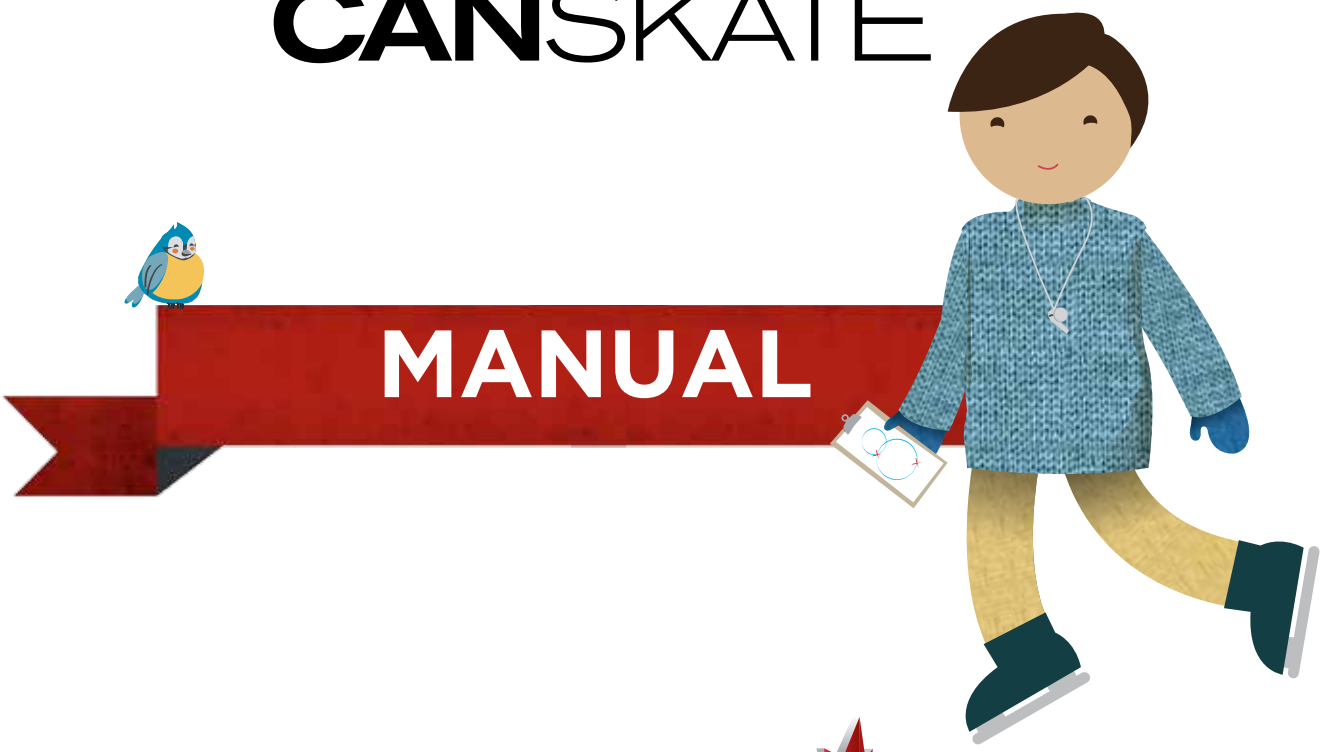
CANSKATE



MANUAL

teaching
CANADIANS
to skate since
1887

SKATECANADA

ACKNOWLEDGEMENTS

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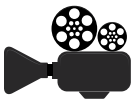
And finally, we wish to extend our sincerest thanks to Monica Lockie for her vision, dedication and endless hours of hard work to bring the CanSkate revisions project to fruition.

HOW TO USE THIS MANUAL

The CanSkate manual contains information pertinent to a club's entire CanSkate team—coaches, club administrators, CanSkate coordinators and program assistants.

While all information is important, the guide below will help the team to determine which sections may be more relevant to them:

Section	Section Title	Information Required By
1	Introduction and Objectives	• All
2	The CanSkate Team	• All
3	Off-Ice Planning and Preparation	• Coaches - for technical aspects • Club administrators - for organizational aspects
4	On-Ice Technical and Teaching	• Coaches - for on-ice teaching and assessment • PAs - for viewing circuits, teaching aids
5	Program Assistant Training	• Coaches - for technical training and planning • Club administrator - for planning
6	CS Element Event	• Coaches - for planning and on-ice execution • Club administrators - for planning
7	Technical Resources • CanSkate Skills Descriptions • Pre-CanSkate Lesson Plans and Circuits • CanSkate Report Card • Pre-CanSkate Report Card • Group Progress Sheets • Sample Assessment Circuits	• Coaches - for technical on-ice teaching and assessment • PAs - for viewing skills descriptions, circuits, teaching aids • Club administrators - for viewing report cards
Appendix A	CanSkate Session – Suggested Songs	• Coaches - for preparation of music for sessions
Appendix B	CanSkate Awards Chart	• All
Appendix C	CanSkate Program Information and Overview (parent handout)	• Coaches - for technical aspects of parent information session • Club administrators - for off-ice planning/ administration of parent information sessions
Appendix D	Equipment and Safety (parent handout)	• All
Appendix E	Parent Meeting Agenda (template)	• Coaches - for technical aspects of parent information sessions • Club administrators - for off-ice planning/ administration of parent information sessions
Appendix F	Customer Satisfaction Survey	• Club administrators - for gathering feedback from customers on club programming
Appendix G	Glossary of Terms Please note that terms that appear in black bold type (lower case letters) throughout the manual are defined in the glossary.	• Coaches - for clarification of technical terms



= refer to video/DVD

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SECTION 1
INTRODUCTION AND OBJECTIVES

INTRODUCTION AND OBJECTIVES

Skaters of all ages learn best when they are active, engaged, moving, challenged, motivated and having fun. This is what **CanSkate** is all about!

As Skate Canada's flagship learn-to-skate program that is geared to beginners of all ages, CanSkate offers basic skating instruction taught in a group lesson format by Skate Canada professional coaches who are assisted by trained program assistants. CanSkate is the foundational and feeder program for all other Skate Canada programs.

This manual contains all the information required to deliver the CanSkate program including:

- Easy to implement on-ice formats
- Sample lesson plans and circuits
- Music layouts
- Program assistant training session templates
- Enhancement ideas and other tools to assist coaches and clubs in preparation and ongoing delivery

CANSKATE AND LONG-TERM ATHLETE DEVELOPMENT (LTAD)

Skate Canada's **LTAD** model provides information about how athletes develop and when it is most beneficial to train certain areas of fitness and skills to acquire **physical literacy**. For CanSkaters, speed, flexibility and solid basics are the most important aspects to be trained. This is accomplished by ensuring increased movement on the ice, using strategies such as **circuits**, the **fast track**, effective warm-ups and cool-downs, and having better **skill progressions** where the skills reoccur on several stages to develop the skills to a higher level of proficiency at each level.

The Learn-to-Skate stage of the LTAD model is intended to be attractive in sight, sound and touch in order to stimulate and maintain interest and enthusiasm among skaters. The CanSkater's learning environment is enhanced through fun, music, colourful teaching aids and props, along with praise and group and individual feedback from coaches. **Program assistants (PAs)** provide additional motivation, enthusiasm, fun and support to skaters.

CANSKATE PROGRAM OBJECTIVES

- To provide participants and families with a safe, welcoming and inclusive first experience in the sport of skating
- To develop skating and motor skills through natural learning phases (introduction, acquisition, retention/mastery)
- To use **skill progression** and repetition throughout the stages to introduce physical literacy and establish quality basic skating skills
- To capitalize on key windows of trainability (sensitive periods in development when the body is more responsive to specific training) through various program components and curricula
- To foster personal achievements and satisfaction through skill acquisition, rewards and recognition
- To evoke an interest in life-long participation in skating

SECTION 2
CANSKATE TEAM

CANSKATE TEAM

THE CANSKATE DELIVERY TEAM

The CanSkate delivery team consists of the CanSkate coach(es), program assistants (PAs) and the **CanSkate coordinator**. The following are their roles:

CANSKATE COACH

The CanSkate coach is an individual whose status in the National Coach Certification Program (NCCP) is CanSkate Coach Trained or higher and who has completed the most recent updates as required by Skate Canada.

The role of the CanSkate coach is to:

- Teach CanSkate skills using progressions and assess skills via the CanSkate program delivery methods contained in this manual
- Adhere to the CanSkate delivery standards (see Off–Ice Planning and Preparation)
- Direct the program
- Provide skaters with a fun and encouraging learning environment
- Train, supervise and evaluate program assistants
- Lead parent information sessions
- Educate/provide advice on skating matters to club volunteers and parent resources

PROGRAM ASSISTANTS

Program assistants (PAs) are individuals who have been trained by the club CanSkate coach to assist in the delivery of the CanSkate program. They may vary in age and background (figure skating, hockey, adult). They must have adequate skating skills and knowledge to be of service. Roles assigned to each PA must be appropriate for his or her age and ability.

The role of the PA is to:

- Assist or lead warm–ups, group activities or cool–downs
- Lead circuits and rotations
- Assist with the set–up of circuits and stations
- Provide assistance to skaters who may have additional needs
- Take attendance
- Time speed skills
- Provide general assistance to the coaches on the session
- Provide encouragement and general feedback to skaters
- May assist with tracking of skill acquisition

CANSKATE COORDINATOR

This individual is responsible for the administration details of CanSkate. He or she may be a volunteer or a paid staff who may or may not be a coach.

The role of the CanSkate coordinator is to:

- Organize registration for the program
- Collect data from registration and place skaters into groups as per the session format indicated by the coach
- Ensure there is stock on hand of badges, supplies, teaching aids, props
- Work with the CanSkate coach to ensure proper delivery of the program and ensure delivery standards are met
- Assist with any materials needed for PA training
- Coordinate and assist with grouping, name tags and possibly record–keeping
- Ensure Parent Information Sessions are scheduled; assist with set–up as required

SECTION 3
OFF-ICE PLANNING AND PREPARATION

OFF-ICE PLANNING AND PREPARATION

CANSKATE PROGRAM DELIVERY STANDARDS FOR SKATE CANADA CLUBS

The following delivery standards are required for Skate Canada clubs to operate high quality CanSkate programs:

ON–ICE DELIVERY

- Ensure minimum of one NCCP CanSkate trained coach teaching on the ice; program assistants (PAs) assist as required.
- Ensure 1:10 coach/PA to skater ratio.
- Provide minimum 10–minute lesson to each group by Skate Canada professional coach per session.
- Ensure 90% continuous movement using circuits to ensure little standing around and no waiting to take turns to practice skills.
- Operate all sessions with the following components – warm–up, lesson time, group activity and cool–down.
- Use entire ice surface for warm–up, group activity and cool–down components.
- Use circuits to teach and practice skills.
- Use station rotations and session formats as per or similar to the recommended formats.
- Incorporate the Fast Track and Fun Zone.
- Use age–appropriate music for entire session.
- Use teaching aids, props and station identification signage.
- Use CanSkate awards and incentives; may use additional incentives such as stickers, stamps, etc.
- Award CanSkate ribbons and badges no more than one week following the mastering of the skills for each level.

OFF–ICE DELIVERY

- Maintain records of skaters' progress using CanSkate tools (group and/or individual progress sheets).
- Communicate regularly with parents/ participants; provide CanSkate session information sheets, equipment, safety and club policy information in person or via e–mail or website. Hold a minimum of one parent information session per term or session.
- Communicate skater progress to parents/ guardians using the CanSkate report card at the end of each term or session, depending on how clubs divide their seasons and registrations.
- Maintain a small supplies inventory including CanSkate badges, ribbons and other incentives, plus teaching aids and props.

THE PROGRAM AT A GLANCE

The CanSkate program curriculum is organized into three Fundamental Areas, divided into six stages of learning. The Fundamental Areas are:

- 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.

The awards consist of:

- Three Fundamental Area ribbons for each stage
- Six stage badges

To receive a stage badge, skaters must achieve all Fundamental Area ribbons (Balance, Control and Agility) from the corresponding stage. The skill requirements for each Fundamental Area are indicated on the report card.

More detailed technical information can be found in the On–Ice Technical & Teaching section of this manual.

PREPARATION – PARTS OF A SESSION

A CanSkate session consists of four main components:

- Warm-up
- Lesson time
- Group activity
- Cool-down

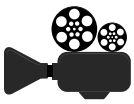
WARM-UP

The warm-up is a time to welcome the skaters to the ice in a motivational, high energy environment. Every CanSkate warm-up must:

- Be choreographed to music (e.g. 5–10 minutes).
- Use upbeat action songs and audio cues to indicate changes in direction, etc.
- Be led by the coach/PA.
- Include both forward and backward skating in both directions (clockwise and counter clockwise).
- Use entire ice surface.
- Incorporate all major muscle groups and focus on warming up the joints in their full range of motion to promote flexibility.
- Add time frames for skaters to skate as fast as they can!

Skills that may be included in a warm-up:

- Double sculling (forward or backward) with arm circles
- Alternate push/glide sequences adding knee-ups, heel touches or hand pumps
- Running on the spot
- Falling down and getting up
- 2-foot or 1-foot slaloms
- Fast forward skating
- Forward and backward skating in both directions



Warm-up

LESSON TIME

Lesson time is essential for learning and practicing skills. The parameters for the lesson time are:

- From 30 to 45 minutes, depending on the total session length, with designated rotation times.
- Every group must have a minimum 10-minute lesson with the coach.
- Groups must rotate to different stations on the ice.
- Each station should focus on a different Fundamental Area (Balance, Control, Agility) or Fun Zone.
- Circuits must be used.
- Every inch of ice possible should be used to maximize skating development. Circuits should cover the full designated station area.
- The Fast Track may be used at any time during the lessons to allow coaches to work perimeter skills.
- The Fast Track may also be attached to the Fun Zone for more movement opportunities.
- Music must be played at all times (soft background music during lesson time). Musical cues should be used to indicate when it is time to rotate to the next station.
- Must use teaching aids and props to bring a visual component to lessons and practice areas.

COACH STRATEGIES FOR LESSON TIME

During lesson time it is recommended that:

- The coach stays at the same teaching station for each lesson. This way the coach will be able to adapt the lesson to every stage quickly and efficiently. This also encourages standardization of development throughout the session. The coach will become the master of his/her station for that lesson.
- The coach at a teaching station will be assigned one Fundamental Area per session to deliver (e.g. each group that rotates to that coach's station will receive a lesson from the same Fundamental Area – Balance, Control or Agility).
- The PA or coach at the review station will be given the lesson plan and circuit template from the week before so that the skaters may review/practice the skills taught previously. This encourages solid, well–rounded development and allows skaters who have missed a session a chance to catch up.

See more tips and information in the On–Ice Technical and Teaching section.

Lesson Time

GROUP ACTIVITY

The group activity immediately follows the lesson time and is designed to provide additional practice opportunities in a fun and interactive way. It should also increase the heart rate, encourage speed, balance and control and challenge development. Group activities are to be done to music to encourage coordination.

Examples of a group activity include:

- Action songs
- Skill development activities (e.g. four–lane highway)

Full ice must be used to allow skaters to develop length of stride and acceleration. The group activity must be a minimum of 3–10 minutes.

Group Activity

COOL-DOWN

The cool-down is a time to reflect on the successes of the day. It is also designed to lower the heart rate, decrease the energy level and give skaters' bodies the opportunity to begin the recovery process before leaving the ice. A cool-down consists of choreographed movements to music that include long, slow glides, static stretches to promote flexibility such as gliding toe touches and drags. The duration of a cool-down must be two to three minutes.

Cool-down

SESSION FORMAT

Choosing the session format that is right for the club is essential to quality delivery of the program. This will allow the session to be organized, run smoothly and ensure each group is receiving adequate attention from the Skate Canada professional coaches.

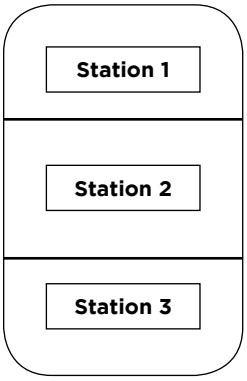
Before selecting a format that works best for the club, the following must be determined:

- The number of coaches available for each session
- The estimated number of skaters per session
- The length of the session

There are two formats provided:

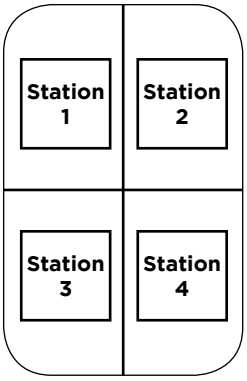
- 3-station format
- 4-station format

SESSION FORMAT EXAMPLES



3-station format

Station 1: Teaching station
Station 2: Teaching or review station
Station 3: Fun Zone and/or teaching station



4-station format

Station 1: Teaching station
Station 2: Teaching station or theme of choice
Station 3: Teaching station or review station
Station 4: Fun Zone

Session Formats

The distribution of skaters/groups, coaches and PAs will depend on the specific logistics of each club/session. Refer to the following Session Format Information Chart to determine the appropriate option(s) for each session.

SESSION FORMAT INFORMATION CHART

# of Skaters	# of Coaches	Preferred # of PAs	Session Format	# of Groups	Specifications	Fundamental Areas Taught
Approx. 30	1	5	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**3**	**Station 1: Coach** – teaches 1 Fundamental Area (FA) per session. **Station 2: PA 1** – runs circuit from previous lesson taught by coach for review **Station 3: PA 2** – Fun Zone 3 additional PAs, 1 with each group to assist and lead groups through rotation.	1 Fundamental Area taught per session
Approx. 30	2	4	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**3**	**Station 1: Coach 1** – teaches 1 FA per session **Station 2: Coach 2** – teaches 1 FA per session S**tation 3: PA 1** – Fun Zone 3 additional PAs, 1 with each group to assist and lead groups through rotation.	2 Fundamental Areas taught per session
Approx. 30	3	3	3–station – rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**3**	**Station 1: Coach 1** – Balance station **Station 2: Coach 2** – Control station **Station 3: Coach 3** – Agility station NOTE: one of these stations must also include the Fun Zone 3 PAs, 1 with each group to assist and lead groups through rotation.	All 3 Fundamental Areas taught each session
Approx. 40	1	7	4–station rotation schedule: 4 x 10 min (50 or 60 min session)	**4**	**Station 1: Coach** – teaches 1 FA per session **Station 2: PA 1** – runs circuit of choice created by coach to match station theme **Station 3: PA 2** – runs circuit from previous lesson taught by coach for review **Station 4: PA 3** – Fun Zone 4 additional PAs, 1 with each group to assist and lead groups through rotation	1 Fundamental Area taught per session
Approx. 40	2	6	4–station rotation schedule: 4 x 10 min (50 or 60 min session)	**4**	**Station 1: Coach 1** – teaches 1 FA per session **Station 2: PA 1** – runs circuit from previous lesson taught by coach for review **Station 3: Coach 2** – teaches 1 FA per session. **Station 4: PA 2** – Fun Zone 4 additional PAs, 1 with each group to assist and lead groups through rotation	2 Fundamental Areas taught per session
Approx. 40	3	5	4–station rotation schedule: 4 x 10 min (50 or 60 min session)	**4**	**Station 1: Coach 1** – Balance station **Station 2: Coach 2** – Control station **Station 3: Coach 3** – Agility station **Station 4: PA 2** – Fun Zone 4 additional PAs, 1 with each group to assist and lead groups through rotation	All 3 Fundamental Areas taught each session

Approx. 40	4	4	4–station rotation schedule: 4 x 10 min (50 or 60 min session)	**4**	**Station 1: Coach 1** – Balance station **Station 2: Coach 2** – Control station **Station 3: Coach 3** – Agility station **Station 4: Coach 4** – Fun Zone 4 additional PAs, 1 with each group to assist and lead groups through rotation	All 3 Fundamental Areas taught each session
Approx. 31– 60	2	8	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**6**	**Station 1: Coach 1 & 2** – teaches 1 FA per session **Station 2: PA 1 & 2** – runs circuit from previous lesson taught by coach for review **Station 3: PA 3 & 4** – Fun Zone 6 additional PAs, 1 with each group to assist and lead groups through rotation	1 Fundamental Area taught per session
Approx. 31– 60	3	8	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**6**	**Station 1: Coach 1 & 2** – teaches 1 FA per session **Station 2: Coach 3 & PA 1** – runs circuit from previous lesson taught by coach for review to both groups **Station 3: PA 3 & 4** – Fun Zone 6 additional PAs, 1 with each group to assist and lead groups through rotation	1 Fundamental Area taught per session
Approx. 31– 60	4	8	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**6**	**Station 1: Coach 1 & 2** – teaches 1 FA per session **Station 2: Coach 3 & 4** – teaches 1 FA per session **Station 3: PA 1** – Fun Zone 6 additional PAs, 1 with each group to assist and lead groups through rotation	2 Fundamental Areas taught per session
Approx. 31– 60	5	7	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**6**	**Station 1: Coach 1 & 2** – teaches 1 FA per session **Station 2: Coach 3 & 4** – teaches 1 FA per session **Station 3: Coach & PA 1** – Fun Zone 6 additional PAs, 1 with each group to assist and lead groups through rotation	2 Fundamental Areas taught per session
Approx. 31– 60	6	6	3–station rotation schedule: 3 x 10 min (45 min session) 3 x 12 min (50 min session) 3 x 15 min (60 min session)	**6**	**Station 1: Coach 1 & 2** – Balance station **Station 2: Coach 3 & 4** – Control station **Station 3: Coach 5 & 6** – Agility station NOTE: One of these stations must include the Fun Zone. 6 additional PAs, 1 with each group to assist and lead groups through rotation	All 3 Fundamental Areas taught each session
Approx. 65–80* ***Must be Skate Canada approved**	min 5	10	3–station rotation schedule: 4 x 10 min (60 min session)	**8**	**Station 1: Coach 1 & 2** – teaches 1 FA per session **Station 2: Coach 3 & 4** – teaches 1 FA per session **Station 3: Coach 5, PA 1 & 2** – Fun Zone 8 additional PAs, 1 with each group to assist and lead groups through rotation	2 Fundamental Areas taught per session

*The maximum number of skaters recommended on a CanSkate session is 60. Skaters must have enough room on the ice to safely explore and develop speed, length of stride, acceleration as well as edges and curves. Clubs wishing to offer sessions with 65 skaters or more must contact the national office for approval.

If extra PAs are available, they may be used to assist the coaches at their stations. PAs can help set up and maintain circuits, as well as lead the circuit and demonstrate skills. Extra PAs may also be used as a floater to check in with coaches, distribute ribbons or badges, assist with any group that needs extra help or other tasks as required.

If an extra coach is available, they may be used as a supervisor or floater coach. This coach can travel to each group to see if any skaters need to be moved or need special attention. They can take attendance, monitor PAs, help out with the younger groups or execute any other administrative or on–ice tasks.

For more specific information on group rotations, lesson scheduling, lesson plans and circuit templates please refer to the On–Ice Technical and Teaching section in this manual.

MUSIC

Music is the backbone of any successful CanSkate session. It is essential for many reasons:

- Helps create a warm and welcoming environment for skaters.
- Motivates and stimulates the senses, adds interest and fun.
- Encourages the development of coordination, rhythm and musicality.
- Ensures the session runs efficiently and on time. Music cues indicate when parts of the session begin and end as well as ensure that the lesson times at each station are equal.

Session component and type of music to use:

- Warm–up – upbeat, action–type songs
- Lesson time – softer background
- Group activity – upbeat, action–type songs
- Cool–down – slower pieces

Music should be matched to the session format chosen.

Examples:

	45-minute session	50-minute session	60-minute session
3 stations	7 min – Warm-up 3 x 10 min – Lesson time rotation 5 min – Group activity 3 min – Cool-down	7 min – Warm-up 3 x 12 min – Lesson time rotation 4 min – Group activity 3 min – Cool-down	7 min – Warm-up 3 x 15 min – Lesson time rotation 5 min – Group activity 3 min – Cool-down
4 stations		5 min – Warm-up 4 x 10 min – Lesson time rotation 3 min – Group activity 2 min – Cool-down	10 min – Warm-up 4 x 10 min – Lesson time rotation 7 min – Group activity 3 min – Cool-down

An auditory signal should be used to help keep your session on track (e.g. to indicate station rotations, start/end of lesson time, etc.). The auditory signal should be short and identifiable. Skaters will quickly learn what is expected when they hear the signal.

