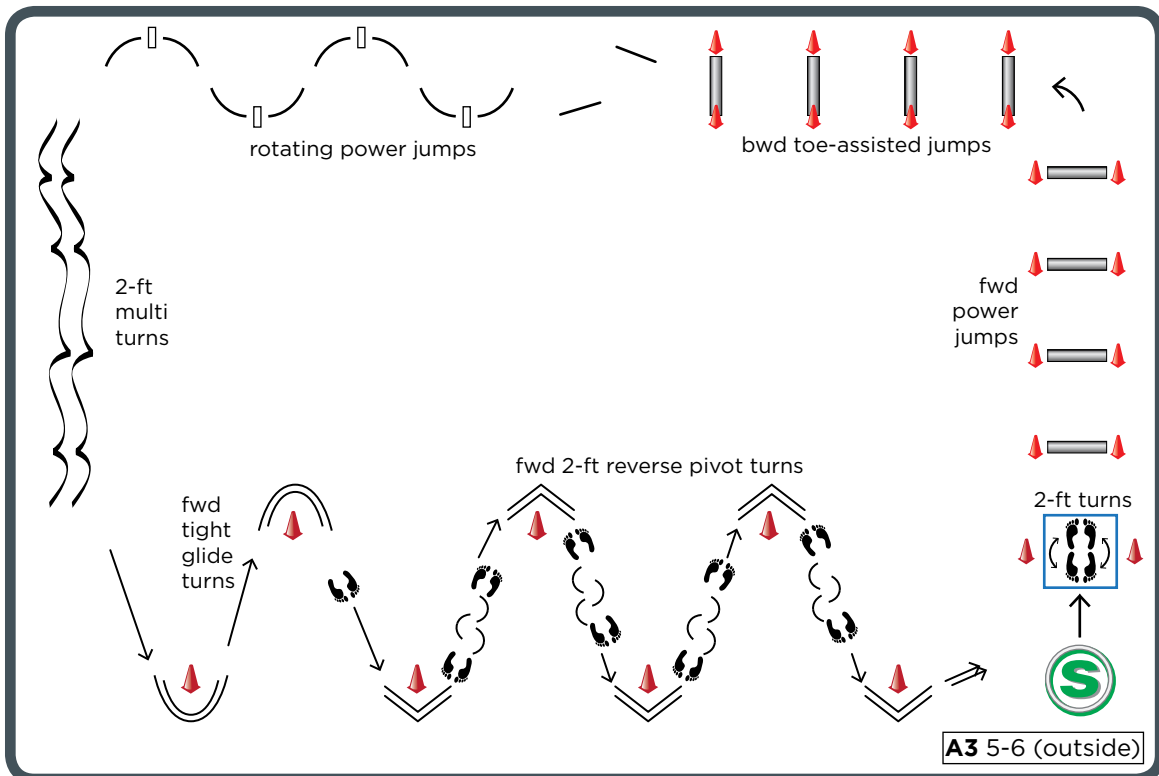
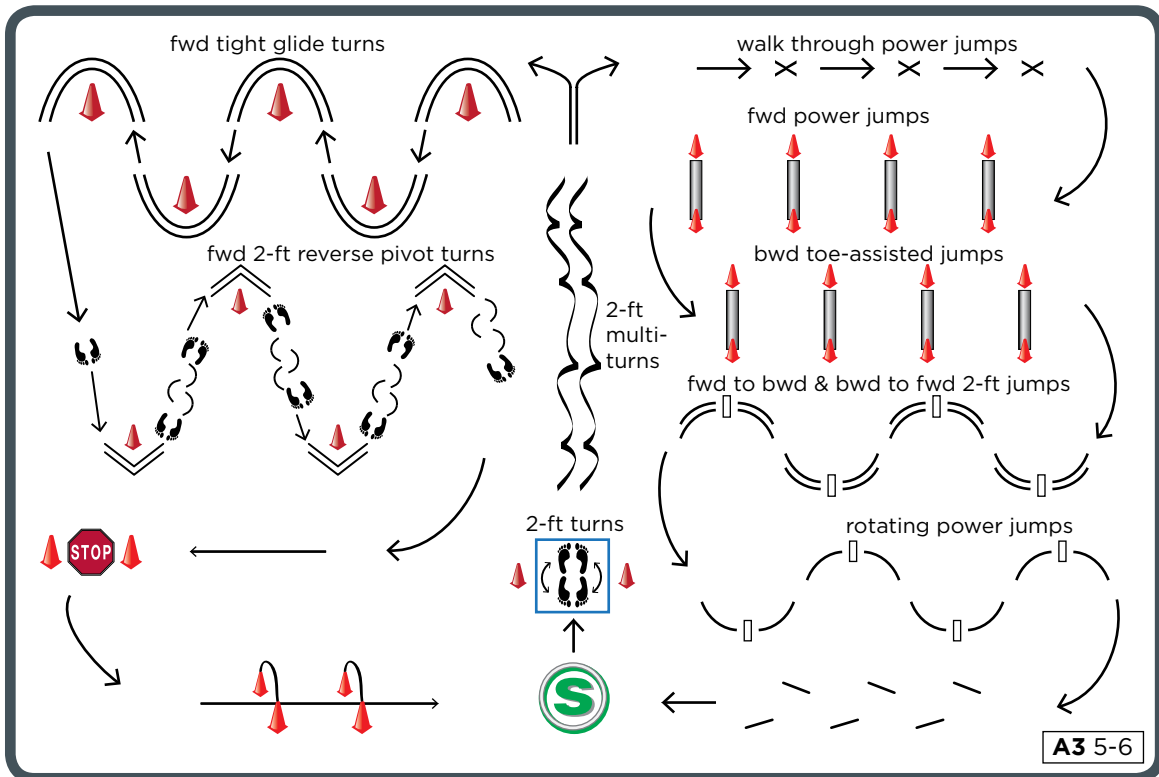
Next Lesson: *Push our speed even faster.*