Playlist example: 50–minute session – 3 stations

Part of the Session	Time	Song Title Example
Warm–up	7 minutes	Let's Twist Again Jump I Like to Move It
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #1	12 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #2	12 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #3	12 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
SIGNAL	:10 seconds	Song/sound of choice
Group activity	4 minutes	Cotton Eyed Joe Locomotion
Cool–down	3 minutes	Good Night Sweetheart

ENHANCEMENT OPTIONS

To increase movement and speed on a session, a Fast Track lap opportunity can be built into the music to allow skaters to skate around the perimeter in between station rotations.

Advantages include:

- Allows the skaters to increase their heart rates between stations.
- Encourages speed and length of stride by using the full perimeter of the ice.
- Allows coaches time to check off any skills mastered in the lesson before teaching the next group.

Playlist example: 60–minute session – 4 stations with Fast Track laps between station rotations

Part of the Session	Time	Song Title Example
Warm–up	8 minutes	Let's Twist Again Jump I Like to Move It
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #1	10 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
FAST TRACK LAPS	:30 seconds	Fast upbeat music (e.g. William Tell Overture)
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #2	10 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
FAST TRACK LAPS	:30 seconds	Fast upbeat music (e.g. William Tell Overture)
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #3	10 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
FAST TRACK LAPS	:30 seconds	Fast upbeat music (e.g. William Tell Overture)
SIGNAL	:10 seconds	Song/sound of choice
Lesson time #4	10 minutes	Background music of choice. Record at a lower level to ensure coaches can be heard over the music. Music should be upbeat and happy.
SIGNAL	:10 seconds	Song/sound of choice
Group activity	7 minutes	Cotton Eyed Joe Locomotion
Cool–down	2 minutes	Good Night Sweetheart

See appendix A: CanSkate Session – Suggested Songs for more music suggestions. Sample tunes from the CanSkate CD are also available on the Members Only website which may be downloaded for club use.

STATION IDENTIFICATION

All stations on the ice should be clearly identified with signage for easy recognition and organizational purposes. Labeling stations will allow skaters and parents to easily identify what is happening at each station.

Station identification signs have been designed for clubs to post during their session.

GROUPING SKATERS

Grouping skaters is an ongoing process as skaters will come into the program at different times and will progress at their own rates. Skaters may get shuffled from group to group from time to time, therefore, it is important to ensure that every group is always working on more than one stage. This will allow the club/coach flexibility in movement and will also encourage development at a much faster rate. Skaters will be challenged in attempting higher skills while continuing to practice and develop previously passed skills.

Some tips for grouping skaters:

- All skaters must be pre–grouped before the first day of skating.
- If skating level is unknown, try to place skaters together in an environment that will be welcoming and encouraging, e.g. group by age or interest.
- 1:10 ratio is the minimum standard for group lessons (1 coach/PA for every 10 skaters in a lesson).
- Consider the following when grouping: age, stage, gender, interest if known (e.g. geared to hockey/ringette, etc.).
- To ensure effective group rotation between stations, the CanSkate team must agree on a method for moving the groups. Options for rotation include:
  - Coach leads group to its next station
  - Assign PAs to each group to be in charge of leading group to proper station
- The method for rotation must be planned before your session starts and should remain consistent so that skaters know what to expect each week.
- Most clubs will not have the perfect amount of skaters in each stage to make a group; therefore, they are encouraged to combine more than one stage together.

GROUP IDENTIFICATION

Skaters must be organized into easily identified groups. An easy and effective way of distinguishing the different groups is by using colours.

All skaters need a name tag that can be clipped onto their clothing. See sample name tag template in the Technical Resources section. Name tags should not be placed on helmets.

Ideas for colour identification for skaters:

- Coloured sticker on name tag
- Coloured piece of felt (cut into a square) pinned on skater's skate lace
- Coloured pipe cleaner or piece of wool/yarn on skate

Ideas for group identification on the ice:

- Coloured Bristol board or felt banner on a hanger to move with group from station to station.
- Coloured flag to stand in a pylon and move with group from station to station.
- Program assistant to wear coloured clothing to match group colour, e.g. red scarf for the Red group, or yellow T–shirt over jacket for the Yellow group, purple hat for Purple group. This PA would stay and rotate with the group for the entire session.

Group Identification

Please note: Group Identification needs to move with the group from station to station during the session to indicate where each group is located during the lesson time. This will reinforce the organization and communication of the session format. If a skater gets lost they will be able to easily find their group through the group identification.

RECORD–KEEPING AND TRACKING TOOLS

There are several ways to track a skater's or group's progress. The following are examples of record–keeping methods. Samples of these tracking tools are included in the Technical Resources section.

GROUP PROGRESS SHEETS

When using the group progress sheets coaches must ensure that each group's skaters are listed on the correct sheet and that each group has a progress sheet for all three of the Fundamental Areas. In a case where groups are identified by colour, progress sheets can be colour–coded to coincide with the correct groups, e.g. a blue stripe across the top of the progress sheet would identify it as the blue group.

There will be a minimum of three progress sheets for each group on the ice as the groups will each need a separate sheet for Balance, Control and Agility.

In the teaching station, the coach will only be teaching one Fundamental Area per session and therefore will only need the group progress sheet for those skills.

Examples:

One teaching station scenario – Balance lesson day: The coach(es) at the Balance station will use the Balance progress sheets to track the Balance skills for all groups.

Two teaching stations scenario – Balance & Agility lesson day: The coach(es) at the Balance station will use the Balance progress sheets to track progress for the Balance skills and the coach(es) at the Agility station will use the Agility progress sheets to track the Agility skills.

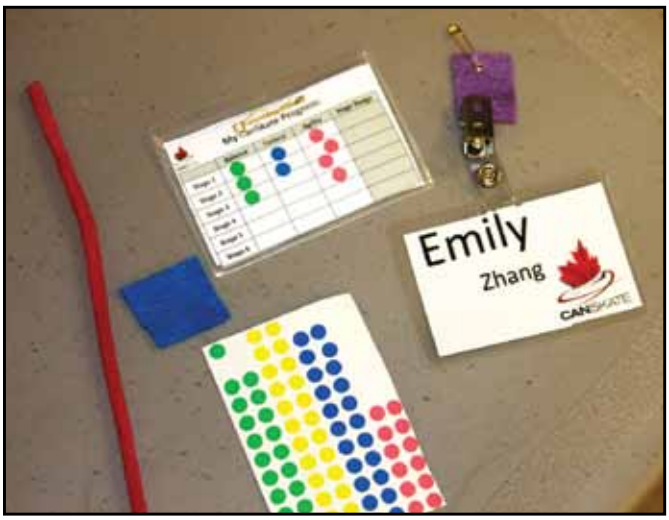
Three teaching stations scenario – Each teaching station will be assigned a coach and a Fundamental Area. Each coach will track the progress for the Fundamental Area they are teaching.

No matter what session format scenario the club uses, all progress sheets should be kept in one main folder or binder per session. For example, all sheets for Monday 5:00 p.m. should be kept in the binder or folder labeled Monday 5:00 p.m. At the start of the session, coaches take out their Fundamental Area's progress sheets and track each group's progress for the applicable lesson.

GROUP TRACKING SHEET

The group tracking sheet is a great way to track the awards (ribbons and badges) presented to each skater. Once a skater has accumulated the required checkmarks to complete a Fundamental Area, he or she is awarded a ribbon. The date that each ribbon is awarded is recorded on the group tracking sheet which helps to visually identify when a badge has been completed. The date of completion for each badge is also recorded on the tracking sheet.

At the end of the session coaches must ensure that their group progress sheets are up to date. Any completed Fundamental Areas can then be added to the group tracking sheets, either by the coach or by the CanSkate administrator. After recording all of the information the group progress sheets must be returned to the main folder or binder.



REPORT CARDS

Report cards are an important communication tool between the coach and the parent/skater. They provide feedback on the progress of the skater—what the skater is doing well and what needs to be improved. Report cards must be completed and distributed to each skater at the end of each term or session. The timing may vary depending on how the club divides its season and registration.

ATTENDANCE

Name tags are important for identifying the skaters on the ice but they can also be used as a means for taking attendance. Any name tags that are not picked up during distribution indicate who was absent for a session. Name tags can be distributed in different ways:

- Set up a main table in the lobby of the arena with all name tags grouped according to colour. One PA, volunteer or coach stays at the table until the start of the session to ensure that all skaters receive their name tags.
- A PA, a volunteer or a coach hands out each name tag at the arena door
- Many clubs have the skaters assigned to dressing rooms; name tags are handed out as the skaters enter the dressing rooms.
- At a designated location off the ice, name tags are attached to their corresponding group identification signs. Parents or skaters remove the tags and attach them to the skater's clothing.
- Name tags are attached to the group identification signs on the ice. When skaters step on the ice for the warm-up, they skate to their colours, remove their name tags and attach them to their clothing (PA may assist as young skaters may have difficulty reading).

Collecting/returning name tag options:

- The skaters give the tags to an identified coach at the end of the session while leaving the ice.
- The skater/parent returns the tag to the table in the lobby where it was originally given out.
- A PA or coach collects the name tags from each group prior to the end of the session e.g. during cool-down).
- The name tags are reattached to the group identification signs at the end of the last lesson rotation.

Other ways of taking attendance include PAs taking attendance on-ice during the first part of the lesson as skaters pass them on the circuit. A PA or CanSkate coordinator may also be stationed at the door to the ice, checking off names as skaters arrive.

Whichever way the club determines to track attendance, it is important that attendance is taken as quickly and efficiently as possible so that it does not hinder on-ice programming and coach teaching time.

AWARDS AND INCENTIVES

Awards and incentives should be provided in a timely manner to reward and reinforce participation, good effort and/or mastery of skills. The CanSkate ribbon or badge achieved should be handed out as the skater passes the skills required.

WHEN TO AWARD?

The skater may receive his/her ribbon or badge either at the end of the lesson or session or at the beginning of the next skating day (e.g. clipped to his/her name tag at the pick-up table). Other options include setting up an award station along the boards on ice with the ribbons and badges available for easy distribution. Coaches or PAs may then retrieve the award needed for the skater. Proper documentation must be made to ensure that distribution is recorded. The coaches and the club should determine what works most efficiently for them.

Incentives such as stickers, colouring sheets, certificates, etc. should be given out to all skaters at the end of each session.

Please note: stickers should not be affixed to skaters' helmets as the adhesive used in certain stickers may compromise the integrity of the plastic and may void the manufacturer's guarantee of the helmet.

The club should display examples of the CanSkate awards, incentives and report cards used so that parents and skaters have a complete understanding of the content of the program and how skaters progress. Please see sample CanSkate Awards Chart in appendix B.

TEACHING AIDS & PROPS

Teaching aids and props help make a CanSkate session more welcoming and fun. They add colour, visual impact, interest and bring a three–dimensional effect to the ice. Some of the benefits include:

- Stimulating the senses of sight and touch
- Increasing skaters' learning
- Encouraging skaters to remember what skills to perform with each prop
- Encouraging skaters to remember certain teaching points about a skill
- Encouraging skaters to keep their eyes up as well as navigate their paths
- Adding motivation and challenging development

Examples of teaching aids and props and their uses:

Teaching Aids & Props	Picture	Possible Uses
Pylon		Pylons: • May be any type of item used to indicate something of interest on a circuit or to mark a path to travel. • Are effective when used in slaloms (both large and small) and forward sculling (not recommended for backward sculling). • Can be used to mark out a runway where skaters need to perform a skill at each pylon (e.g. 2-ft jump, stop, turn, etc.). • Can be used to indicate the start of a circuit or to indicate the fast track, or to ensure that skaters skate the full path of a circuit.
Arches/ Tunnels		Arches are an excellent way to encourage skaters to bend their knees. They can be used for: • Sit glides (fwd & bwd) • Falling down and getting up • Shoot the ducks • Drags IMPORTANT NOTE: Arch must be low enough so that skaters have to bend their knees to go through. An arch that is too high is just a prop and will not encourage the intended teaching points.
Signs		Signs can be used : • To indicate a specific skill on the circuit. • To help with directing traffic or indicating an area for speed. • As an option for clubs/coaches where drawing on the ice is difficult or not permitted. • To encourage skaters to keep their heads up and navigate their paths. Signs can be easily changed to indicate new skills when a new group comes to the station. See legend of skill diagrams for more ideas for signs.

Markers		Markers: • Are an excellent way to show the skaters the path of a circuit as well as define the directions for a skill. • Encourage proper edge/lean/curve as well as enable the coach to indicate 1 foot, 2 feet, forward, backward, etc. • Can be used to draw arrows for direction and to indicate the start. • Bingo dabbers can also be used as markers See legend of skill diagrams for more ideas for symbols. IMPORTANT NOTE: When drawing on the ice, it is important to pay attention to the size of the drawing. It should be realistic and "skate-able".
Plush toys		Plush toys may be used: • As pylons in slaloms, sculling or to help indicate a skill (e.g. a frog could indicate a jump area on the circuit). • To indicate the direction that a skater needs to face (e.g. for walking crosscuts or turns). • To add an element of fun and creativity to a lesson. Small bean bags or animals may also be used to balance on the skater's head to reinforce good posture.
Fun Zone		The Fun Zone must have extra special teaching aids to create a fun environment. Examples of fun props include: • Foam frogs that can be used to indicate jumps. • "Number 1" foam hands that can be used to indicate 1-foot glides, 1-foot turns, 1-foot spins, etc. • Dice that can be used to indicate the number of times a skill must be repeated (e.g. 4 jumps, 3 slide steps for making snow, 5 spins, etc.). • Dice can also be used to indicate the skill to be performed from Point A to Point B (e.g. power jumps, 2-foot glide, stationary pushes, backward skating, etc). • Balls can be used to pick up (fwd sit glide) and toss into a basket or kick to practice moving forward at the Pre-CanSkate level. If smaller balls, to hold if training certain arm positions (e.g. hold out in front for shoot the duck or hold the ball inside the circle to help lean in the desired direction)

Teaching Aids

PARENT INFORMATION SESSIONS

Connecting with the parents/guardians of participants is an integral key to the success of the CanSkate program. Regularly scheduled meetings/information sessions must be offered in conjunction with the program. It is important to ensure that all customers remain well-informed on items such as program objectives and benefits, session schedules, expectations, on-ice safety, equipment, rewards, coaching and club structure. Many parents come to a club program without any skating background or knowledge. The more they know, the more appreciation they will have of the quality of the program being offered and of the benefits that their skater is gaining from participation in skating.

Parent information sessions and communication touch-points may occur at the following times:

- At registration
- First day/week of skating
- Halfway through the session/season
- Last week of programming

AT REGISTRATION

This communication happens as parents come in to sign up (one-on-one interaction) or visit the club website (if club offers online registration). Having a coach on hand (or coach email available) to answer any technical or program questions is a great strategy. Most of the queries at this time are regarding the individual needs of the participant or the logistics of the sessions offered (dates, times, duration, etc.). During this interaction with the parent, clubs should cover the following:

- General program information (what is CanSkate?)
- Equipment requirements and Skate Canada Helmet Policy
- Who to contact to have questions answered
- The date, time and location of the first parent information session

FIRST DAY/WEEK OF SKATING

An information session can be held in the lobby of the arena ten minutes before the start time of the CanSkate session or during the session (warm-up) if the club has enough coaches for this. This information session is very important and should cover the following:

- Introduction to the CanSkate team
- Overview of the program and format
- Overview of how skaters progress and are assessed
- Helmet policy, safety and equipment
- Club information
- Questions
- Thank you

See appendices C, D & E for CanSkate Program Information, Safety and Equipment and Parent Information Session meeting agenda templates.

HALFWAY THROUGH THE SESSION/ SEASON

Briefly touch base with parents again in lobby before the session or during warm-up to:

- Remind them of how many weeks are left
- Highlight any approaching club events or activities (e.g. ice show, Element Event, etc.)
- Go over proper care of equipment
- Let them know about registration for the next session
- Answer any questions; let them know when the next parent information session will be

LAST WEEK OF PROGRAMMING

Brief meeting to cover the following points:

- Thank them for participating in the program
- Remind them about the other programs the club offers
- Distribute Customer Satisfaction Surveys (appendix F) or refer to online survey if applicable
- Answer any questions

PUTTING IT ALL TOGETHER

Organization is the key to a successful CanSkate program. Below is a task list to assist clubs and coaches in the delivery of the program:

Task	Role	When	Assisted by
Check inventory of: • Ribbons • Badges • Teaching aids and props • Colouring sheets • Stickers • Station identification signs • Group identification signs • Skater group identification (e.g. pipe cleaners, coloured stickers, etc.) • Name tags	Coach or CanSkate coordinator	4-6 weeks before program begins	Program assistants or other volunteers or coaches
Decide on session format	Coach and CanSkate coordinator	Once an approximate idea of skater registration numbers and number of coaches available are known	
Create music to match session format	Coach	Once session format has been determined	
Create name tags to match groupings	CanSkate coordinator/coach	After registration	Volunteers
Create welcome handout/newsletter	CanSkate coordinator/coach	Before first lesson	
Train program assistants and schedule additional training sessions throughout the year	Coach	1-2 weeks before the program starts	CanSkate coordinator
Meet with other coaches to review session format and lesson plans	Coach/CanSkate coordinator	2-4 weeks before the program starts	
Organize on-ice record-keeping tools	Coach/CanSkate coordinator	1-2 weeks before the program starts	
Plan and advertise times/days for parent information sessions	Coach/CanSkate coordinator	2-4 weeks before the program starts	
Create a calendar for special days (fun days, cancelled skating days, club events, etc.) to post on website, bulletin board and/or to hand out to CanSkaters	CanSkate coordinator/coach	Either at registration, before the program starts or on the first day of skating	
Assign tasks to specific individuals: • Name tag table/area • Start music • Hang up station ID signs • Set out teaching aids • Greet parents • Help skaters onto the ice • Set out group identification tools • Lead warm-up, group activity, cool-down • Help skaters off the ice • Distribute rewards (ribbons, badges, stickers, etc. as needed)	Coach/CanSkate coordinator	Set up schedule before first day of skating. Consider a rotation so that all members of the team can experience all duties	Coaches, PAs, volunteers

SHARING ICE /PRIVATE LESSONS

CanSkate is a group lesson program. Group lessons have been designed to accelerate skaters through the program and ready them for the ice sport of their choice in a fun, interactive environment. Skaters at this level learn best alongside their peers. As well, cost effectiveness for parents at this stage of learning is a key consideration. In light of this, private lessons in CanSkate are strongly discouraged. Private lessons may be offered in special circumstances in which a skater has special needs and requires extra attention for skill development. In cases like this, coaches may deliver private lessons during the warm-up or group activity/cool-down portion of the session. The number one priority for a club is to ensure that the essence of this program remains true to its objectives; therefore, the needs of the program come first. The program requirements including full use of ice by all CanSkate groups must be maintained throughout the session except in the circumstances noted above.

READINESS FOR CANSKATE – PRE-CANSKATE

Pre-CanSkate groups are a component of CanSkate. Participants who have never skated before or who are not confident with their balance on the ice are considered Pre-CanSkaters (regardless of age).

Pre-CanSkaters work on the essentials needed to move safely and effectively on the ice so that they can rotate to the different learning stations. There are eight basic skills designed to ready them for Stage 1.

Older skaters may be able to rotate with a Stage 1-2 group and work on the skills for their Pre-CanSkate award as an added incentive for the Stage 1 badge. Younger skaters may be more comfortable staying in a more confined area until they have the confidence to move with the more experienced skaters. Coaches need to familiarize themselves with teaching techniques directed to this age level (see On-Ice Technical & Teaching section).

Clubs will need to have many visual teaching aids and props for the younger-aged skaters in Pre-CanSkate as much of the learning at this stage is motivated by props and play. Clubs will also need to have a plan to be able to incorporate these skaters into the rotational groups after a few weeks as the skaters' skills progress.

Important Note: Pre-CanSkate is not meant to be a program on its own. It is a readiness vehicle to prepare skaters for CanSkate. Once skaters are mobile, they need to be in a group that rotates to the different learning stations. (See Pre-CanSkate sample lesson plans in Appendices).

Pre-CanSkate

CANSKATE ELEMENT EVENT

The CanSkate Element Event is an initiative developed by Skate Canada in support of the organization's ongoing implementation of the Long-Term Athlete Development Model. It has been formatted to introduce participants to the "competition" component of sport while providing them with the opportunity to showcase their skills in a fun and interactive environment. This event ideally takes place after a 10-week CanSkate session so that skaters have had the chance to learn all the skills in their current stages. The focus of the event is on individual skill improvement and therefore performances are not ranked.

The CanSkate Element Event section contains the following valuable information and resource tools for coaches, assessors and organizing committee members wishing to offer this event at their clubs:

- Technical Package
- Onsite Personnel Specifications
- Distribution Schedule
- Performance Standards Charts
- Element Event Certificate
- Circuit templates
- Pre-Event meeting agenda
- Parent information and entry form

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:

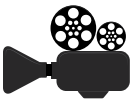
- Teach new skills
- Review previous skills
- Make individual corrections with each skater
- Provide positive praise to each skater
- Encourage development with each skater
- Give group feedback
- Keep skaters moving, practicing and learning on a progression or skill circuit for 90% of the time

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

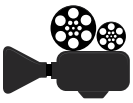
Assessment days are another option that coaches can use to assess skills. These are casual assessment opportunities that take place during regular session time allowing coaches to separate their teaching roles from their assessing roles. This form of assessment is an internal process and does not require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

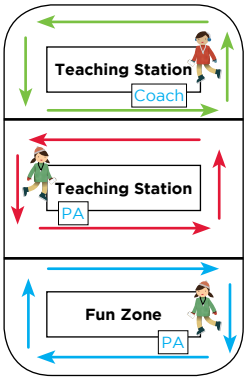
Note: references to "coach's choice" in the lesson schedule means that the coach may choose to do a review lesson, run a theme day or focus on specific skills such as an Olympiad, speed skills, synchronized skating, etc.

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:

	1st Rotation	2nd Rotation	3rd 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:

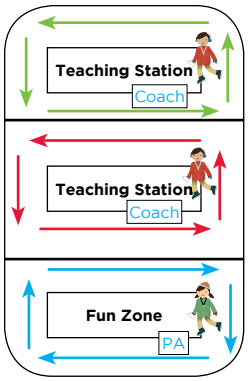
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Agility 3	Coach's Choice
Station 2 Review: PA	Fun Circuit	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 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:

	1st Rotation	2nd Rotation	3rd 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.

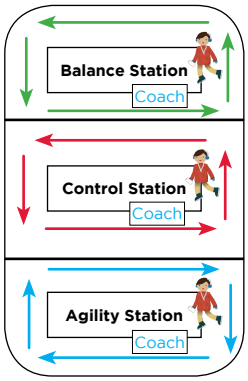
Note: To include assessment days into the program, a minimum 12-week program is suggested.

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:

	1st Rotation	2nd Rotation	3rd 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	

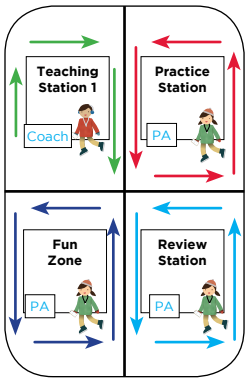
Scenario specifics:

- 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:

	1st Rotation	2nd Rotation	3rd Rotation	4th 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.				

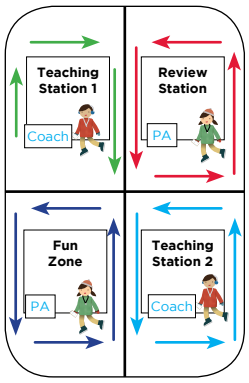
Lesson Schedule per 10-Week Program:

	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:

	1st Rotation	2nd Rotation	3rd Rotation	4th 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:

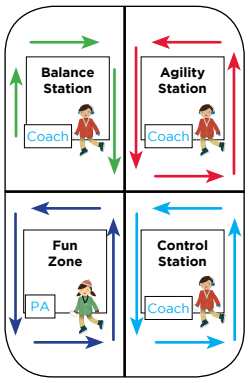
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach 1	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Control 1	Balance 2	Agility 2	Control 3	Coach's choice
Station 2 Teaching: Coach 2	Control 1	Balance 2	Agility 2	Control 3	Balance 1	Agility 1	Control 2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

	1st Rotation	2nd Rotation	3rd Rotation	4th 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:

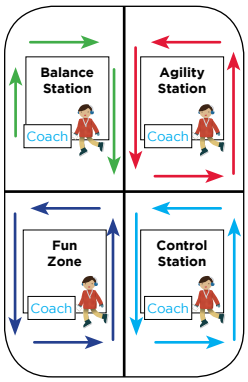
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Balance: Coach 1	Balance 1	Balance 2	Balance 3	Assessment	Balance 1	Balance 2	Balance 3	Assessment	Coach's choice	
Control: Coach 2	Control 1	Control 2	Control 3	Assessment	Control 1	Control 2	Control 3	Assessment	Coach's choice	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

	1st Rotation	2nd Rotation	3rd Rotation	4th 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.									