Self-Evaluation Notes:

Things I liked: *Fun, challenging circuit – good review.*

Things I can improve: *Place a PA at the jumps to assist and help keep things tidy.*

AGILITY (A3 5-6)



TEACHING VARIATIONS FOR DIFFERENT AGE OR TARGET GROUPS

CanSkate may be used for many different age or target groups. The most common groups coaches will encounter are:

- Preschool age - approximately 3-5 years
- Mainstream - approximately 5-12 years
- Teens - approximately 13-18 years
- Adults - approximately 18 years +
- Special needs – ages will vary

Coaches must tailor the delivery of the program to suit the age group with which they are working. The general principles listed below are a reference for tailoring the program to different groups.

Coaches need to remember that regardless of age, skaters learn at their own rates. Encouraging the development of the Fundamental Areas is the number one focus of CanSkate. Regardless of age, the coach's job is to present skill development in a motivating, fun and supportive way.

PRESCHOOL CANSKATE

How Preschool Children Learn

- When they are ready. Children need to feel comfortable and may need to watch before trying.
- Through repetition. Repetition, both within a session and weekly, allows children to learn more quickly.
- Based on maturity. Physical, cognitive and affective; some children are ready sooner than others.
- Through play and fun. Fun is the key that makes the learning process more effective.
- Through music. Upbeat, age-appropriate pieces can provide cues and will help establish a fun and interactive learning environment as well as help to develop rhythm and timing of movements.
- Through verbal responses. Encourage children to verbalize what they are doing. Ask questions and encourage them to identify the movements they are performing. This will help them remember what they have learned.

Coaching Strategies to be Used When Teaching this Age Group

- Use plenty of patience, soft encouragement, praise and positive reinforcement
- Place the same skill more than once on a circuit to encourage repetition
- Repeat the same lesson plan often
- Be animated in the presentation of skills
 - add sound effects to a jump or steps... "Let's skate like a dinosaur...Boom, Boom, Boom"
 - identify skills with an image like a "flamingo" for a 1-ft glide
 - ensure that circuits have strong images for each skill, like a "puddle" to jump in
- Use animated songs for warm-up and group activity/cool-down
- Present animated circuits with plenty of visual teaching aids, props and drawings
- Allow some time during the group activity to play (bubbles, throwing balls through hula hoops, etc.)
- Inform parents that skaters will learn to trust their balance and movements through play (e.g. reaching down to the ice to pick up a ball and then tossing it encourages and teaches maintenance of balance)
- Consider offering a shorter time period for this age group (e.g. 30 minutes) as skaters in this age group generally have a shorter attention span
- Use simple, easy-to-understand words
- Smile all the time!

Invisible Teaching Techniques

- Proximity – stay close to the difficult participant, assign a PA to this skater if available
- Touch – mid-arm is least threatening
- Skater's name – for identification, e.g. "Jake, that was amazing! Good Job."
- Gesture – applause, thumbs-up, give me five!
- A crying skater should be taken to the side of the group and given attention by a PA or coach if available and brought back into the lesson when ready.