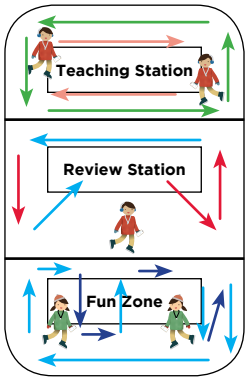
Scenario specifics:

- 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:

	1st Rotation	2nd Rotation	3rd 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:

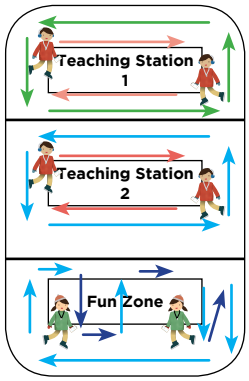
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Station 1 Teaching: Coach 1 & Coach 2	Balance 1	Control 1	Agility 1	Balance 2	Control 2	Agility 2	Balance 3	Control 3	Agility 3	Coach's choice
Station 2 Review: Coach 3 or PA	Fun circuit 1	Balance 1	Control 1	Agility 1	Balance 2	Control 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:

	1st Rotation	2nd Rotation	3rd 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:

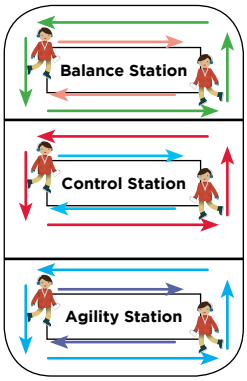
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Teaching: Coach 1 & Coach 2	Balance 1	Agility 1	Control 2	Balance 3	Agility 3	Control 1	Balance 2	Agility 2	Control 3	Coach's choice
Teaching: Coach 3 & Coach 4	Control 1	Balance 2	Agility 2	Control 3	Balance 1	Agility 1	Control 2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

	1st Rotation	2nd Rotation	3rd 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

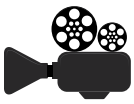
TEACHING EFFECTIVELY ON A CIRCUIT

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

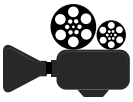
Techniques for coaches to use when teaching a skill or working one-on-one with skaters:

- 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.



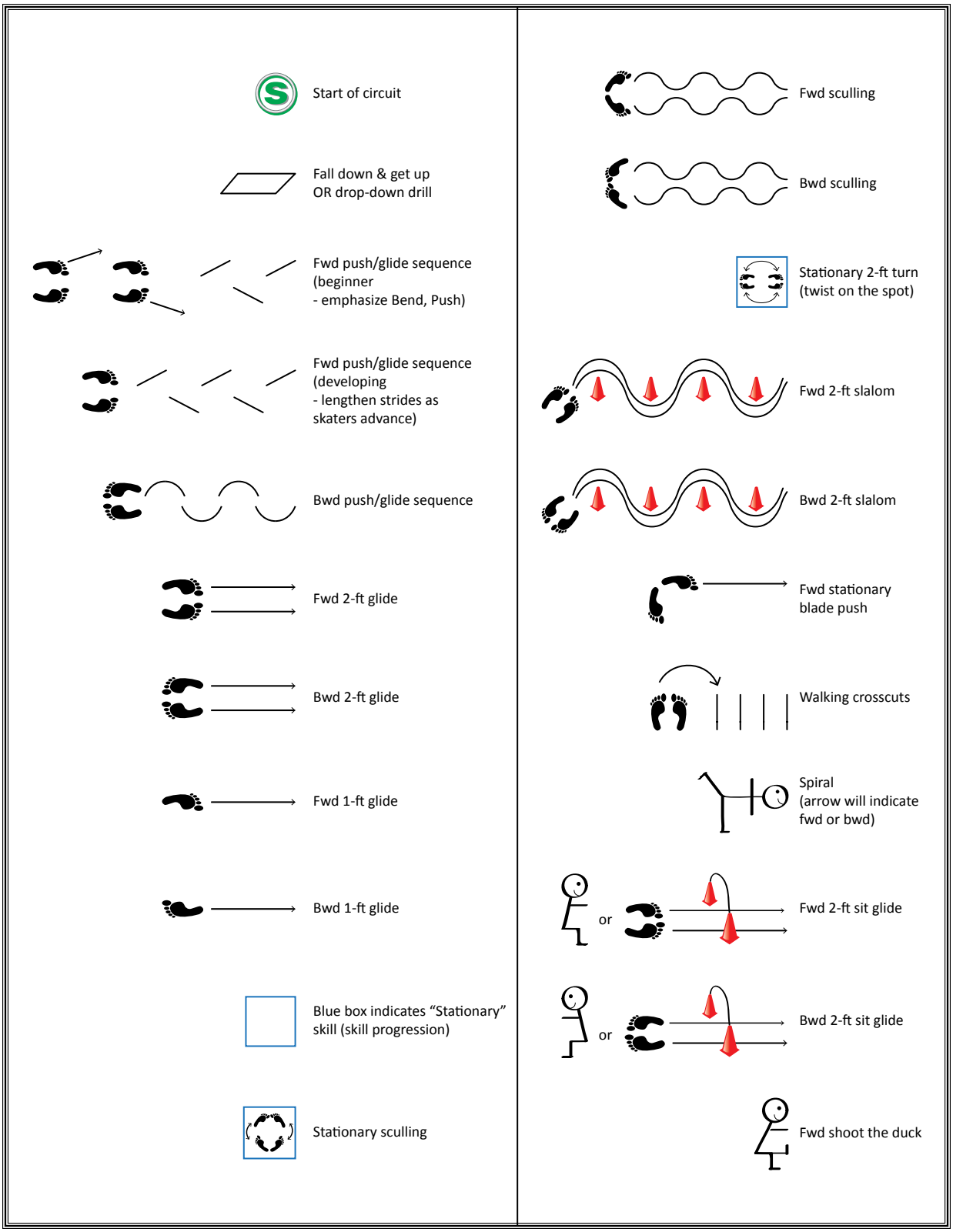
Providing feedback/corrections/ praise

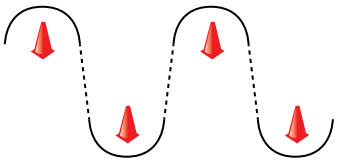
CANSKATE LESSON PLAN TEMPLATES

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


Start of circuit
Fall down & get up
OR drop-down drill
Fwd push/glide sequence
(beginner
- emphasize Bend, Push)
Fwd push/glide sequence
(developing
- lengthen strides as
skaters advance)
Bwd push/glide sequence
Fwd 2-ft glide
Bwd 2-ft glide
Fwd 1-ft glide
Bwd 1-ft glide
Blue box indicates "Stationary"
skill (skill progression)
Stationary sculling
Fwd sculling
Bwd sculling
Stationary 2-ft turn
(twist on the spot)
Fwd 2-ft slalom
Bwd 2-ft slalom
Fwd stationary
blade push
Walking crosscuts
Spiral
(arrow will indicate
fwd or bwd)
or
Fwd 2-ft sit glide
or
Bwd 2-ft sit glide
Fwd shoot the duck

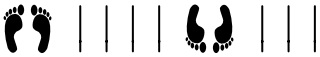


Slalom
(FI, FO, BI, BO)

1-ft slalom
(fwd/bwd)

Fwd inside edges

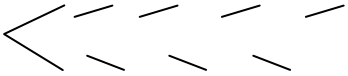
Fwd outside edges



Side steps
(progressions for
walking crosscuts)

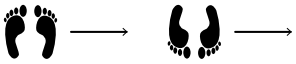
Fwd drag

Stationary "V"
position



Fwd "V" start

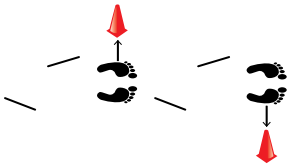
Inside spread eagle



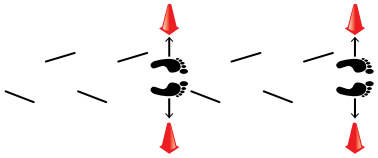
Snow slide steps

Stationary stop
(make snow)

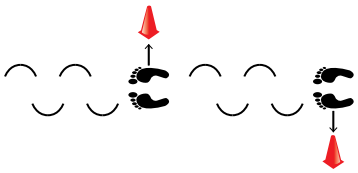
Stop of any nature



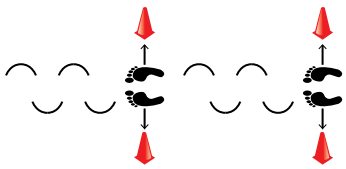
Fwd ½ snowplow
stops



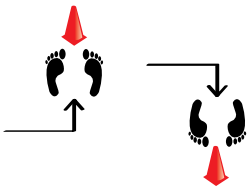
Fwd 2-ft stops
(snowplow)



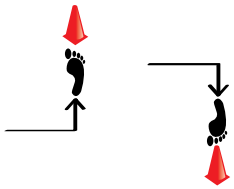
Bwd ½ snowplow stops



Bwd 2-ft stops (snowplow)

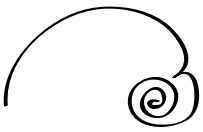


Fwd 2-ft side stops

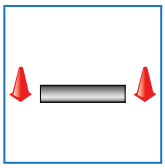


Fwd 1-ft side stops

Spin (2-ft, sit, 1-ft,
fwd/bwd, alternating foot)



Fwd 1-ft spin with
spiraling edge

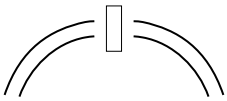


Stationary 2-ft jump

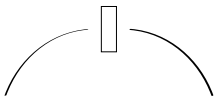
Jump:
- 2-ft jump (fwd/bwd)
- Fwd power jump
- Bwd toe-assisted jump

2-ft turn (fwd/bwd)

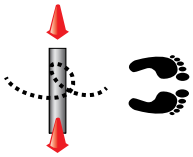
1-ft turn (RFI, RFO, LFI, LFO)



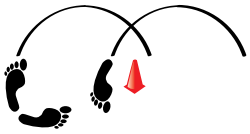
Fwd to bwd
OR bwd to fwd 2-ft jump



Fwd to bwd 1-ft jump
(inside, outside)
OR rotating power jump

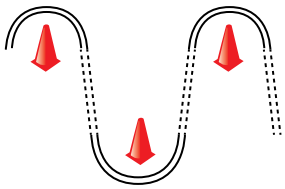


Bwd 360° 2-ft jump

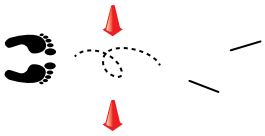


Fwd 180° step turn

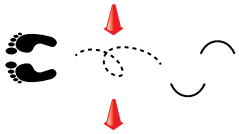
360° march



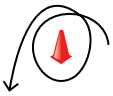
Fwd 180° glide turn



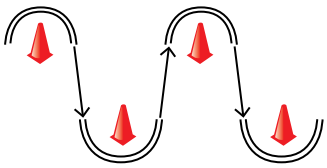
Fwd 360° step turn



Bwd 360° step turn

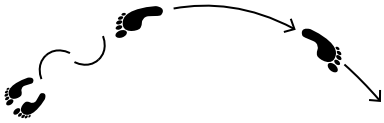


Fwd 360° glide turn

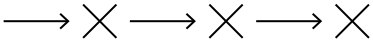


Fwd tight glide turns

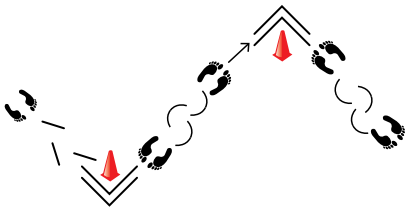
Star position (progression for 1-ft spin with spiralling edge)



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
• Fall down & get up • Fwd 2-ft glide	• Fwd 2-ft sculling • Fwd 2-ft to 1-ft glide

Progressions to be Used:

• Assisted fall down & get up if necessary • Assisted 2-ft glide	• Scull on the spot • Slow sculls • Fwd 2-ft glide • Assisted 2-ft to 1-ft glide

Teaching Points to be Reinforced:

• Protect head and joints on the fall • Balance • Eyes, head up	• Knee bend on the sculls - feet no further than shoulder-width apart • Balance • Eyes, head up

Notes:

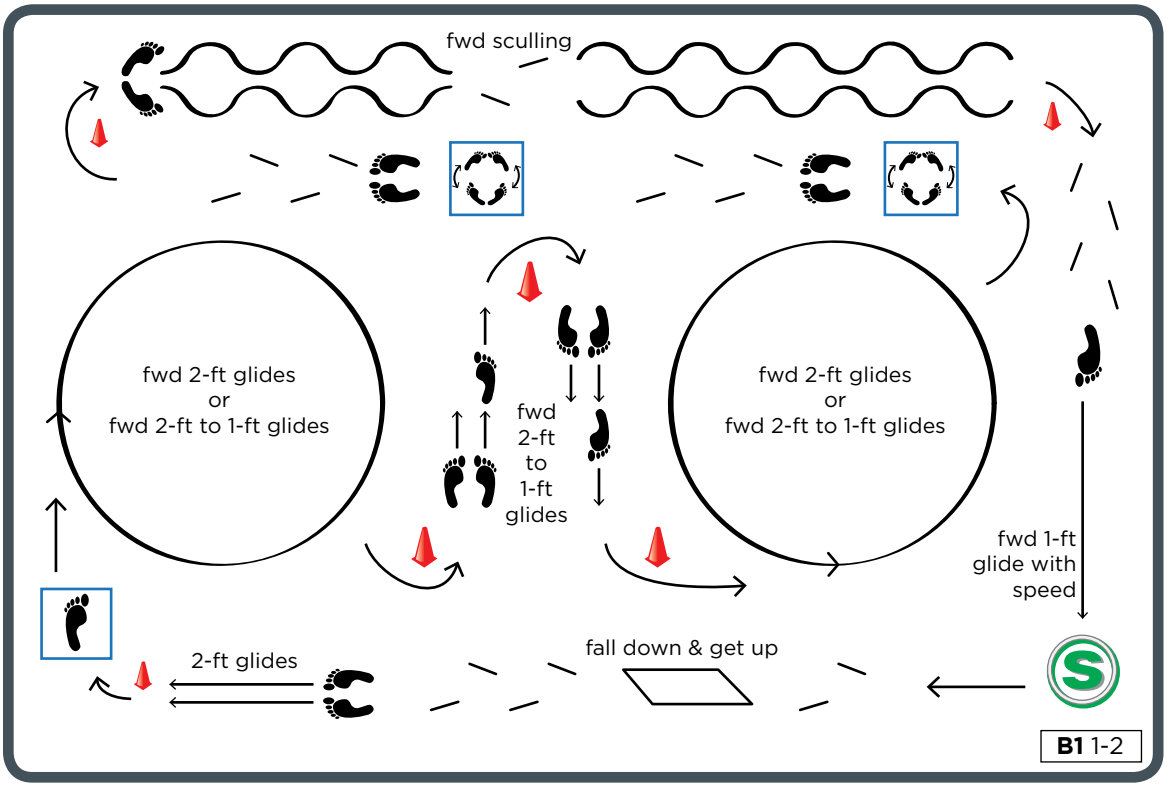
• Skaters can get up using any method (unassisted) • Fwd 2-ft glide – min 1 second • Use PAs to help assist where needed	• Min 6 consecutive sculls, emphasize knee bend (similar to a yo-yo), repeated demonstration • Fwd 2-ft (min 1 sec) to 1-ft (min 1 sec) glide • Put a PA on 1st circle for assistance

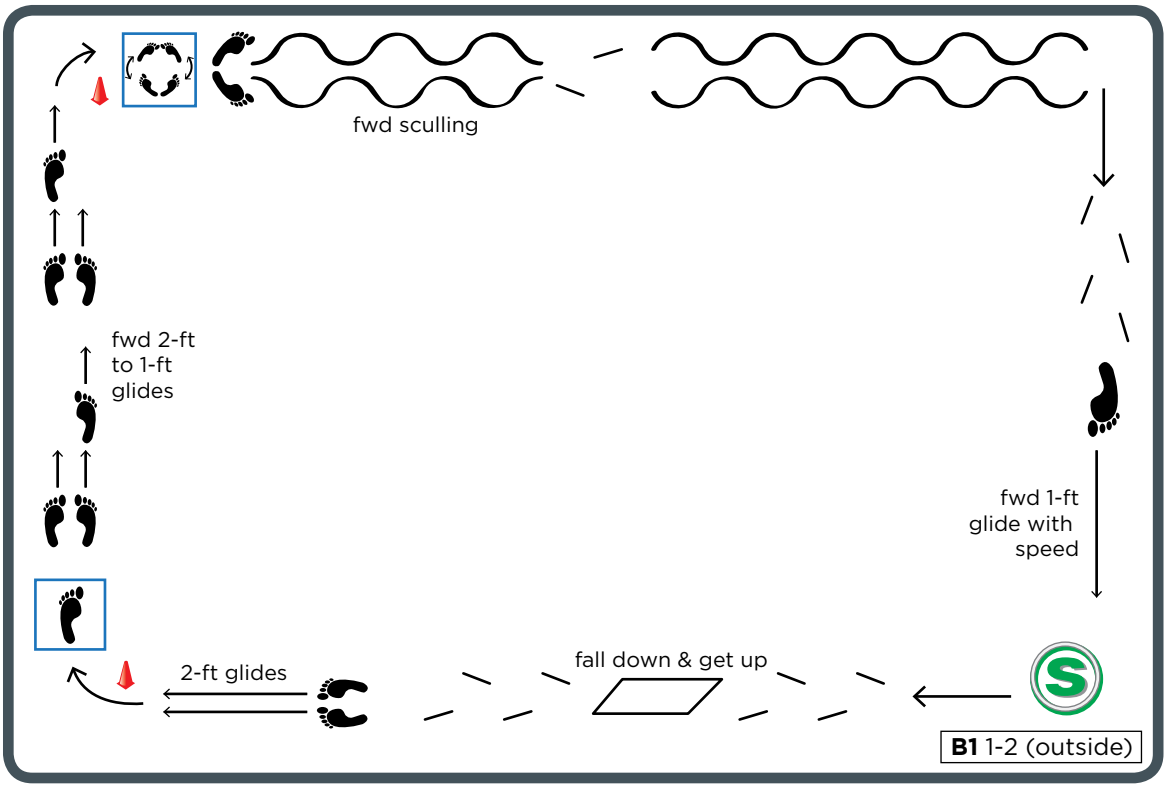
Teaching Aids/Props Needed:
Pylons, plush toys for sculling, marker, signs for stationary skills

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
• Fwd 2-ft sculling • Fwd 2-ft to 1-ft glide	• Fwd 2-ft slalom • Fwd 2-ft to 1-ft curve glide • Fwd circle thrusts

Progressions to be Used:

• Scull on the spot • Slow sculls • Fwd 2-ft glide • Assisted 2-ft to 1-ft glide	• Twist on the spot • Assisted slalom • Assisted thrusts

Teaching Points to be Reinforced:

• Knee bend on the sculls • Balance • Eyes, head up	• Down/up/down/up knee bend (slalom) • Balance • Bend, push (side of blade) - thrusts

Notes:

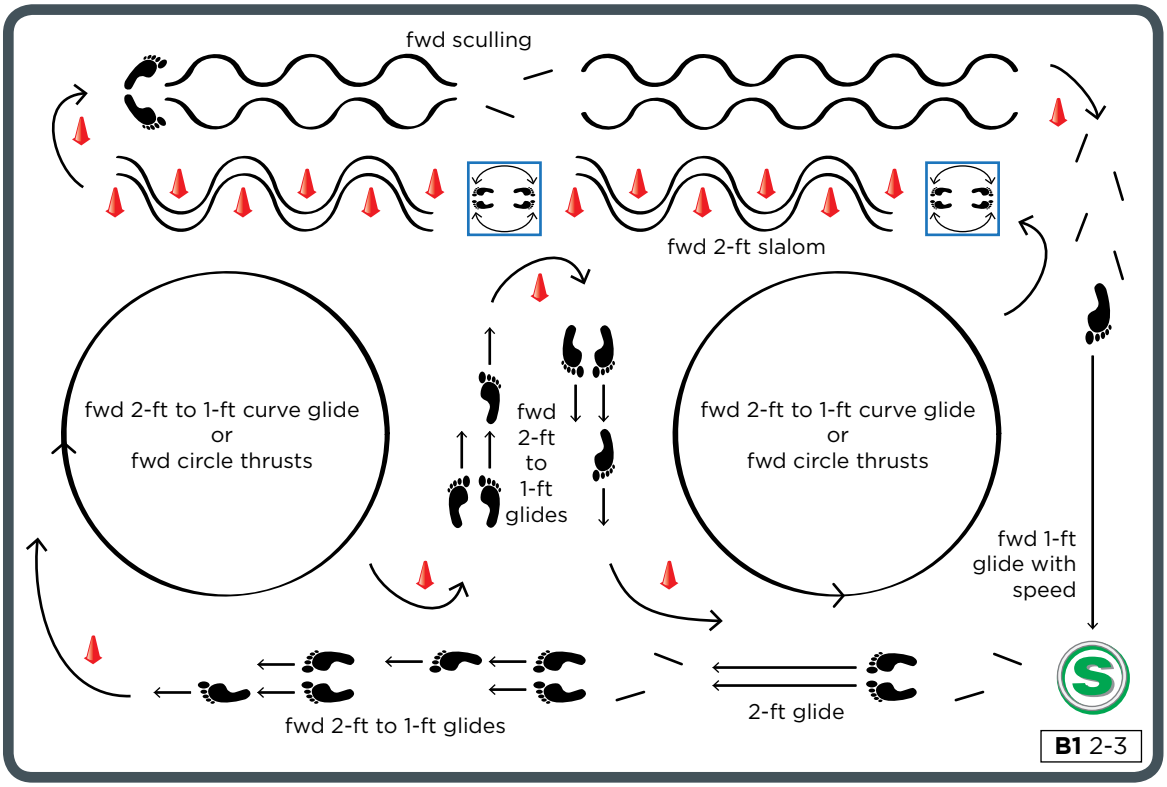
• Min 6 consecutive sculls • Fwd 2-ft (min 1 sec) to 1-ft (min 1 sec), both feet • Put a PA on 1st circle for assistance	• Min 6 pylons for slalom • 2-ft to 1-ft glide – min 3 sec 1 foot (both feet) • Full circle for thrusts – can relate this to a skateboard or scooter to help skater visualize pushing 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
• Fwd 2-ft slalom • Fwd 2-ft to 1-ft curve glide • Fwd circle thrusts	• Drop-down drill • Fwd crosscuts

Progressions to be Used:

• Twist on the spot • Assisted slalom • Assisted thrusts	• Slow then add speed • Walking crosscuts • Circle thrusts

Teaching Points to be Reinforced:

• Down/up/down/up knee bend (slalom) • Balance • Bend, push (side of blade) - thrusts	• Balance • Blade pushes • Lean into circle

Notes:

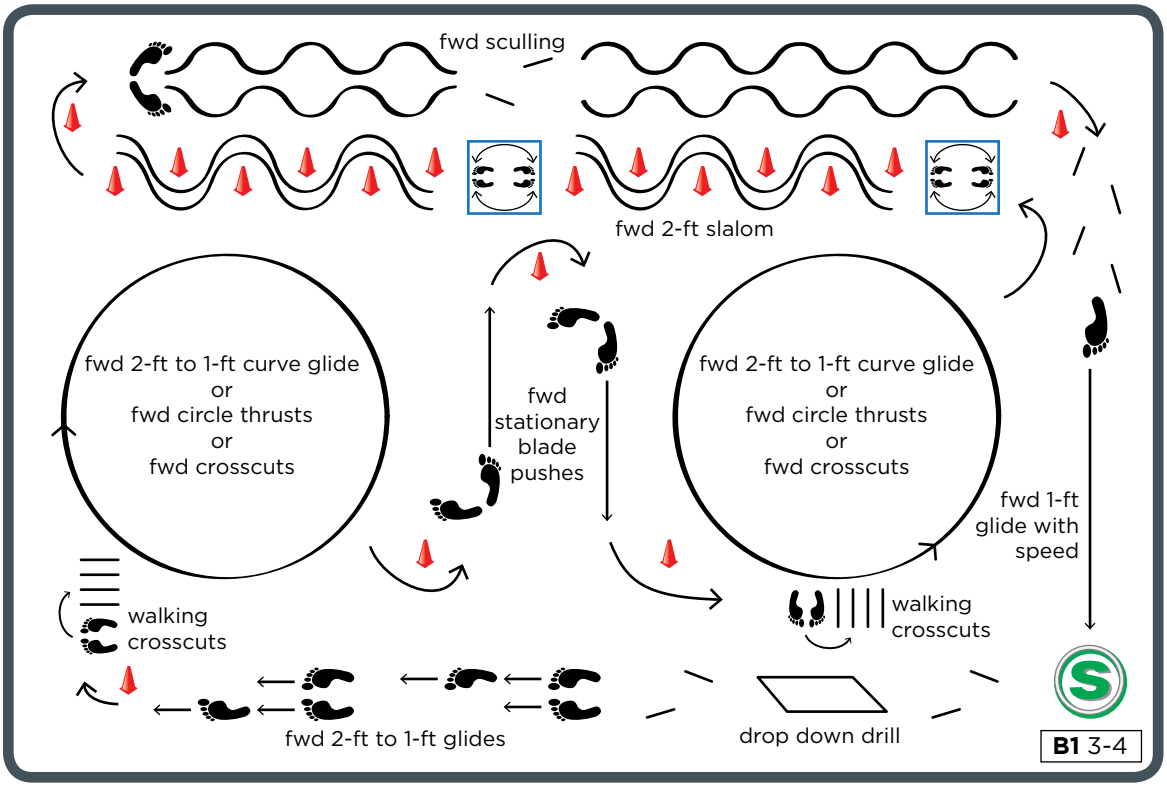
• Min 6 pylons for slalom • 2-ft to 1-ft glide – min 3 sec 1 foot (both feet) • Full circle for thrusts	• Fall down & get up, maintain forward momentum • 50% of crosses should be crossed – help skater with feeling comfortable transferring their weight during the cross by using a hockey stick or coach 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
• Drop-down drill • Fwd crosscuts	• Fwd crosscuts – figure-8 • Fwd push/glide sequence

Progressions to be Used:

• Slow then add speed • Walking crosscuts • Circle thrusts	• Walking crosscuts • Circle thrusts • Slow then add speed

Teaching Points to be Reinforced:

• Balance • Blade pushes • Lean into circle	• Bend/push/bend/push/bend/push • Side of the blade • Good rhythm of knees

Notes:

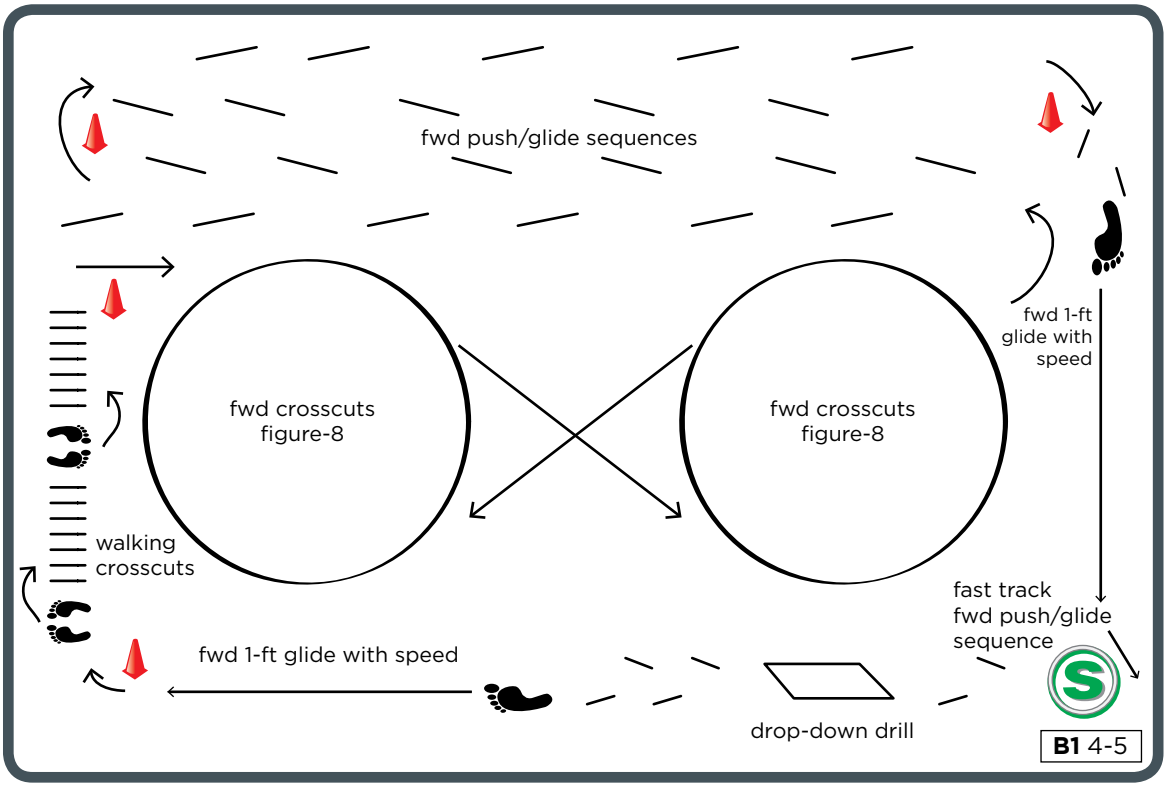
• Fall down & get up, maintain forward momentum • 50% of crosses should be crossed – allowing them to glide on 2 feet while in the crossed position will help them feel confident with the skill • Full circle of crosscuts	• 50% of all pushes for crosscuts must be side of the blade • Full length of ice 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
• Fwd crosscuts – figure-8 • Fwd push/glide sequence	• Fwd power crosscuts • Fwd spiral on a curve • Fwd perimeter skating with crosscuts

Progressions to be Used:

• Walking crosscuts • Circle thrusts • Slow then add speed	• Slow then add speed • Fwd push/glide sequence • Stationary and straight line spiral

Teaching Points to be Reinforced:

• Bend/push • Side of the blade • Good rhythm of knees	• Knee bend through push • Even strokes/strides • Power/acceleration • Balance

Notes:

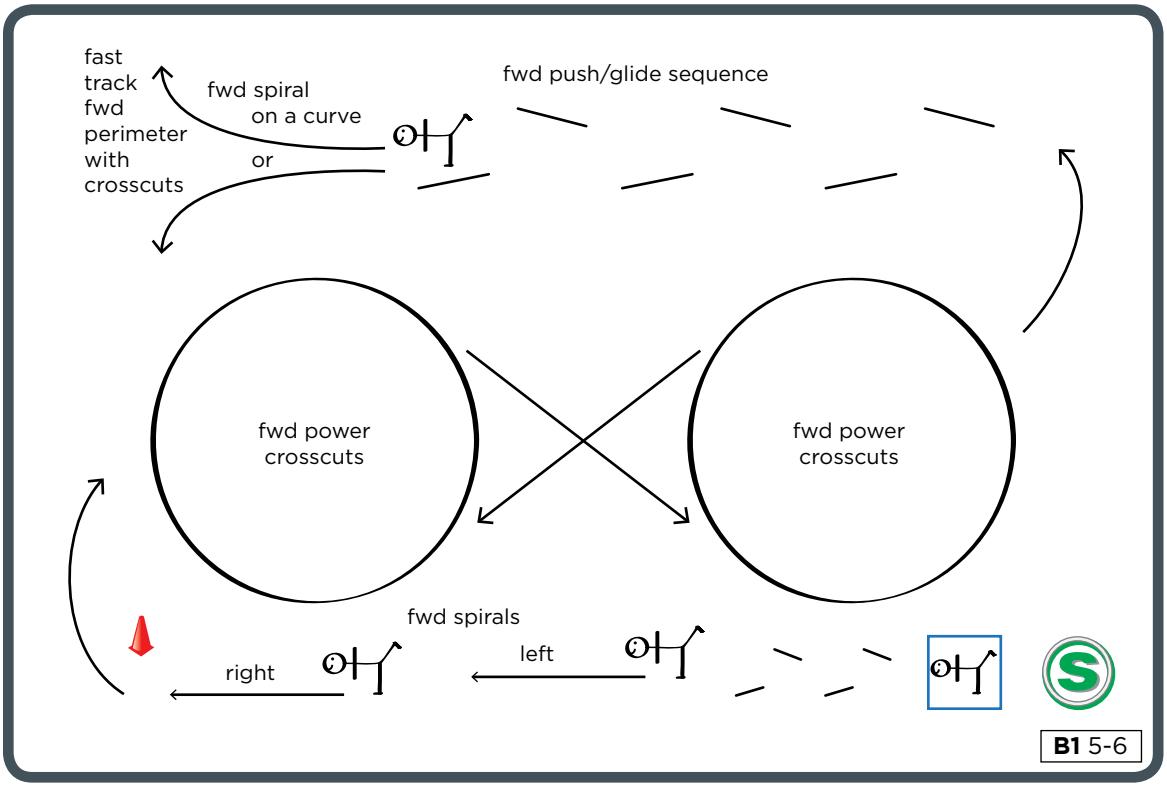
• 50% of all pushes for crosscuts must be from side of the blade • Full length of ice for push/glide sequence • Have PA available on the Fast Track for direction/encouragement	• Crosscuts – good technique, blade pushes • Perimeter – good rhythm, blade pushes • Perimeter – one lap each way, use PA to 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
• Fwd 2-ft sit glide • Fwd push/glide sequence	• Fwd 2-ft sculling • Fwd push/glide sequence

Progressions to be Used:

• Stationary sit position • Slow push/glides, emphasizing the bend before the push (2-ft glide, push, 2-ft glide, push)	• Scull on the spot - blades not further than shoulder-width apart • Slow then add speed to each scull

Teaching Points to be Reinforced:

• Balance • Bend knees and ankles • Side of the blade	• Bend knees • Toes out then in for sculls (down, up) • Side of the blade pushes with knee bend

Notes:

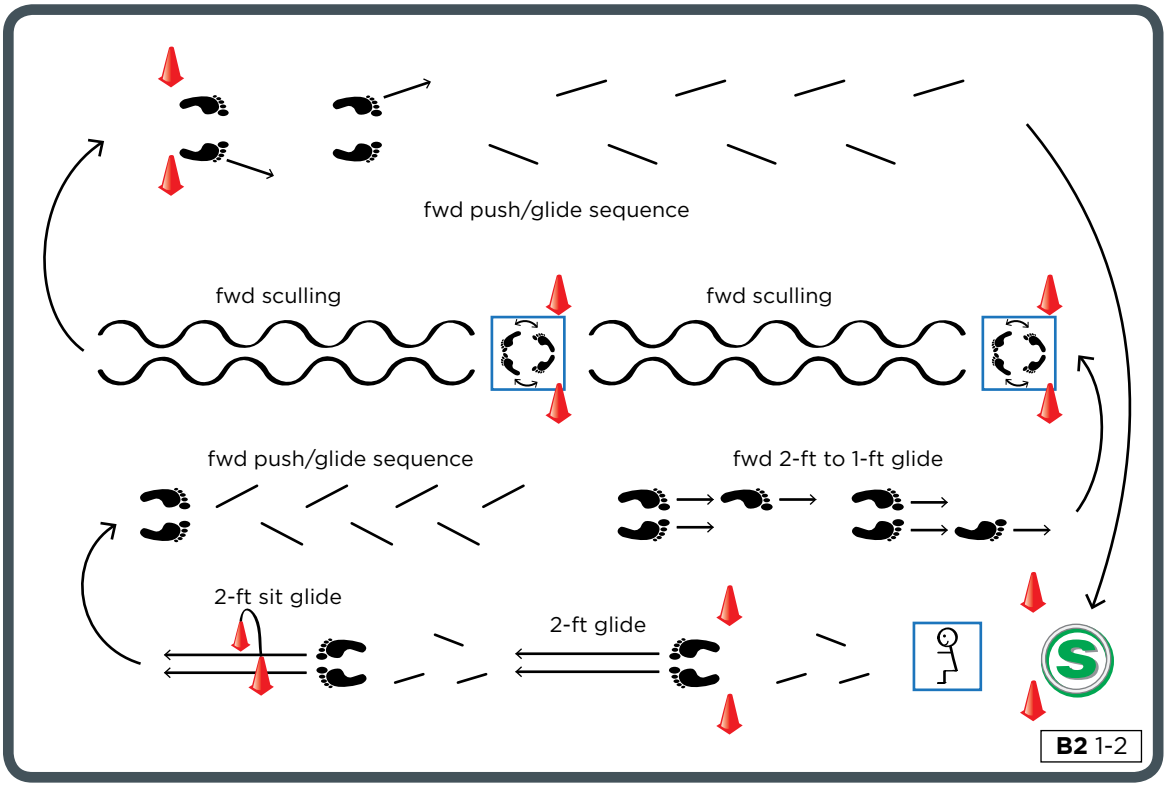
• Skaters must bend 135° to 90° or more for sit position – coaches can use a pool noodle for skaters to put between their knees and hang onto, while they pull them to get the feeling of the sit glide • Min 4 consecutive pushes for push/glide sequence	• Min 6 consecutive sculls • Full width of ice, or comparable for push/glide sequence • Give skaters key words to repeat (in-out, down-up, heels-toes, etc.)

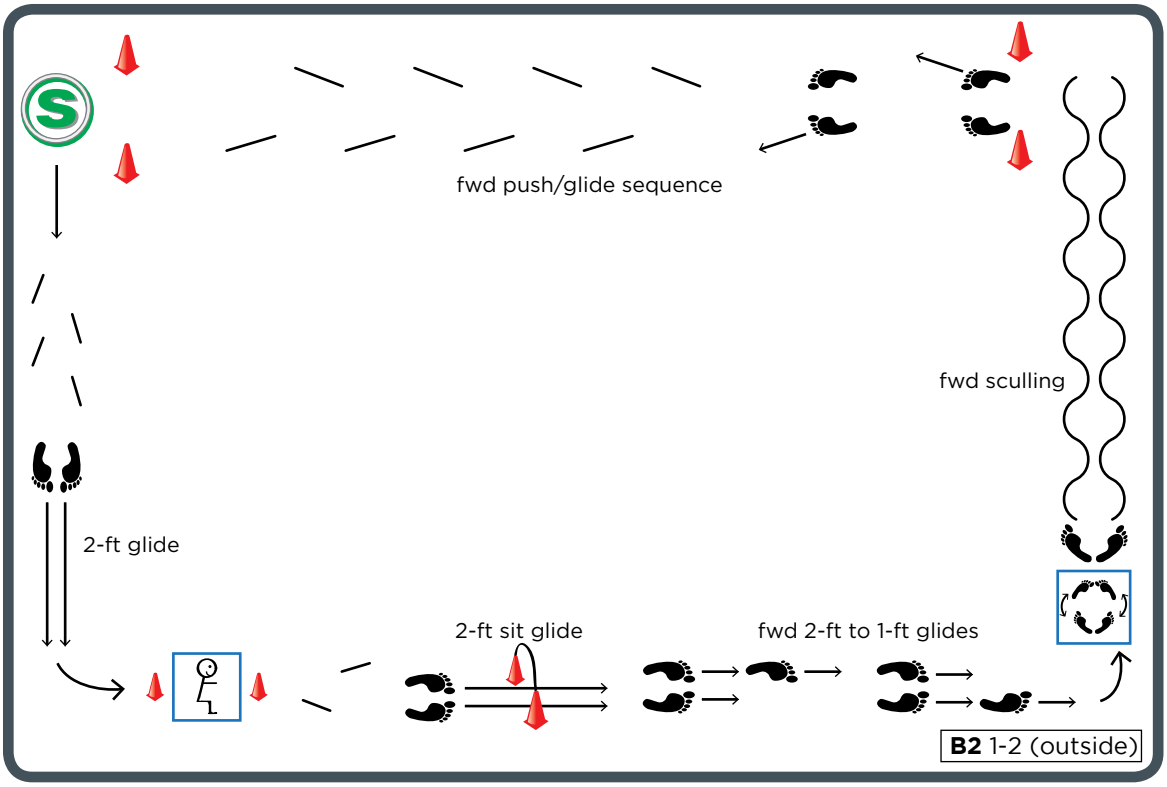
Teaching Aids/Props Needed:
Pylons, marker, signs for stationary skills, plush toys for sculls, archways for sit glide

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
• Fwd 2-ft sculling • Fwd push/glide sequence	• Fwd 2-ft slalom • Fwd stationary blade push

Progressions to be Used:

• Scull on the spot • Slow then add speed to the scull	• Twist on the spot • Fwd 1-ft glides • 1-ft balance on the spot • Assisted stationary blade pushes

Teaching Points to be Reinforced:

• Bend knees • Toes out then in for sculls • Side of the blade pushes with knee bend	• Down/up/down/up knee bend rhythm • Side of the blade push

Notes:

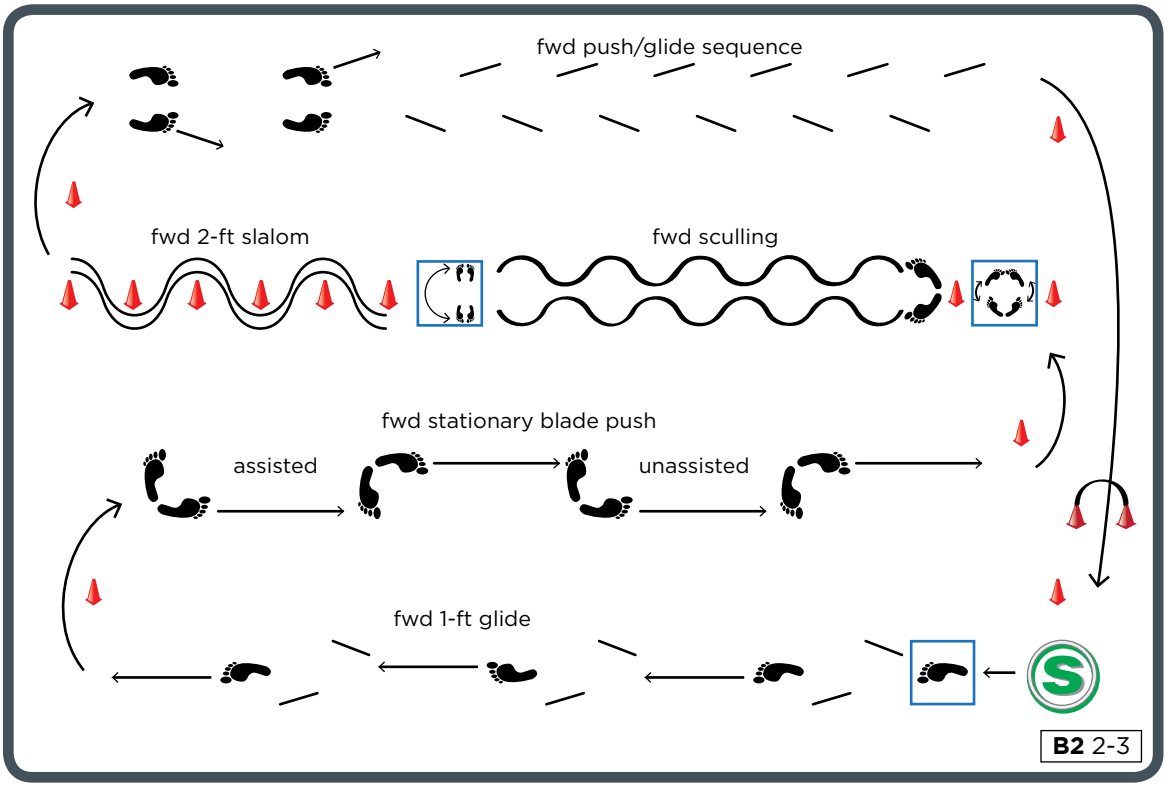
• Min 6 consecutive sculls • Full width of ice, or comparable for push/ glide sequence	• Min 2-second glide on 1 blade push (both feet must be executed) • Min 6 pylons for slalom

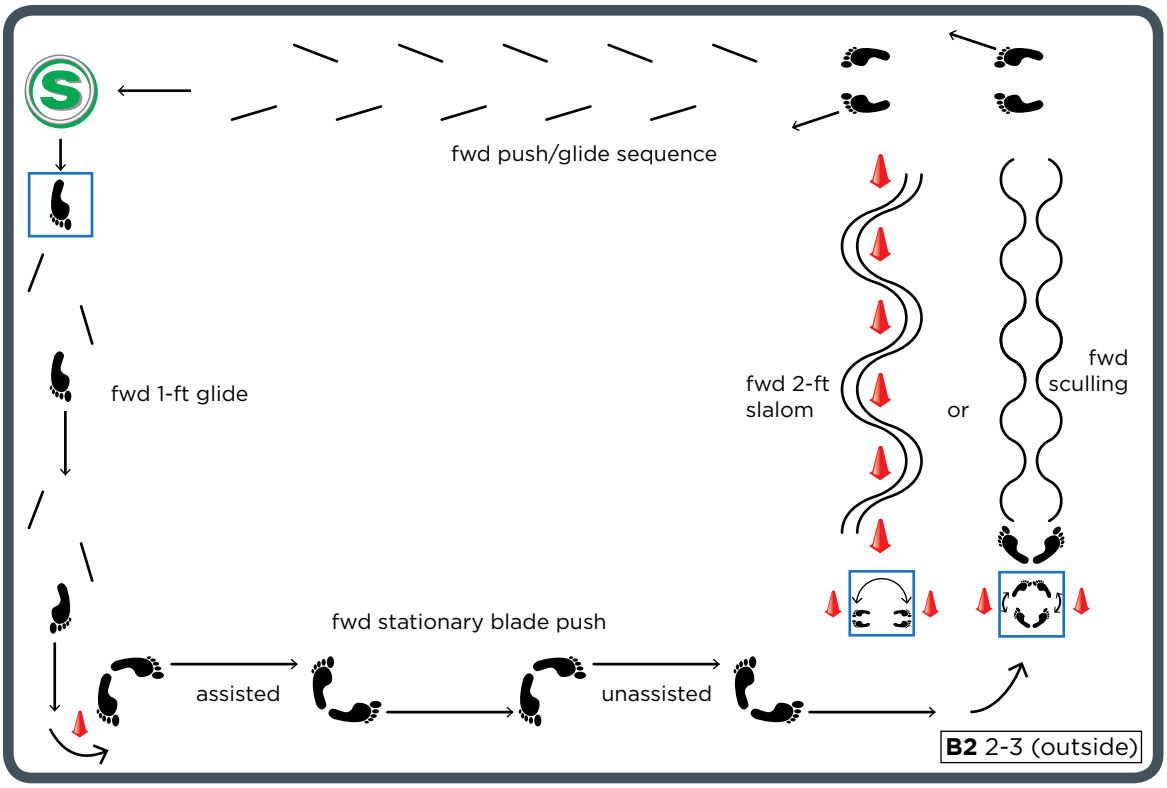
Teaching Aids/Props Needed:
Pylons, marker, signs for stationary skills, plush toys for sculls, archways for sit glide

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
• Fwd 2-ft slalom • Fwd stationary blade push	• Fwd spiral • FI slalom • FO slalom

Progressions to be Used:

• Twist on the spot • Fwd 1-ft glide • 1-ft balance on the spot • Assisted stationary blade pushes	• Stationary assisted spiral • Fwd 1-ft glide • Assisted slalom

Teaching Points to be Reinforced:

• Down/up/down/up knee bend rhythm • Side of the blade push	• Balance • Pick up inside foot for inside edge, outside foot for outside edge

Notes:

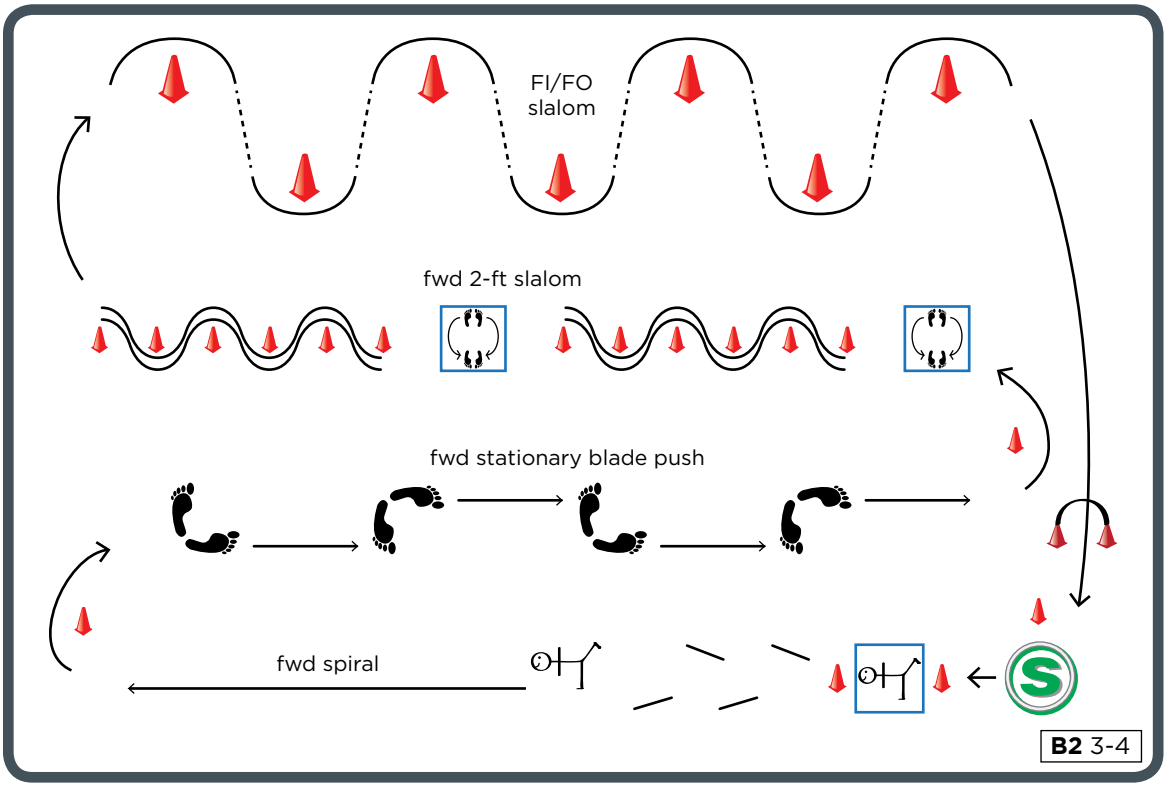
• Min 2-second glide on 1 blade push (both feet must be executed) • Min 6 pylons for slalom	• Min 6 pylons for slalom • Work FI first, then progress to FO • Hold spiral for 2 seconds

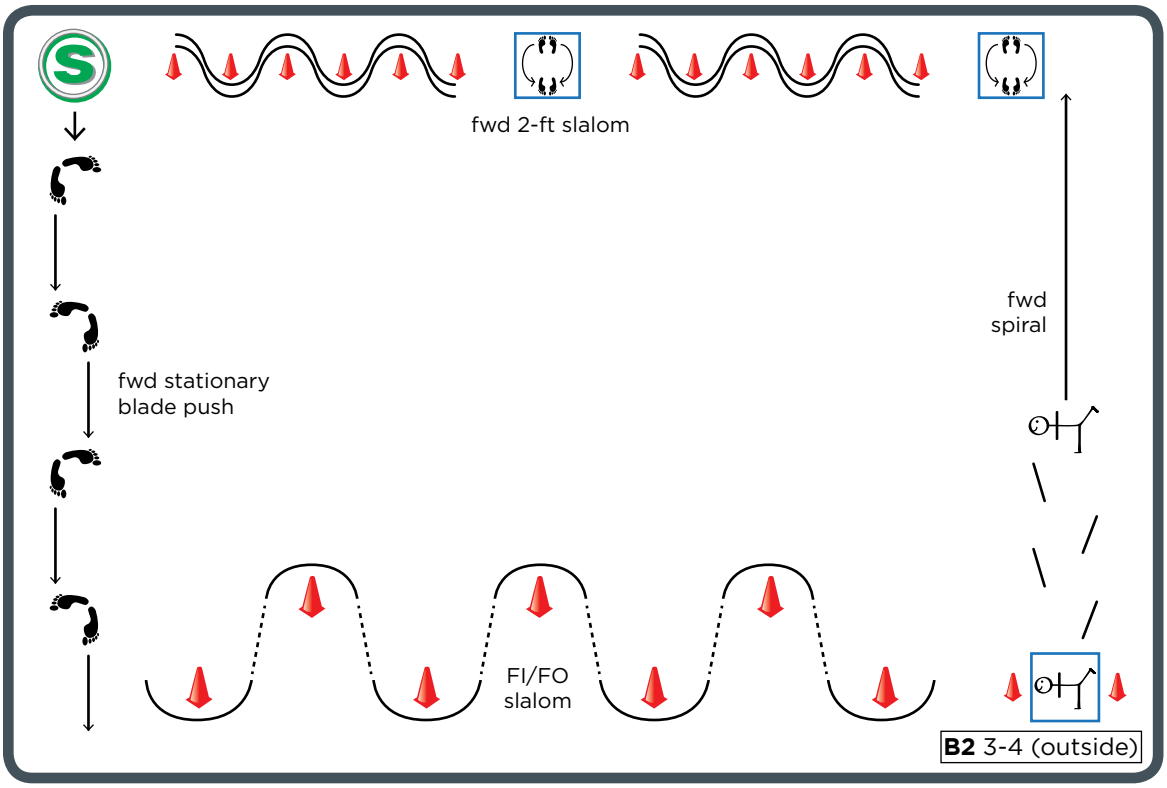
Teaching Aids/Props Needed:
Pylons, marker, signs for stationary skills

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
• Fwd spiral • FI slalom • FO slalom	• FI edges • Fwd 1-ft slalom

Progressions to be Used:

• Stationary assisted spiral • Fwd 1-ft glide • Assisted slalom	• Fwd 2-ft slalom

Teaching Points to be Reinforced:

• Balance • Pick up inside foot for inside edge, outside foot for outside edge	• Balance • Eyes, head up • Knee bend rhythm on slalom (down/up/down/up)

Notes:

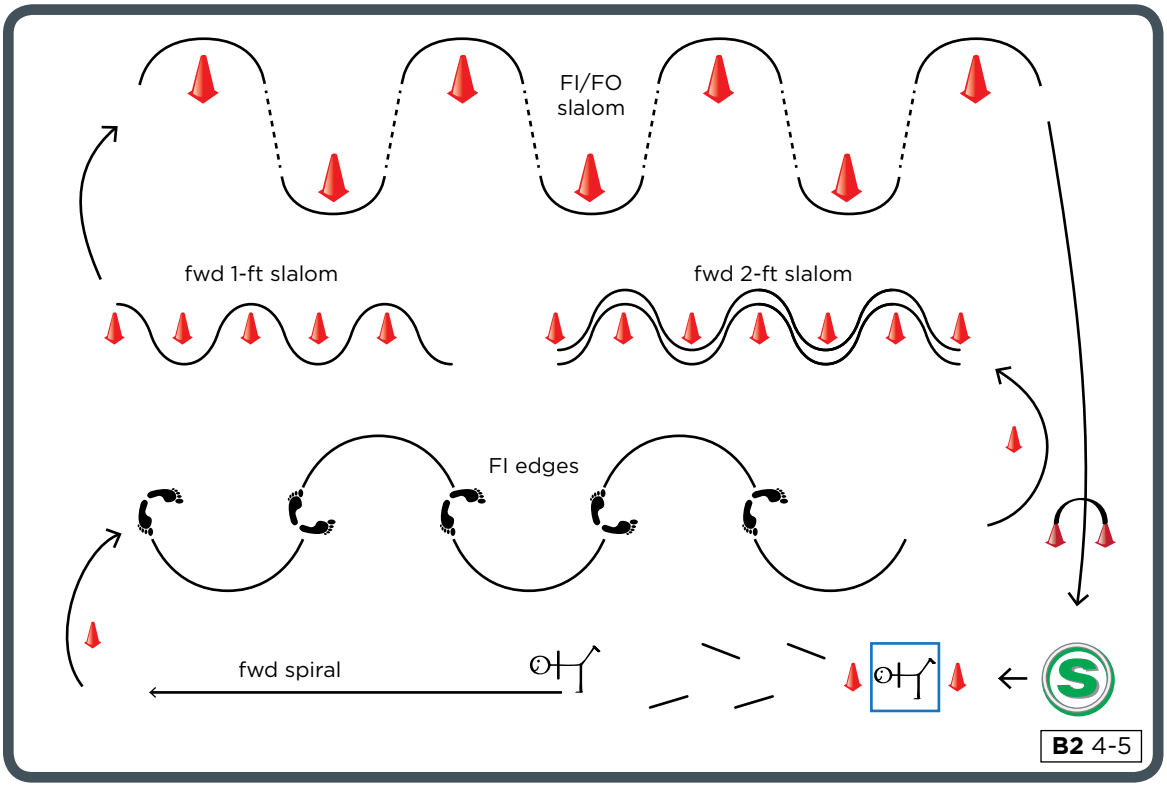
• Min 6 pylons for slalom • Work FI first, then progress to FO • Hold spiral for 2 seconds	• 4 consecutive edges • 6 pylons, majority on 1 foot • Ensure skaters are pushing with the sides of their blades

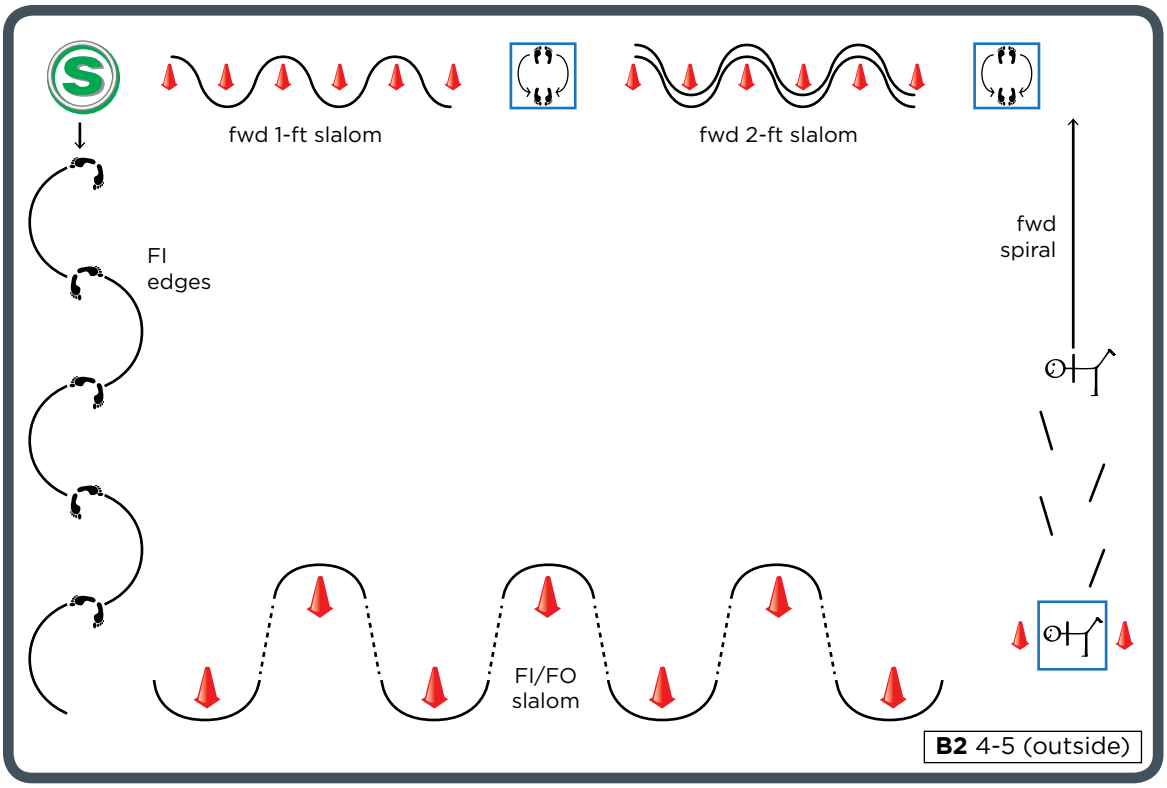
Teaching Aids/Props Needed:
Pylons, marker, signs for stationary skills

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
• FI edges • Fwd 1-ft slalom	• FO edges • Fwd 1-ft slalom • Fwd shoot the duck

Progressions to be Used:

• Fwd 2-ft slalom (if needed)	• Assisted shoot the duck - tuck and 'drive a car' on two feet - focus on getting down • Assisted edges

Teaching Points to be Reinforced:

• Balance • Eyes, head up • Knee bend rhythm on slalom (down, up, down, up)	• Balance • Eyes, head up

Notes:

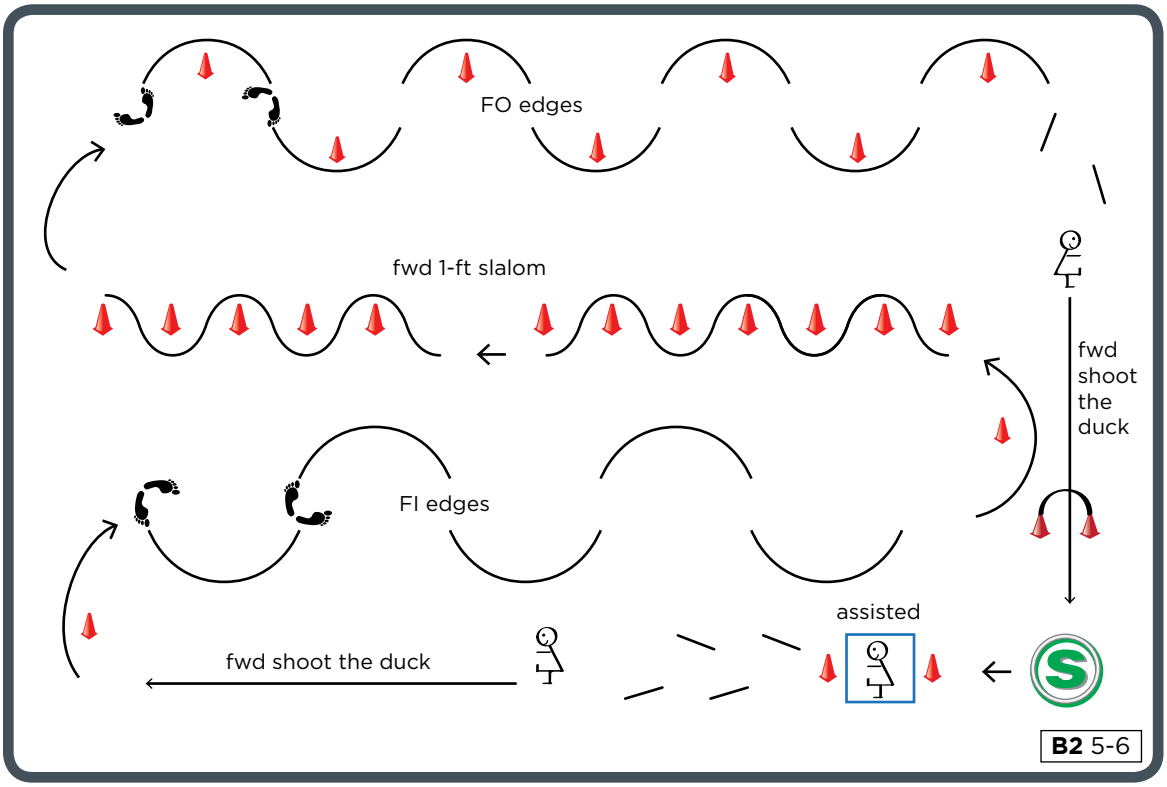
• 4 consecutive edges, blade pushes • 6 pylons, majority on 1 foot • Skate beside skaters while holding their hands when doing 1-ft slalom - this will help them mimic the knee action	• 4 consecutive edges, blade pushes • Execute 4 changes of edge on 1 foot • Hold shoot the duck for min 2 seconds • Skate beside skaters while holding their hands when doing 1-ft slalom - this will help them mimic the knee action

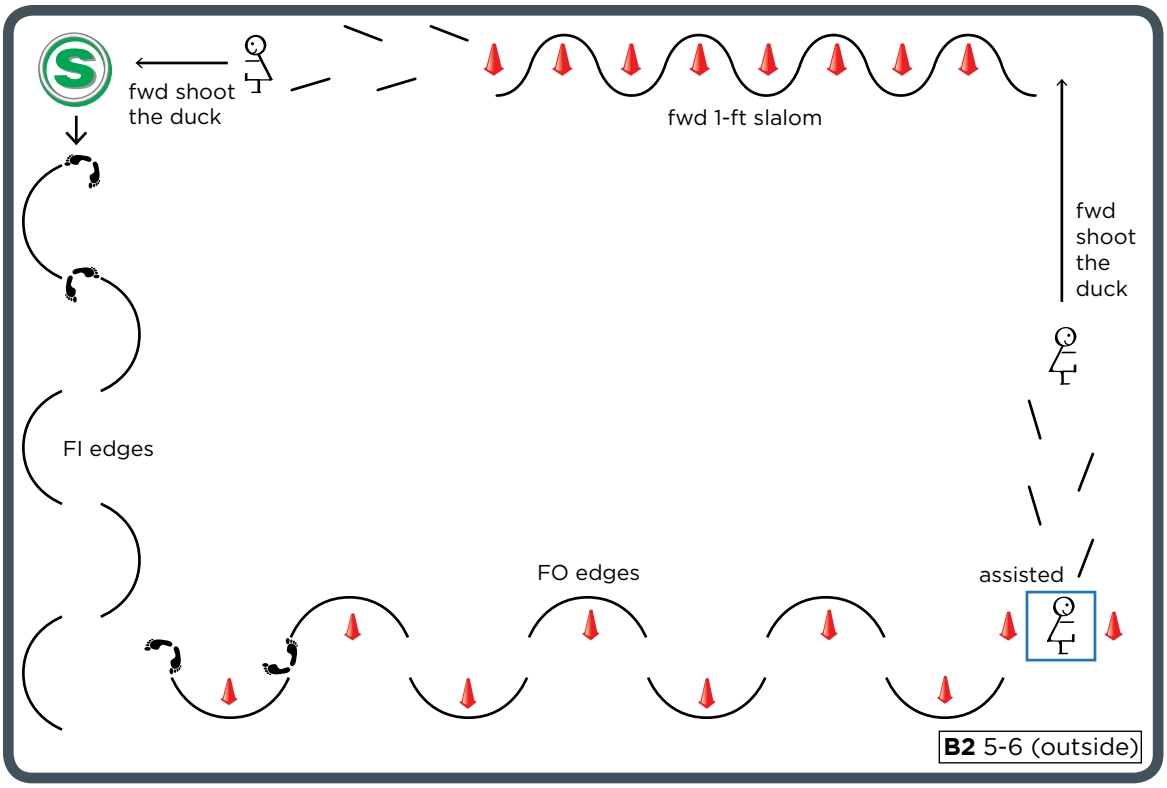
Teaching Aids/Props Needed:
Pylons, marker, signs for stationary skills

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
• Fwd 2-ft glide • Fwd push/glide sequence	• Fwd 1-ft glide with speed

Progressions to be Used:

• 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	• Fwd 2-ft glide • Fwd 2-ft to 1-ft glide

Teaching Points to be Reinforced:

• Balance • Bend knees and ankles • Side of the blade	• Balance • Eyes, head up

Notes:

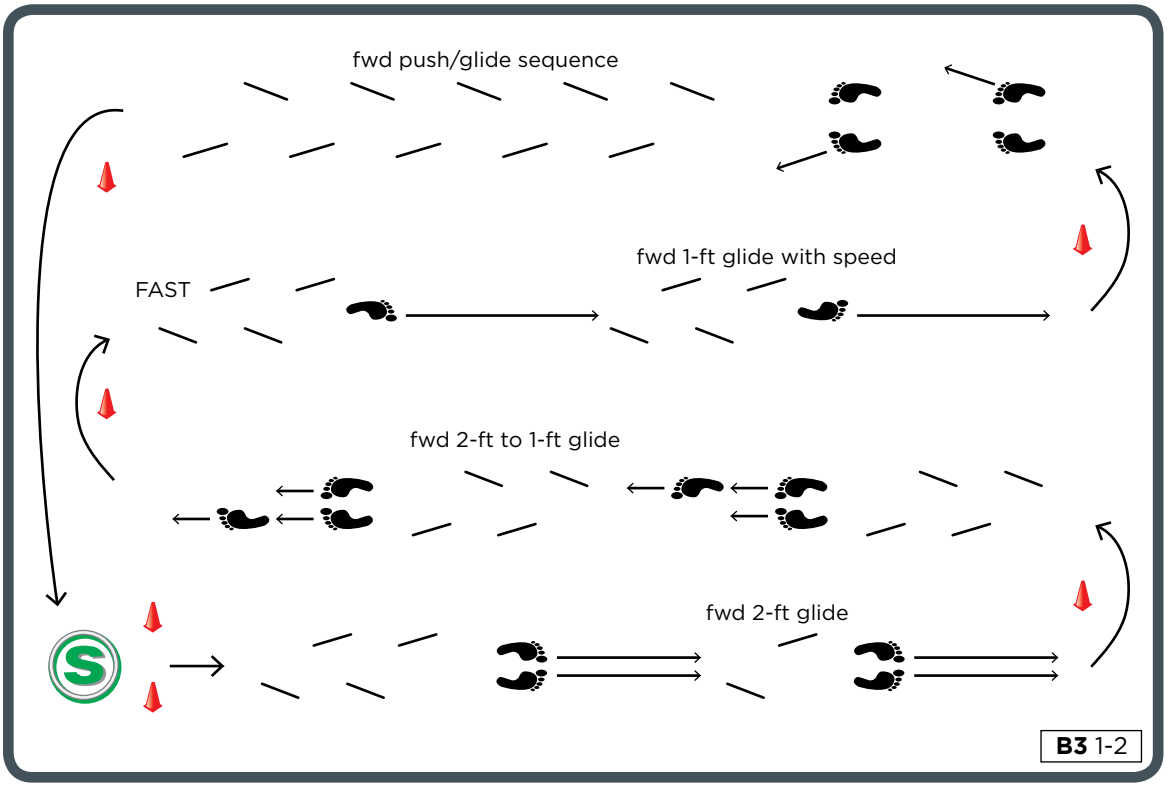
• Encourage speed and length of glide • Can help skaters get the feel of the glide by assisting them (providing a little bit of speed and flow)	• To be held for min 2 seconds (both feet) • High energy to encourage speed (offer plenty of high fives too!)