Due to the different learning readiness of skaters in this age group, some skaters will need to work on the Pre-CanSkate skills for an extended period of time, while other skaters will be able to move into the Fundamental Areas and stages very quickly. It is imperative that the program is set up to facilitate these circumstances.

Example of a Preschool-Aged CanSkate Session Format

30 minutes:

- 10 min warm-up:
 - All skaters are helped onto the ice to take part in a warm-up to music. Activities can include:
 - plenty of arm movements to help increase heart rate
 - on-the-spot moves such as marching, twisting, jumping, clapping, knee bends
 - small movement skills such as forward and backward marching, 2-ft jumping
- 10 min lesson with Skate Canada coach:
 - Coach sets up a small circuit to encourage movement and skill acquisition. Having extra PAs assist is very beneficial and sometimes necessary depending on the level of skaters. Expose skaters to skills on the Pre-CanSkate Certificate as well as Stage 1.
- 10 min group activity and cool-down:
 - Use activities that encourage movement such as:
 - Action songs
 - Blowing bubbles and encouraging skaters to catch them
 - Rolling hula hoops on their sides (like a wheel) and encouraging skaters to catch them
 - Scattering plush toys on the ice and encouraging skaters to throw them through a hula hoop that the coach or PA holds up in the air. Coaches/PAs are encouraged to move throughout this exercise so that skaters have to move to catch up to them.
 - Last activity should include a quick clean-up and a quick stretch before ending the session.

Preschool-aged skaters may be accommodated within another running CanSkate program (e.g. mainstream) or on their own.

To incorporate a Pre-CanSkate group into a mainstream session, designate one station on the ice (e.g. Fun Zone) to have a clearly marked area to house the Pre-CanSkate group. It is important to ensure that the skaters who are part of the mainstream group can easily move around the outside of this designated area. The advantages of this scenario include ease of moving skaters into the rotation of the session and keeping skaters in the same time slot.

Once skaters are able to perform all the CanSkate readiness skills, they can advance to the skills in Stages 1 and 2.

MAINSTREAM CANSKATE

Skaters

- Range from being able to stand and move on their own cautiously to having a very good basic skating ability.
- Are most likely in the school system, thus, can function in an instructional setting and take direction from a teacher and socialize in the group.
- In general are visual learners who must watch the skill and then try it for themselves.
- Need structured sessions but also enjoy practice and review time to try out skills on their own.
- Learn at different rates — slower learners must not be rushed beyond their capabilities as this results in carelessness, mistakes and frustration. Faster learners should not be held back as this results in boredom and lack of interest.

Activities

- Skaters like a general routine (e.g. parts of a session in order) but with a variety of activities.
- Most skaters enjoy the action songs. Keep in mind that some older skaters may have grown out of this type of activity.
- Circuits should be designed to incorporate many practice opportunities.
- Coaches need to ensure that they are spending time with each skater to meet the individual needs present. Challenge the fast learners and be patient with the slow learners.

TEEN AND ADULT CANSKATE

Skaters

- Range from just being able to stand up to having a very good general skating ability.
- Their expectations from a fitness/sport program may be high and specific. The list may include:
 - social and fitness benefits
 - learning skills correctly and safely
 - improving current skating skills
 - busy, active session
 - quality coaches
 - well-organized program
 - friendly, non-threatening environment
 - affordable program and value for money
 - positive feelings generated about oneself and a sense of belonging and kinship
 - recognition for achievement
 - encouragement from group members

How Teens and Adults Learn

- Skaters at this age have diverse individual abilities that vary depending on the person's entry skill level, motivation, degree of confidence and level of fitness and equipment.
- Through individual practice. Most teens or adults enjoy the opportunity to try out their new skills on their own or work with their peers, asking for assistance as required.
- Teens and adults tend to be very goal-oriented. It is important for the coach to work with the adults to ensure that they set reasonable goals and work through new skills from easiest to more difficult. Teens may have very different reasons and goals for joining the program. Expectations may be high. Work with skaters individually to set reasonable goals and benchmarks.
- Through fun activities. These are also valuable learning experiences and help the adults relax. Fun activities can be done on or off the ice.
- Through music which helps create a positive learning environment. It also helps to establish rhythm and timing in all skills that they attempt.
- Through communication with other participants. Participants learn from each other. The opportunity to socialize with others is likely a primary factor in signing up for the session.