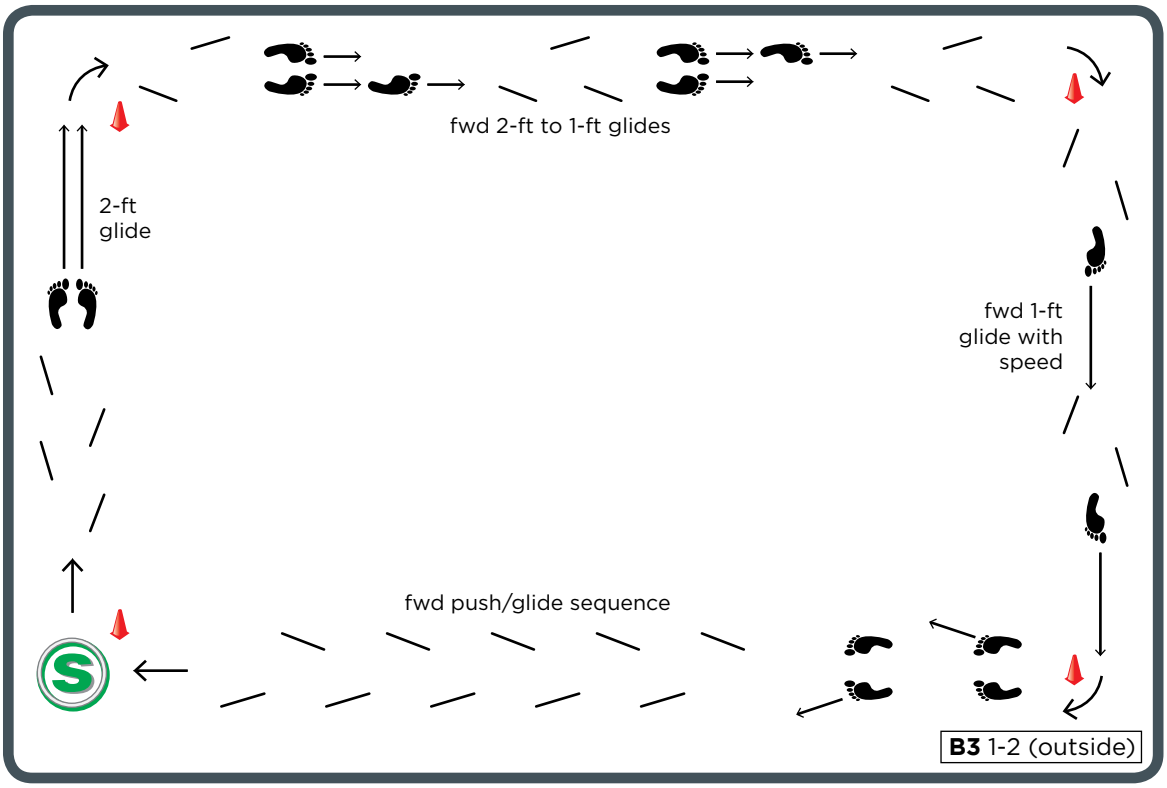
Teaching Aids/Props Needed:
Add some fun during this lesson – drawings, steering wheels for focus on skating fast.

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
• Fwd 1-ft glide with speed	• Fwd stationary blade push • Walking crosscuts

Progressions to be Used:

• Fwd 2-ft glide • Fwd 2-ft to 1-ft glide	• Side steps • Assisted walking crosscuts • 1-ft glides • Assisted stationary pushes

Teaching Points to be Reinforced:

• Balance • Eyes, head up	• Parallel feet, walking crosscuts • Blade pushes, stationary push • Balance and knee bend on push

Notes:

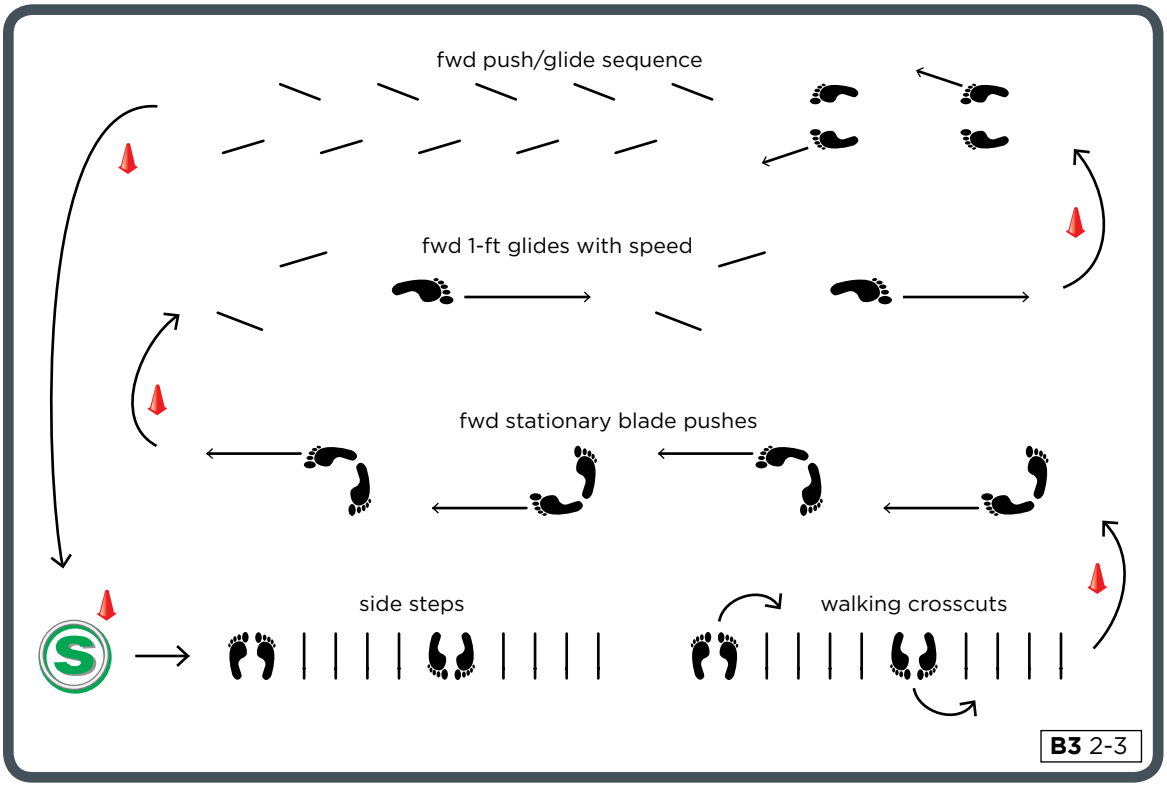
• To be held for min 2 seconds (both feet) • Offer encouragement and praise throughout	• 3-5 consecutive walking crosscuts – allow them to stay on 2 feet in the crossed position to feel comfortable while learning that both blades need to be parallel • Min 2-second glide on stationary push, bend, push - 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)

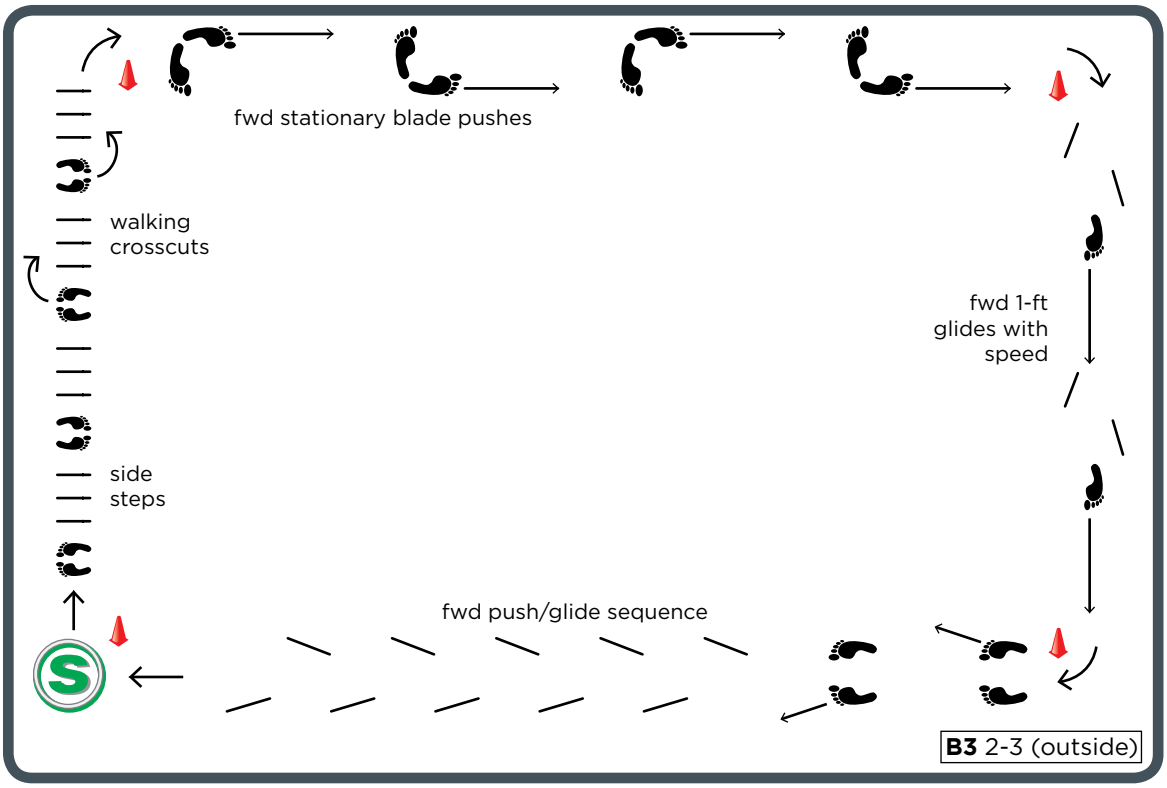
Teaching Aids/Props Needed:
Add some fun during this lesson – drawings, signs on plungers, plush toys for visual or archway for return to start.

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
• Fwd stationary blade push • Walking crosscuts	• Fwd drag • Fwd V start

Progressions to be Used:

• Side steps • Assisted walking crosscuts • 1-ft glides • Assisted stationary pushes	• Stationary drag • Stationary V position

Teaching Points to be Reinforced:

• Parallel feet, walking crosscuts • Blade pushes, stationary push • Balance and knee bend on push	• Balance • Side of the blade power

Notes:

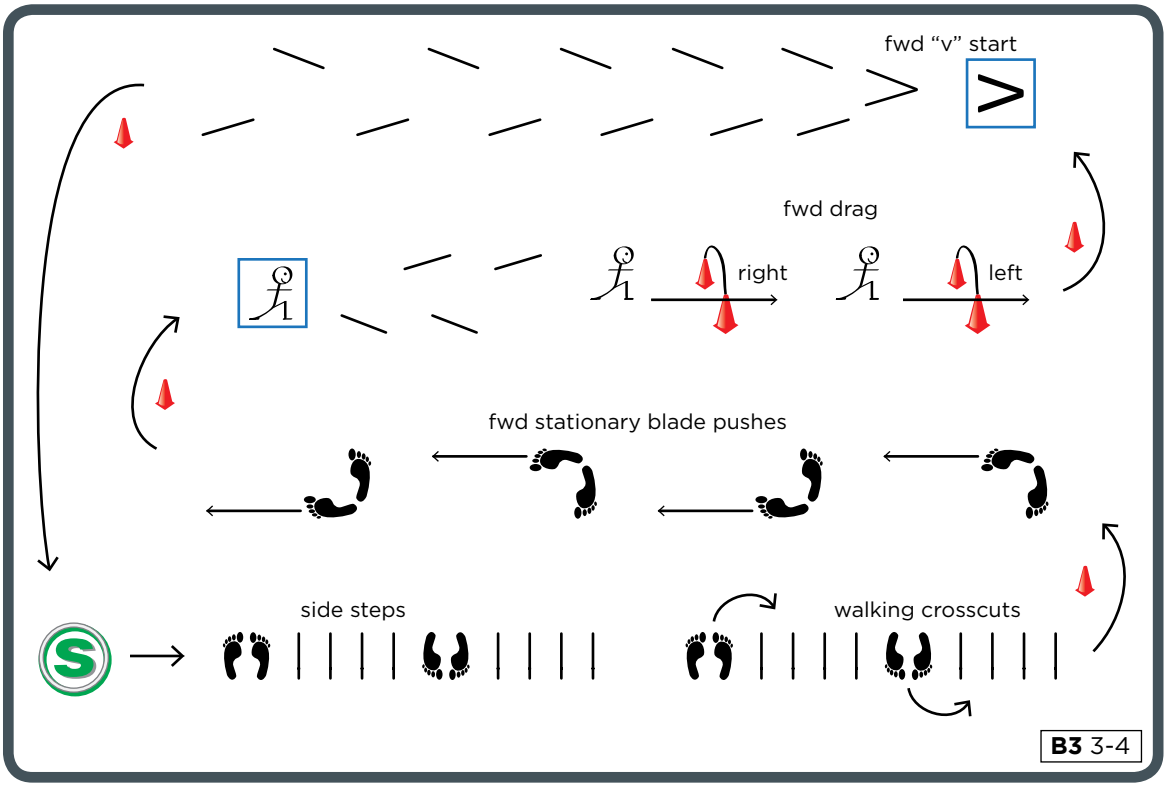
• 3-5 consecutive walking crosscuts – can use hockey stick to help keep body level during this skill • Min 2-second glide on stationary push	• Hold drag for min 2 seconds – have fun if skater falls; encourage deep knee bends – reassure that falling just means they are pushing themselves (high five!) • Perform 4 consecutive V steps before glides

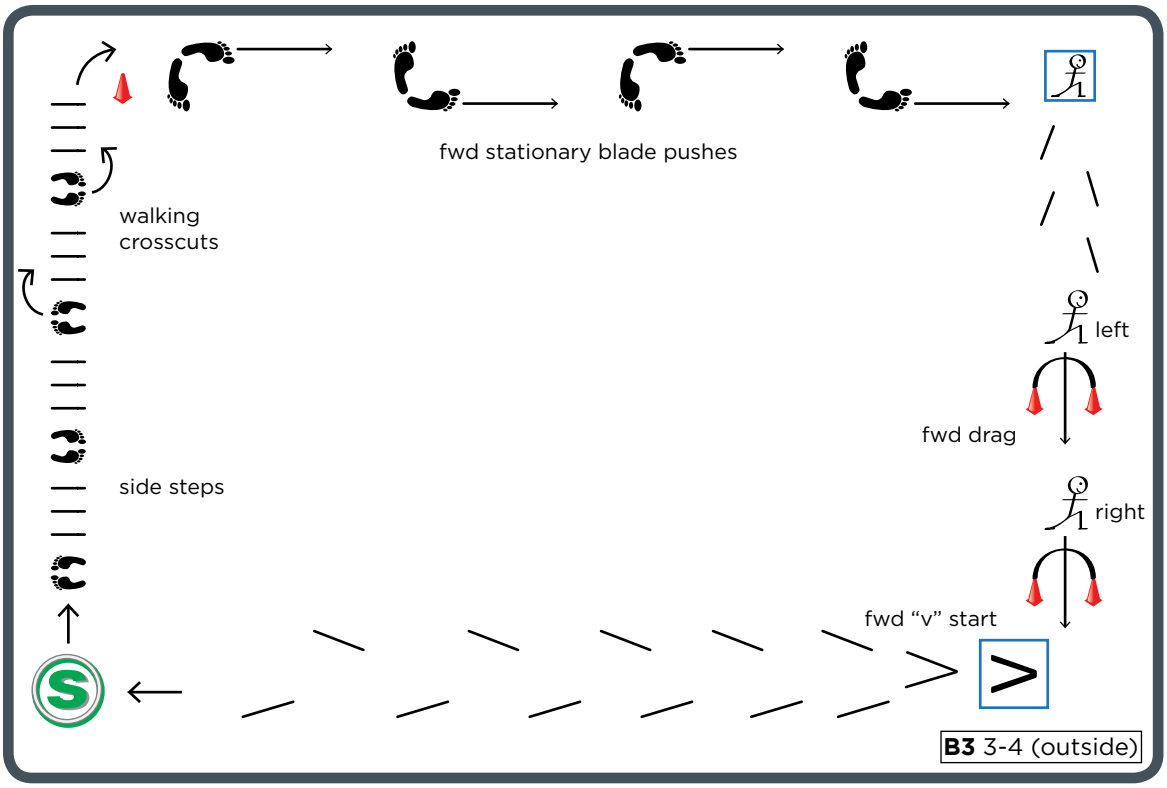
Teaching Aids/Props Needed:
Add some fun during this lesson – drawings, signs on plungers, plush toys for visual, archway for drag.

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
• Fwd drag • Fwd V start	• Inside spread eagle • Running lateral crossovers • Fwd perimeter skating with jumps

Progressions to be Used:

• Stationary drag • Stationary V position	• Assisted inside spread eagles • Run on the spot • Walking crosscuts

Teaching Points to be Reinforced:

• Balance • Side of the blade power	• Balance • Good knee bend/rhythm • Control on jumps

Notes:

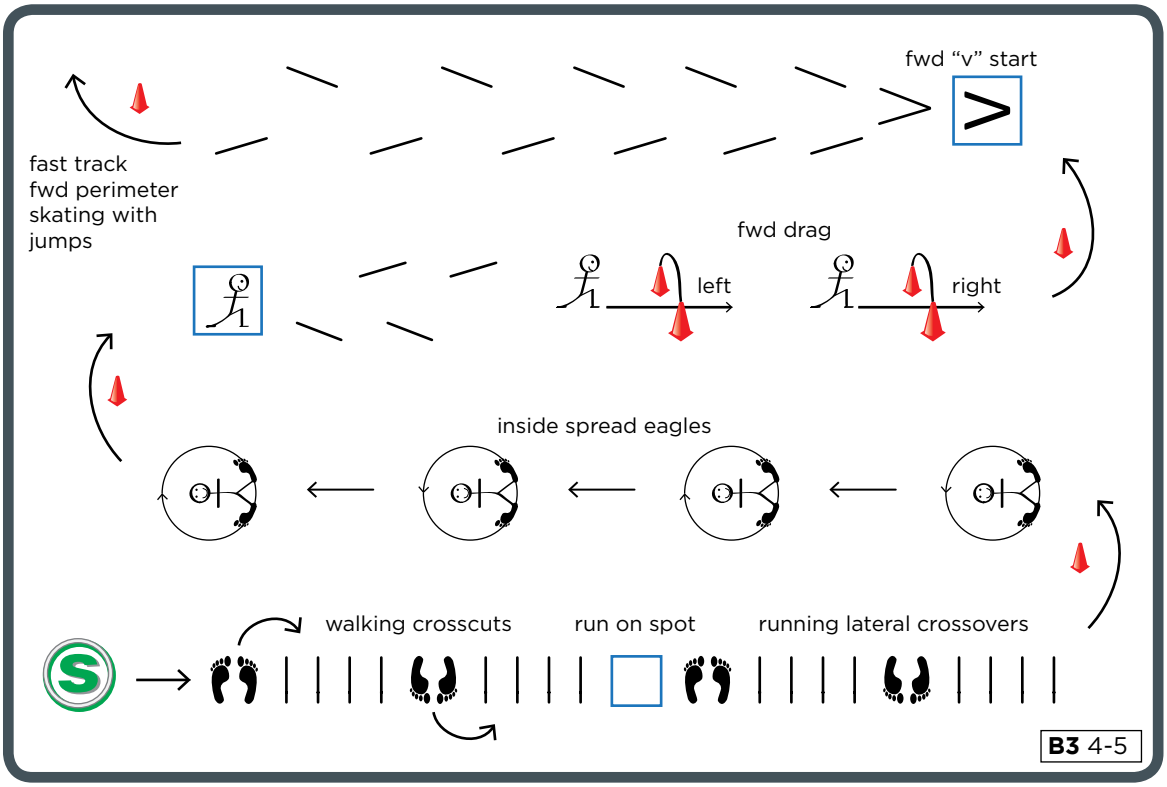
• Hold drag for min 2 seconds • Perform 4 consecutive V steps before glides	• Hold inside spread eagle for min 1 second – offer assistance at beginning • Perform min 3 running crossovers • Perimeter skating with jumps at every line, any jump permitted

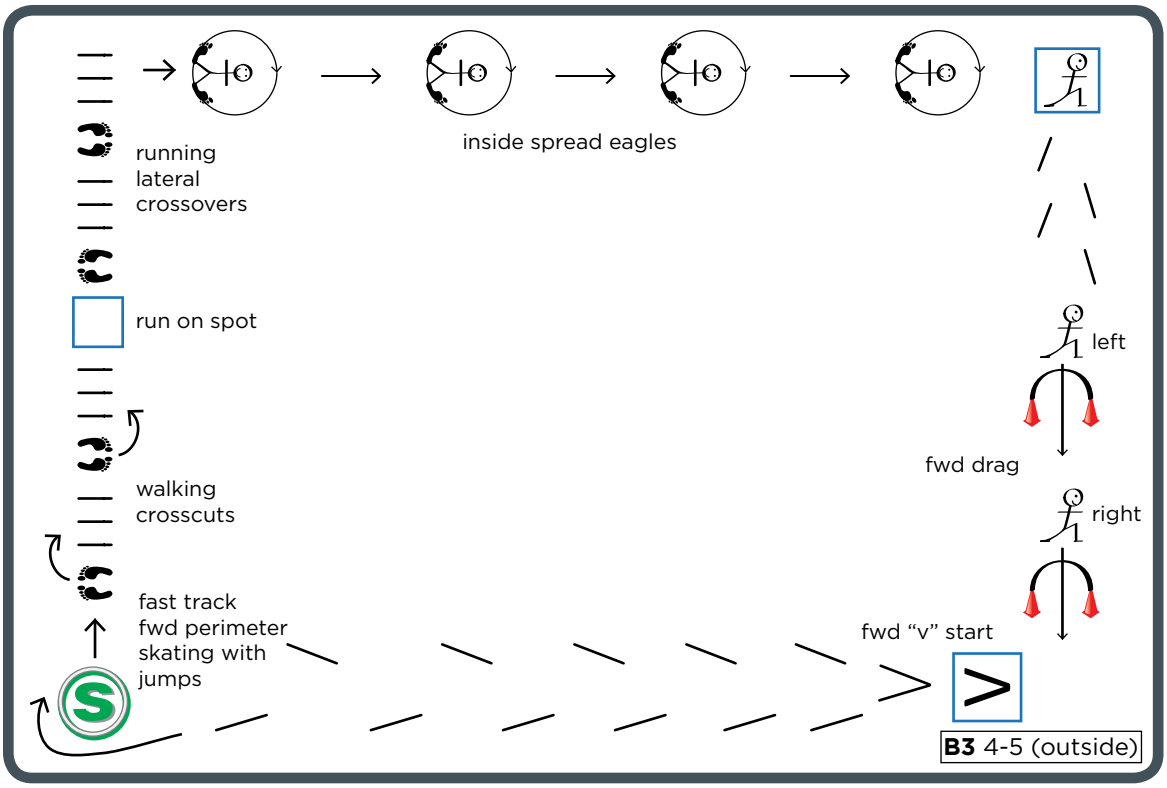
Teaching Aids/Props Needed:
Add some fun during this lesson – drawings, signs on plungers, plush toys for visual, archway for drag.

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
• Inside spread eagle • Running lateral crossovers • Fwd perimeter skating with jumps	• Fwd crossover acceleration • Fwd perimeter skating with side stops

Progressions to be Used:

• Assisted inside spread eagles • Run on the spot • Walking crosscuts	• Running lateral crossovers • Slow and then add speed

Teaching Points to be Reinforced:

• Balance • Good knee bend/rhythm • Control on jumps	• Good knee action • Balance • Speed for perimeter

Notes:

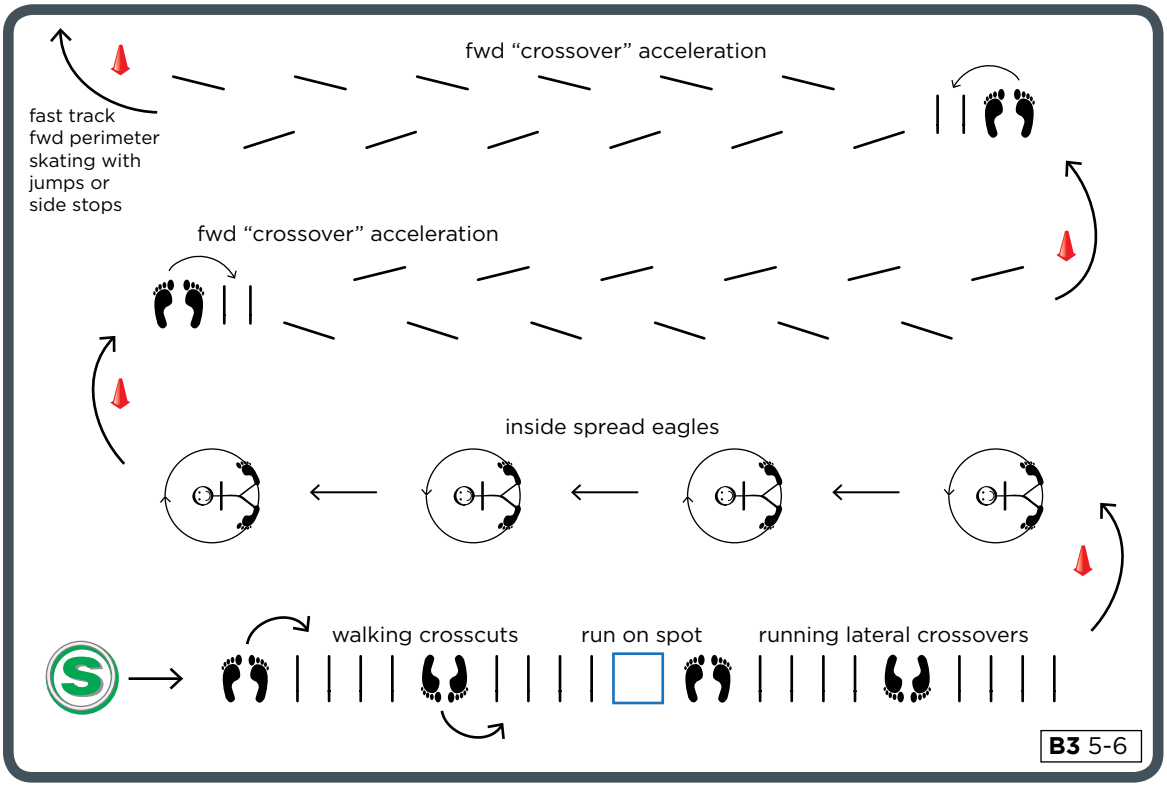
• Hold inside spread eagle for min 1 second • Perform min 3 running crossovers • Perimeter skating with jumps at every line, any jump permitted	• Perform a min of 3 side stops alternating direction • Crossover start must accelerate – high energy – GO, GO, GO!

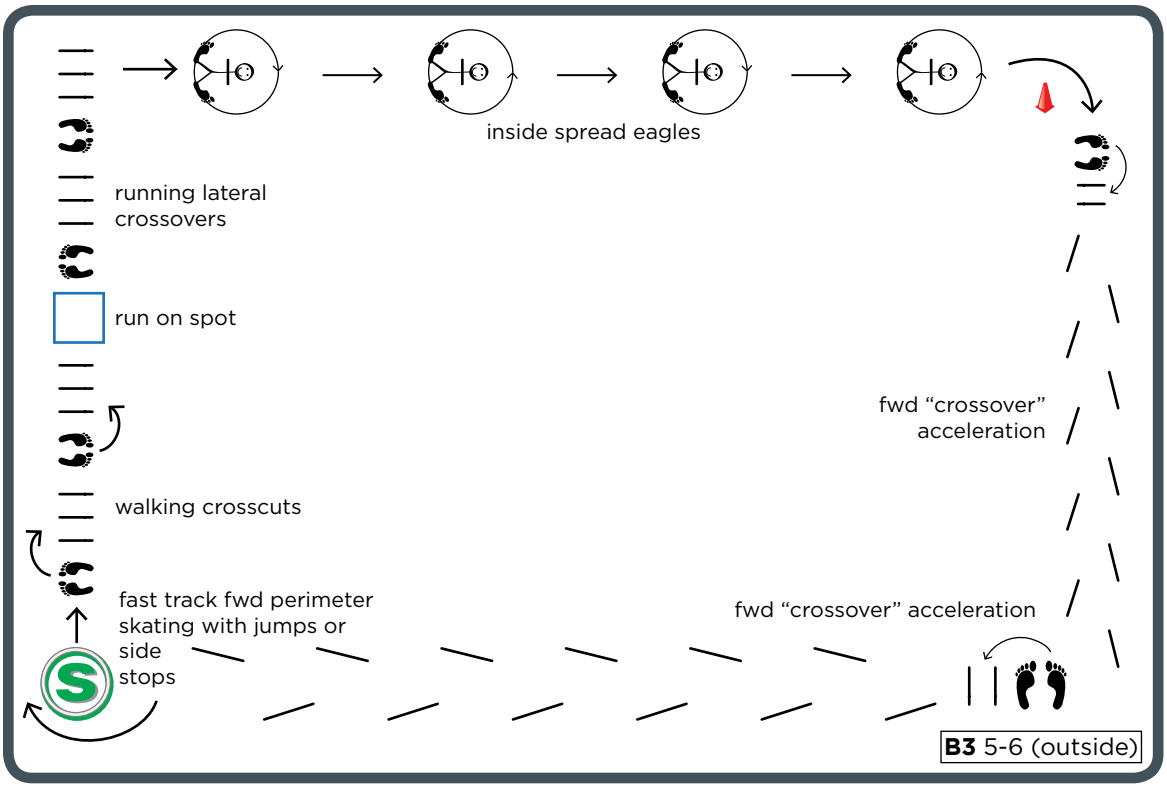
Teaching Aids/Props Needed:
Add some fun during this lesson – drawings, signs on plungers.

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
• Snow slide steps • Bwd 2-ft skating/walking	• Fwd stop • Bwd push/glide sequence

Progressions to be Used:

• Assist the foot with making snow • Assisted bwd skating • Fwd skating	• Slow then add speed • Snow slide steps • Stationary stops • Assisted bwd skating

Teaching Points to be Reinforced:

• Balance • Bend knees and ankles • Side of the blade	• Balance • Apply pressure to shave the ice • Eyes, head up • Bend knees for backward skating

Notes:

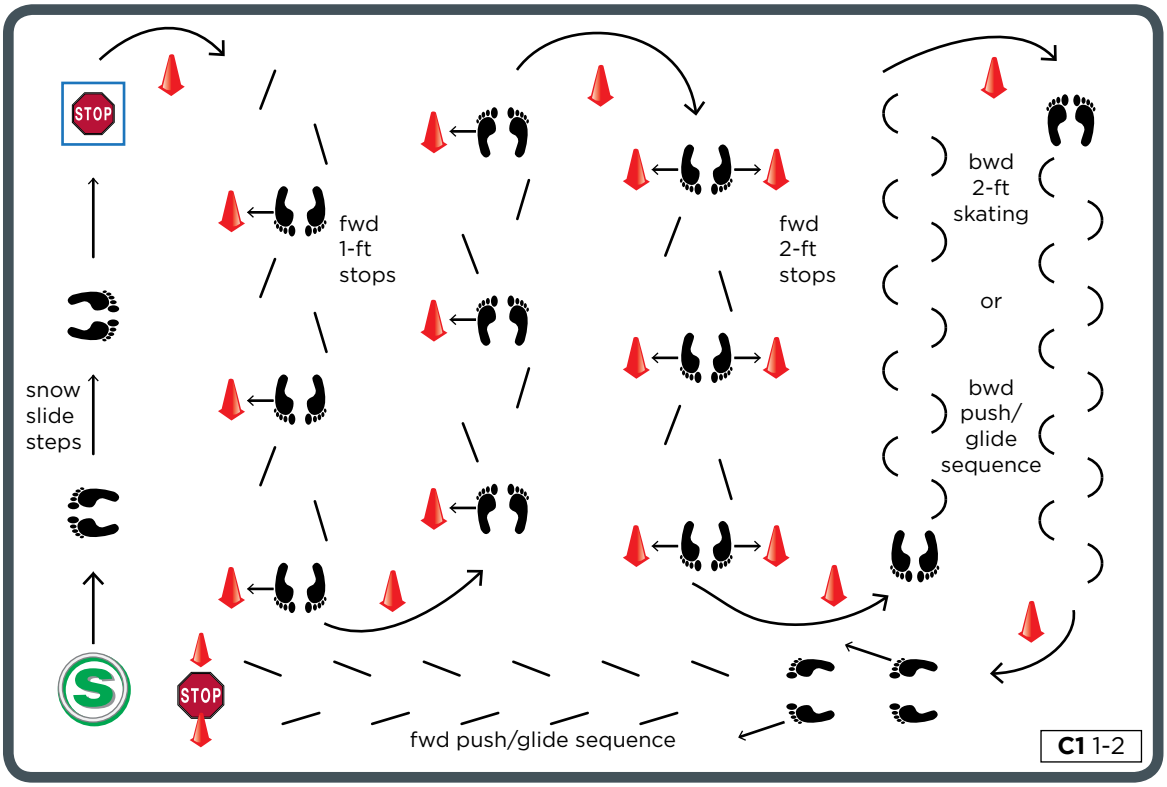
• 4 consecutive slide steps per foot • Bwd skating/walking to cover approx. ½ the width of the ice	• Any stop (R, L or both) acceptable

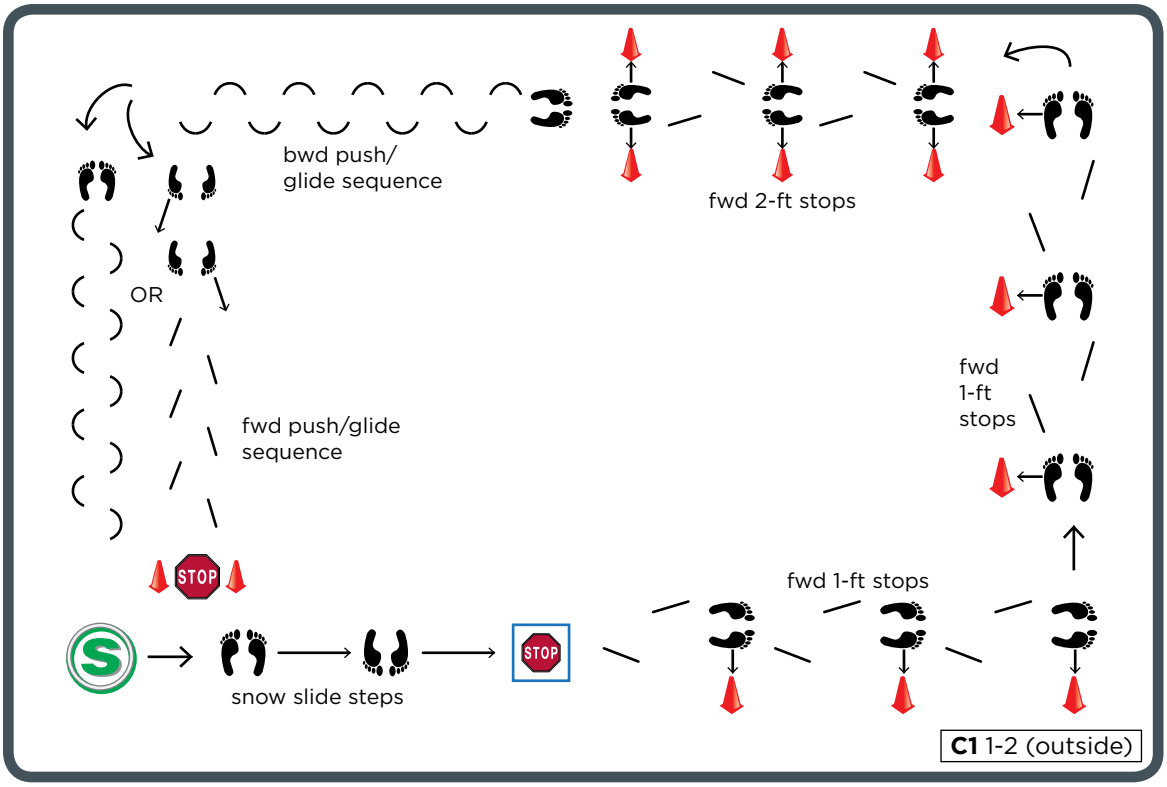
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd stop • Bwd push/glide sequence	• Fwd stop with speed • Bwd push/glide sequence

Progressions to be Used:

• Slow then add speed • Snow slide steps • Stationary stops • Assisted bwd skating	• Slow then add speed • Snow slide steps • Stationary stops • Assisted bwd skating

Teaching Points to be Reinforced:

• Balance • Apply pressure to shave the ice • Eyes, head up • Bend knees for bwd skating	• Balance • Apply pressure to shave the ice • Eyes, head up • Bend knees for bwd skating

Notes:

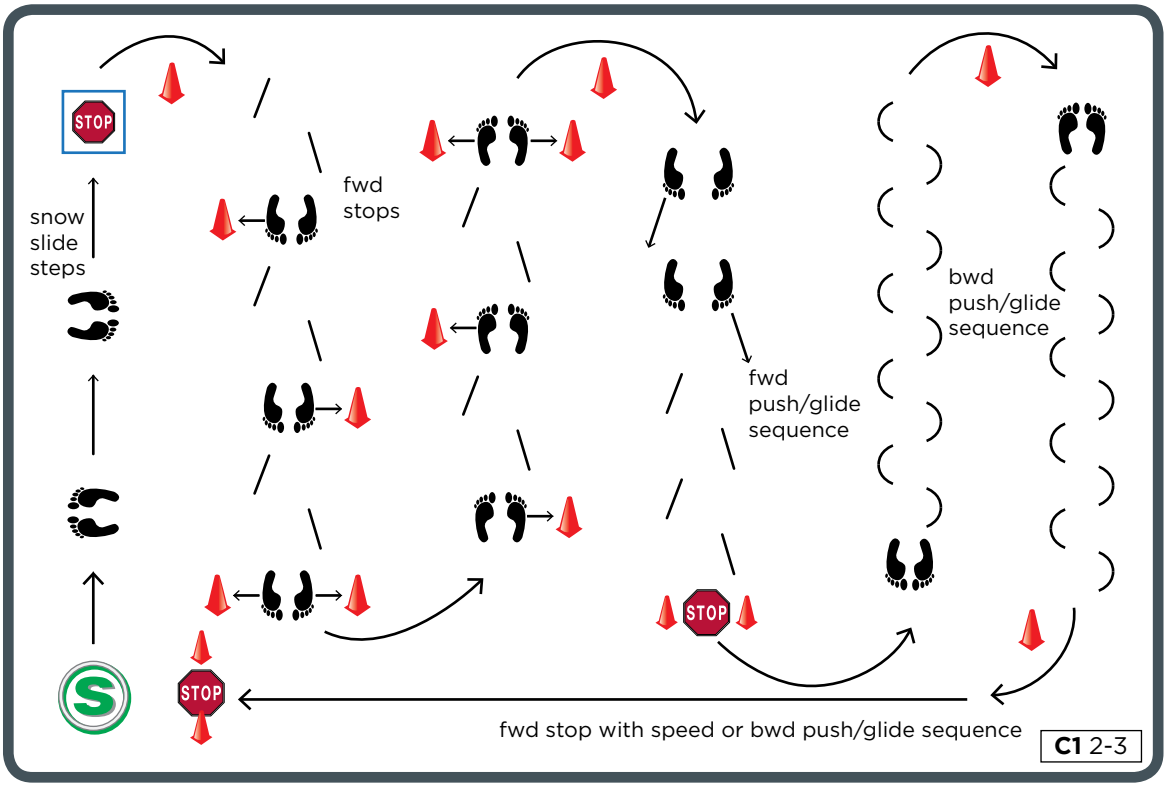
• Any stop (R, L or both) acceptable • Bwd skating must cover more than ½ width • Encourage skaters to spray snow on the pylon they are stopping towards!	• Must perform all stops, right, left and both • More power on bwd skating (knee bend) • Encourage skaters to spray snow on the pylon they are stopping towards!

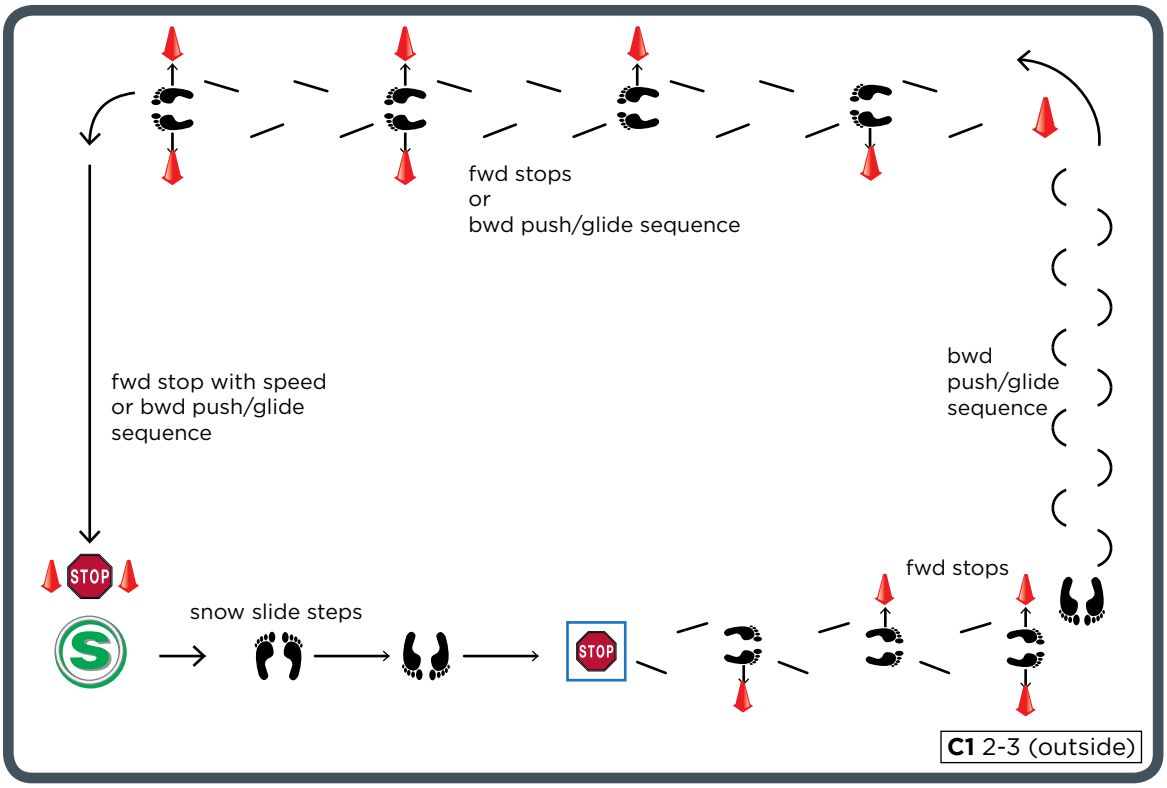
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd stop with speed • Bwd push/glide sequence	• Bwd stop • Speed drill #1 (skate from goal line to 1st blue line in 9 seconds or less)

Progressions to be Used:

• Slow then add speed to both stop and push glide • Snow slide steps • Stationary stops • Assisted bwd skating	• Stationary stops • Fwd stops • Fast fwd skating

Teaching Points to be Reinforced:

• Balance • Apply pressure to shave the ice • Eyes, head up • Bend knees for bwd skating	• Push foot behind and out for bwd stops • Use natural body rhythm to help speed • Free movement of arms

Notes:

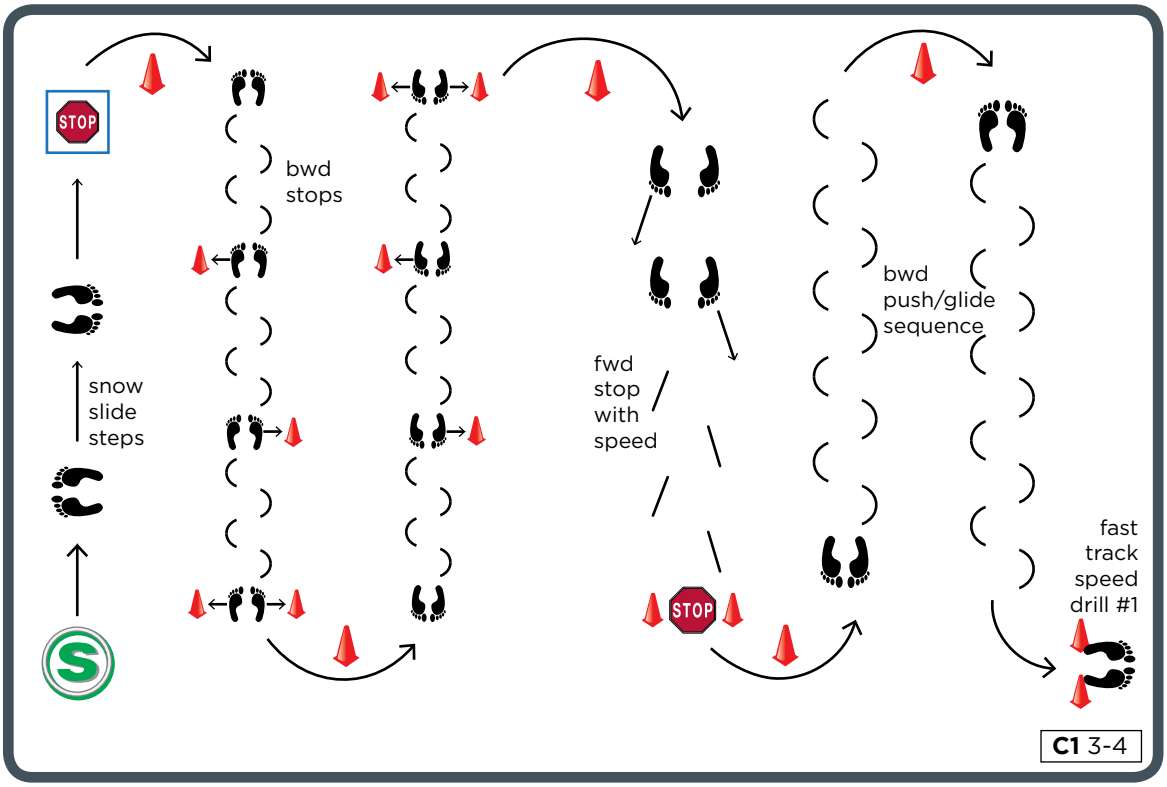
• Must perform all stops, right, left and both • More power on bwd skating (knee bend) – full width of ice	• Any bwd stop acceptable • A PA may time the speed drill and record time

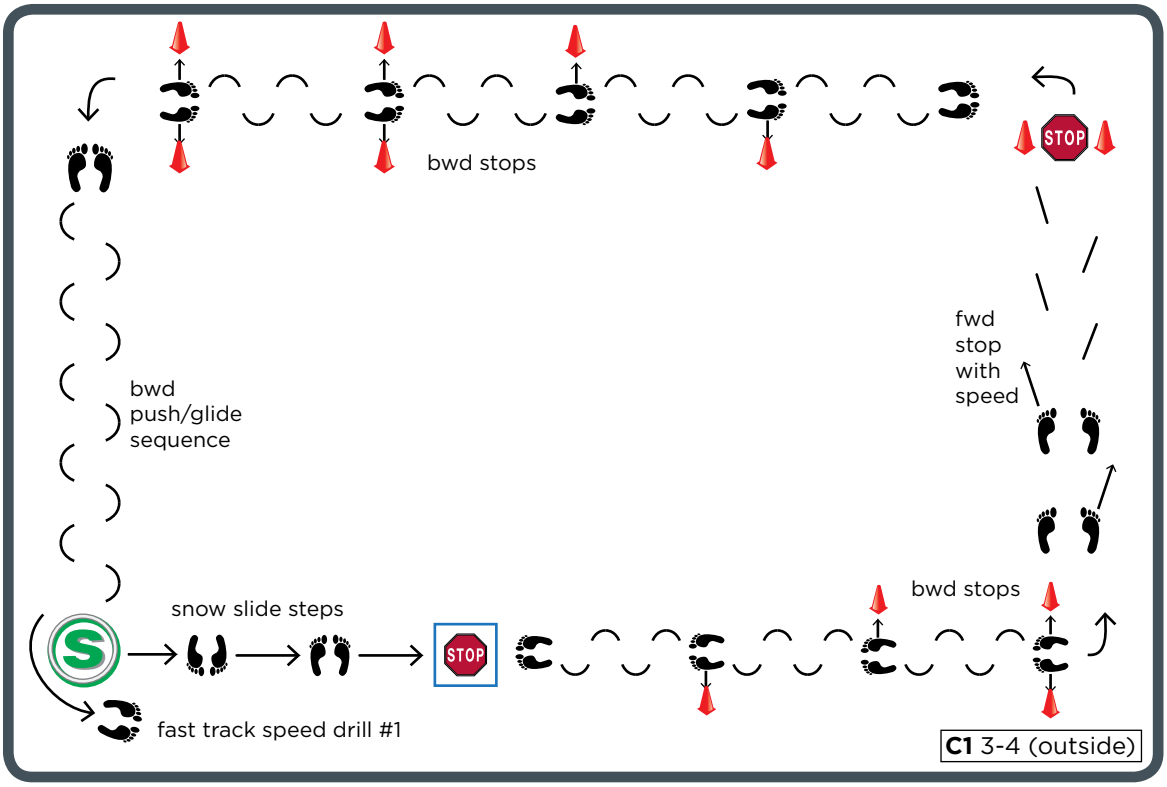
Teaching Aids/Props Needed:
Pylons, markers, signs, stop watch