How to Teach the Teen/Adult Learner

- Provide a cooperative learning environment. Use group teaching, team concept and buddy systems.
- Adults are capable of reasoning out "why" and will benefit from plenty of unstructured practice time of "how."
- Communicate assertively, honestly and directly with patience. Do not overload.
- Use music extensively to make the practice interesting.
- Add plenty of adult-friendly "bells and whistles" such as pylons, nerf balls, hats, etc.
- Keep records up to date and offer "good effort" rewards.
- Give plenty of encouragement and praise. Always try to find something positive and keep a sense of humour.
- Teens and adults are capable of understanding a skill that is described in practical, technical and theoretical terms.
- Offer correct demonstrations with safety as a prime consideration.
- Technical descriptions should emphasize how rather than the outcome; remind them that perfection is not required.
- Information hand-outs or web links should be made available to provide additional guidance.
- Keep the level of enthusiasm high. Enthusiasm and a positive attitude are keys to motivation and to success.

Consider the following:

- Teen/adult skaters may wish to assist in the planning of the session. Coaches may do a "chalk talk" in the dressing room to discuss the plan for the session and what to accomplish that day.
- Plan well ahead (have music available, pylons ready, equipment in place) and have a clear idea of the flow and format of the program (use of ice, number of skaters, number of repetitions, time blocks and achievement goals).
- Use the off-ice time after the practice for a brief review and social time. Have coffee available. Review their videos.
- Provide information of interest to the adult skater with articles on nutrition, foot care, equipment, sports psychology, adult learning, other sports, the arts, the Olympics, sporting attire and upcoming events.

- Provide information on the club, section and national Skate Canada organizations. Adults may then follow-up on areas of interest themselves such as judging, events or even order from the online store.

The activities:

- Teens and adults are interested in knowing the theoretical “why” behind the skill being taught. Alter your explanations and language to suit adult learners.
- Adults enjoy having fun, too. Choose circuits and activities that are age-appropriate.
- Adults in particular may not wish to complete jump and spin elements at certain stages. Be sensitive to their needs while being supportive, encouraging and flexible.

Example of a Session Layout

Have a general structure to the session:

- 10 to 15 min warm-up – General moves such as forward double sculling with arm circles, slaloms, stroking with arm and leg actions (knee-ups, arm pumps, etc.).
- 30 to 40 min lesson time – With different stations set up on the ice, skaters can visit the station and practice the skills needed for their level. Each station should be equipped with the list of skills to be practiced for skaters to work on their own if they choose. The coach should visit each station for a minimum of ten minutes and draw a circuit on which skaters can practice their skills.
- 5 to 10 min group activity and cool-down – The group activity can be set up like a four-lane highway down the length of the ice. Skaters can practice edges, field moves, turns and power or speed exercises. End the session with some laps around the ice in moving stretch poses (e.g. drags, spirals, hamstring stretch, etc.).

Adult and teen skaters may also be accommodated on a mainstream CanSkate session. They may be incorporated into existing groups or if there are a few of them, a group of adult and teen skaters may be formed on their own. The groups rotate to the different stations as do the other groups on the ice.

SPECIAL NEEDS SKATERS

- Minimum program delivery standards are to be maintained, e.g. coach/skater ratio. However depending on the nature of the disability, a one-to-one program assistant or skating volunteer may be required.
- Certain aspects of delivery may need to be customized to suit the needs of special needs athletes, depending on their abilities. For example:
 - Scheduling – shorter sessions, tailored to attention spans
 - More emphasis on individual feedback, rather than group feedback, depending on comprehension levels
 - Less individual practice time if skaters require constant guidance or supervision
 - Different teaching aids, props – use larger, easier-to-manipulate props if gross motor skills are underdeveloped or there is a visual impairment
 - Use learning activities that are simple, safe and at a level that the athlete can comprehend
 - More action, less talk – skaters learn by watching and doing, so demonstrate well and keep verbal instruction to a minimum
- Seek information and training – Skate Canada coaches who are interested in working with Special Olympics or special needs athletes are encouraged to pursue training in this area. Special Olympics Canada offers NCCP courses which are general to all sports. Contact your Section NCCP Course Administrator for details. Once trained, Skate Canada coaches can then orient program assistants and volunteers at their clubs. There may also be other types of local seminars and information sessions available in the community for program assistants and volunteers.
- Integration is the ultimate goal. However, not all special needs athletes will be able to or perhaps want to participate in a fully integrated program. They may feel out of place on a regular club session due to their age, size and abilities. Therefore, creating a combination of separate and integrated groups may work well in some cases. A system where special needs athletes start in a separate group and move into a generic group when they are ready is another option. It should also be noted that separate groups for some special needs skaters may always be needed.