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
• Bwd stop • Speed drill #1 (skate from goal line to 1st blue line in 9 seconds or less)	• 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:

• Stationary stops • Fwd stops • Fast fwd skating	• Twist on the spot to practice unweighting • Snow slide steps • Slow then add speed

Teaching Points to be Reinforced:

• Push foot behind and out for backward stops • Use natural body rhythm to help speed • Free movement of arms	• Down, up, down rhythm for side stop • Parallel feet • Natural body rhythm for speed drill

Notes:

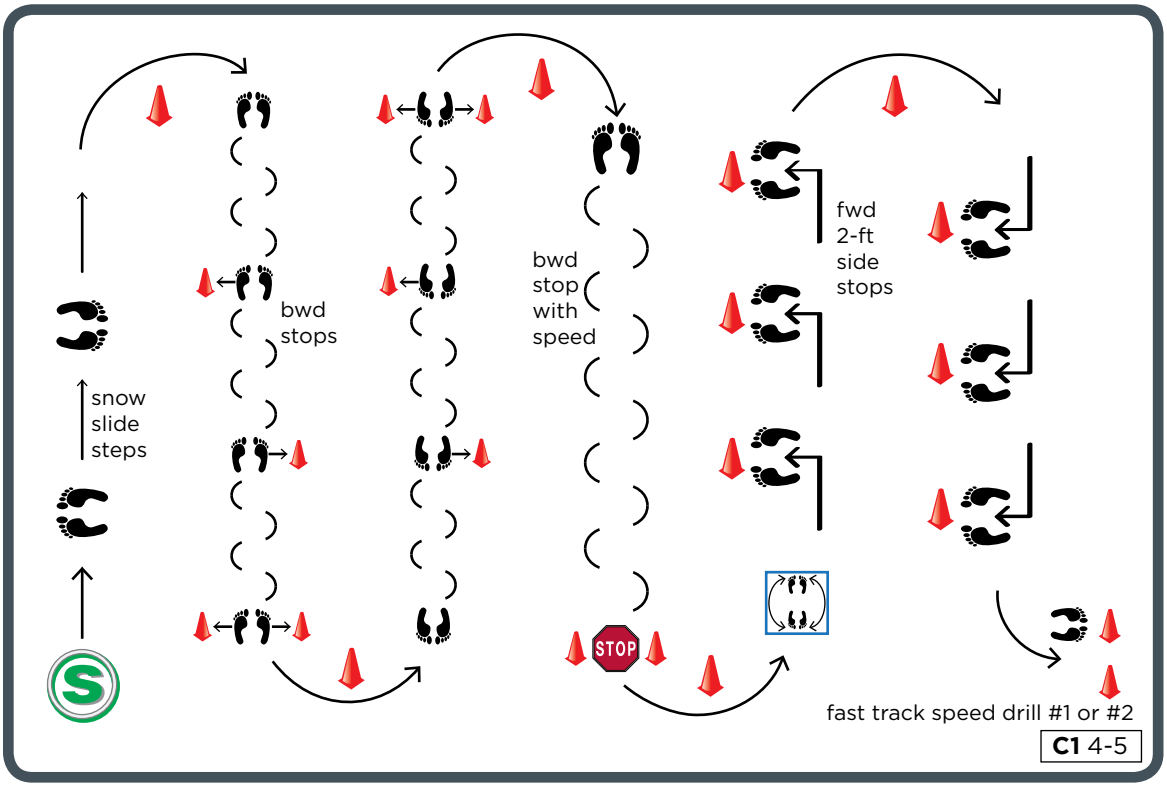
• Any bwd stop acceptable • Use a PA to record speed drill times	• Remind skaters to keep their heads up • Use a PA to record speed drill times

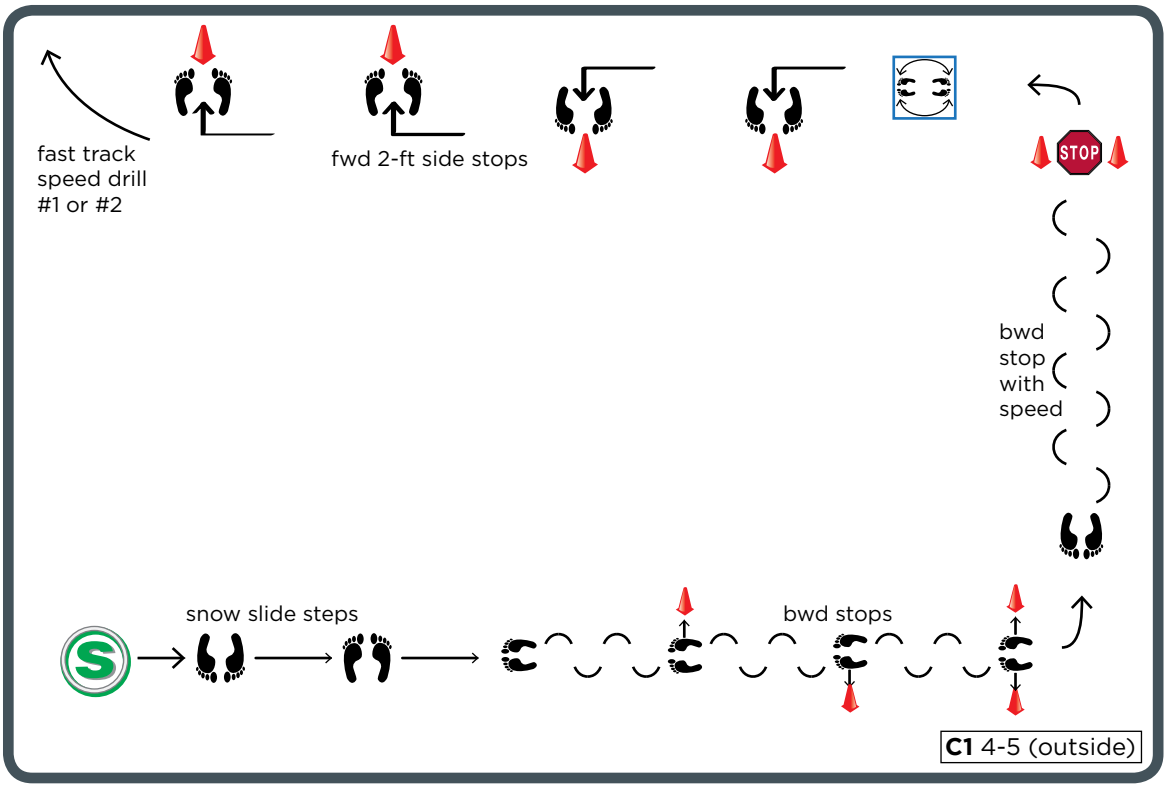
Teaching Aids/Props Needed:
Pylons, markers, signs, stop watch

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
• Bwd stop • Fwd 2-ft side stop • Speed drill #2 (skate goal line to 2nd blue line in 12 seconds or less)	• 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:

• Twist on the spot • Snow slide steps • Slow then add speed	• Slow then add speed

Teaching Points to be Reinforced:

• Down, up, down rhythm for side stop • Parallel feet • Natural body rhythm for speed drill	• Down, up, down on stops • Natural body rhythm for speed drill

Notes:

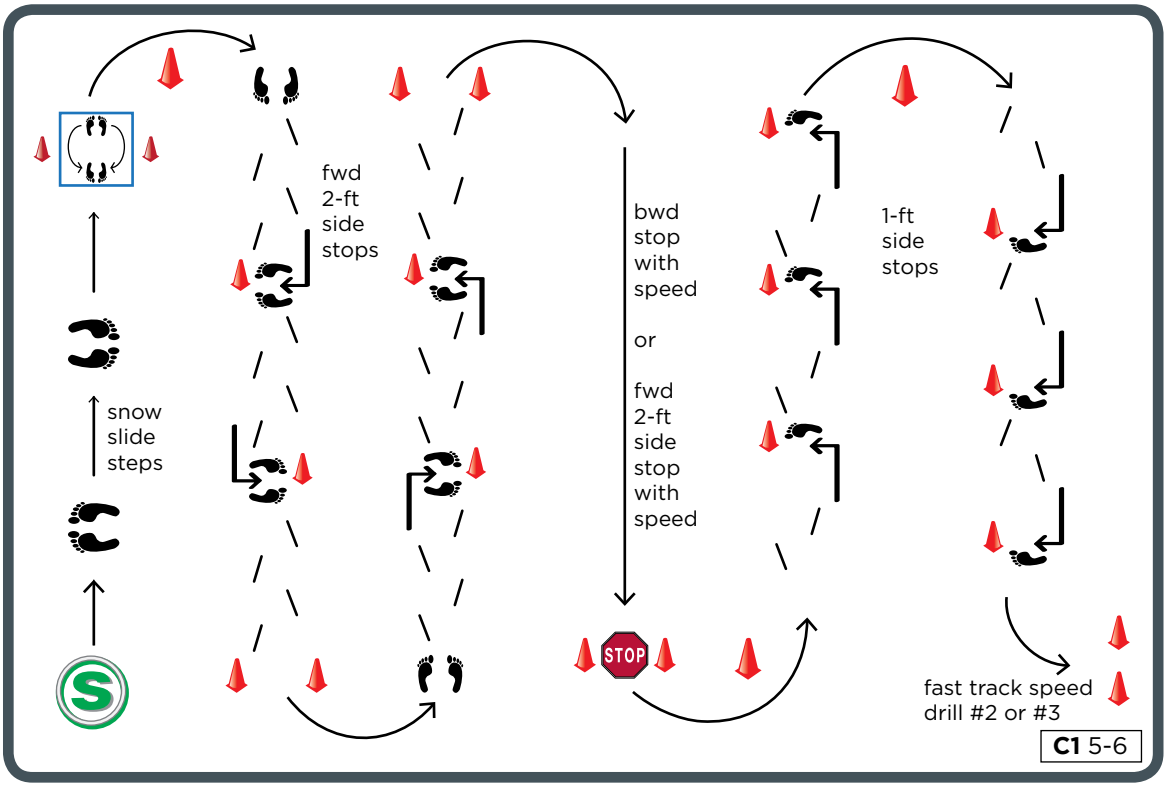
• Remind skaters to keep their heads up • Use a PA to record speed drill times	• Use PA for speed drill • Remind skaters to always pick up the inside foot for fwd 1-ft side stops

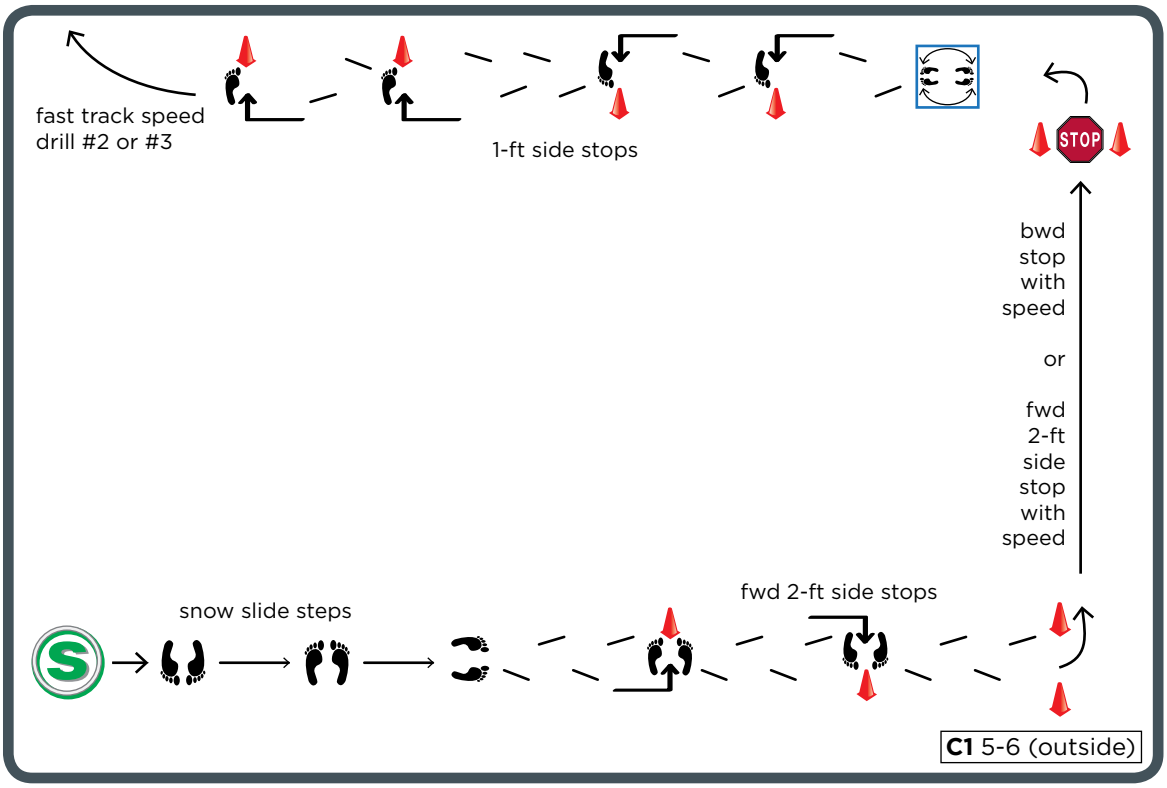
Teaching Aids/Props Needed:
Pylons, markers, signs, stop watch

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
• Bwd 2-ft skating/walking • Bwd 2-ft glide	• Bwd push/glide sequence • Bwd 2-ft sit glide • Bwd 2-ft to 1-ft glide

Progressions to be Used:

• Fwd skating • Fwd 2-ft glide • Assisted bwd 2-ft skating/walking • Assisted bwd 2-ft glide	• Assisted bwd skating • Fwd 2-ft sit glide • Fwd 2-ft to 1-ft glides

Teaching Points to be Reinforced:

• Knee bend • Head, eyes up	• Even pushes, transfer of weight • Knee bend on sit glide (135° – 90°) • Introduction to 1-ft balance bwd

Notes:

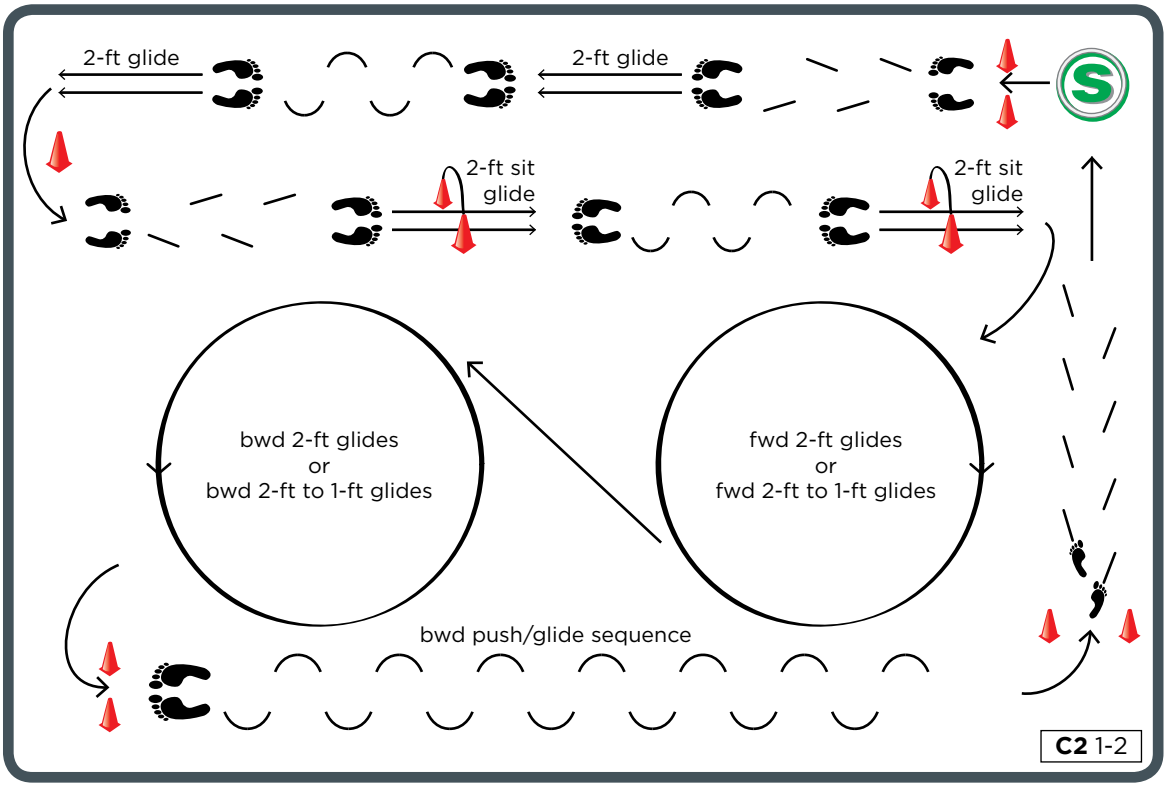
• Use archways to add interest and challenge for sit glide • Encourage speed throughout • Circles may be too much for skaters who are just starting, so may use outside circuit if better suited	• Circles a great challenge for skaters, encourage lean • Option for bwd push/glide using width if needed (outside circuit)

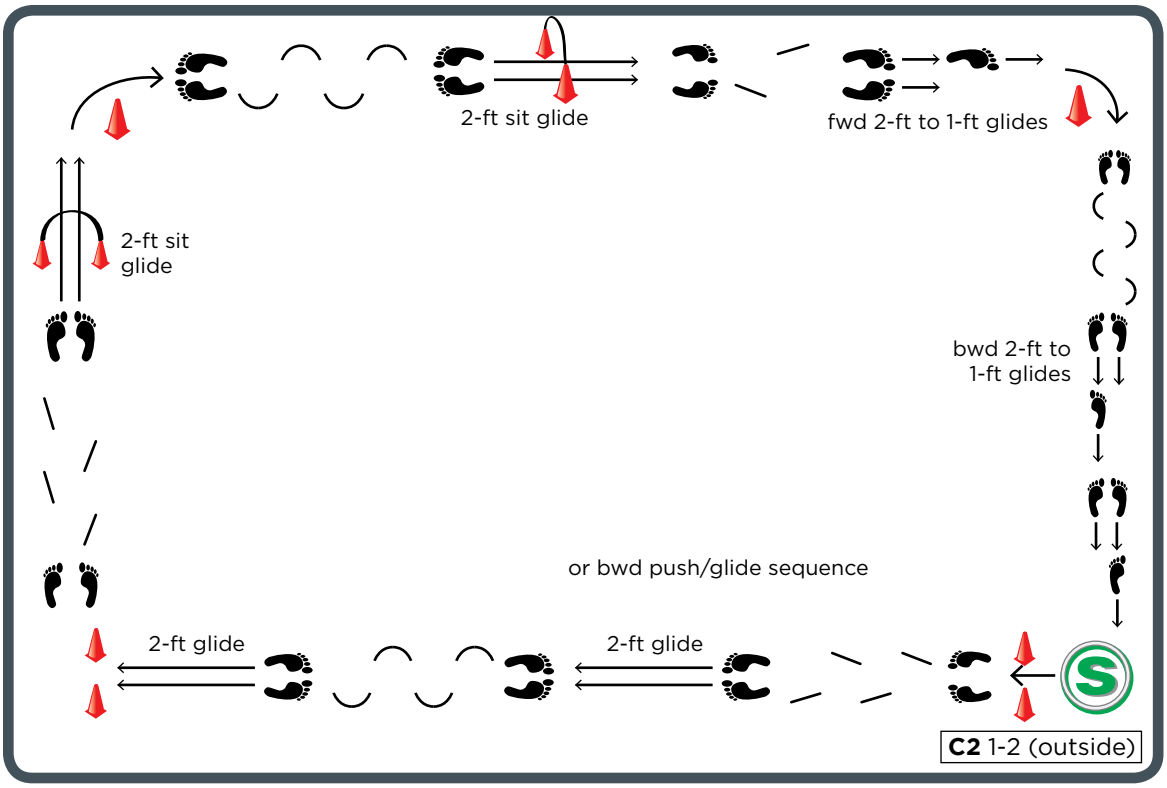
Teaching Aids/Props Needed:
Pylons, markers, signs, archway

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
• Bwd push/glide sequence • Bwd 2-ft sit glide • Bwd 2-ft to 1-ft glide	• Bwd push/glide sequence • Bwd 2-ft to 1-ft glide • Bwd 1-ft glide

Progressions to be Used:

• Assisted bwd skating • Fwd 2-ft sit glide • Fwd 2-ft to 1-ft glides	• 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:

• Even pushes, transfer of weight • Knee bend on sit glide (135° – 90°) • Introduction to 1-ft balance bwd	• Good knee bend • Balance • More sustained glide

Notes:

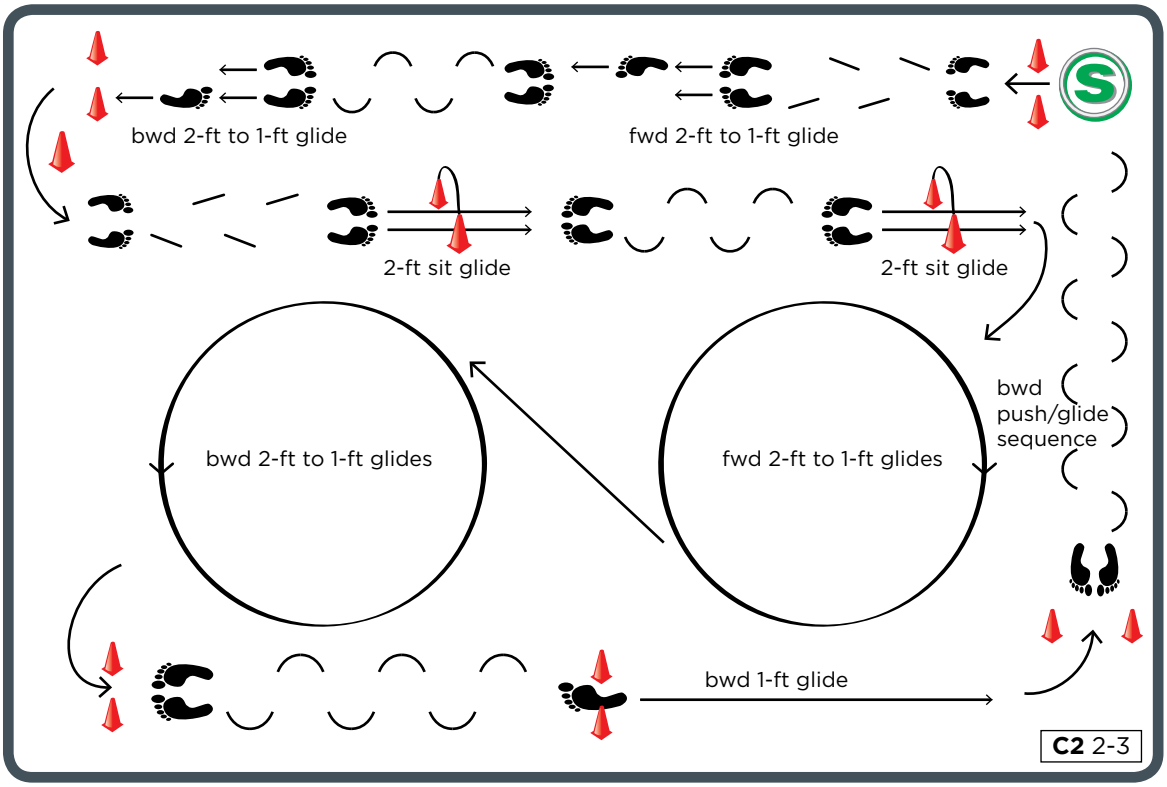
• Use archways to add interest and challenge for sit glide • Encourage speed throughout • Circles may be too much for skaters who are just starting, so may use outside circuit if better suited	• Bwd 2-ft (min 1 second) to 1-ft (min 1 second) • Width of ice for push/glide sequence

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
• Bwd push/glide sequence • Bwd 2-ft to 1-ft glide • Bwd 1-ft glide	• Bwd circle thrusts • Bwd 1-ft glide with speed

Progressions to be Used:

• Bwd 2-ft sit glide • Fwd 2-ft to 1-ft glides (if needed)	• Bwd 1-ft glides • Assisted if needed

Teaching Points to be Reinforced:

• Even pushes, transfer of weight • Good balance on glides • Bent knees	• Bend before the push • Good rhythm

Notes:

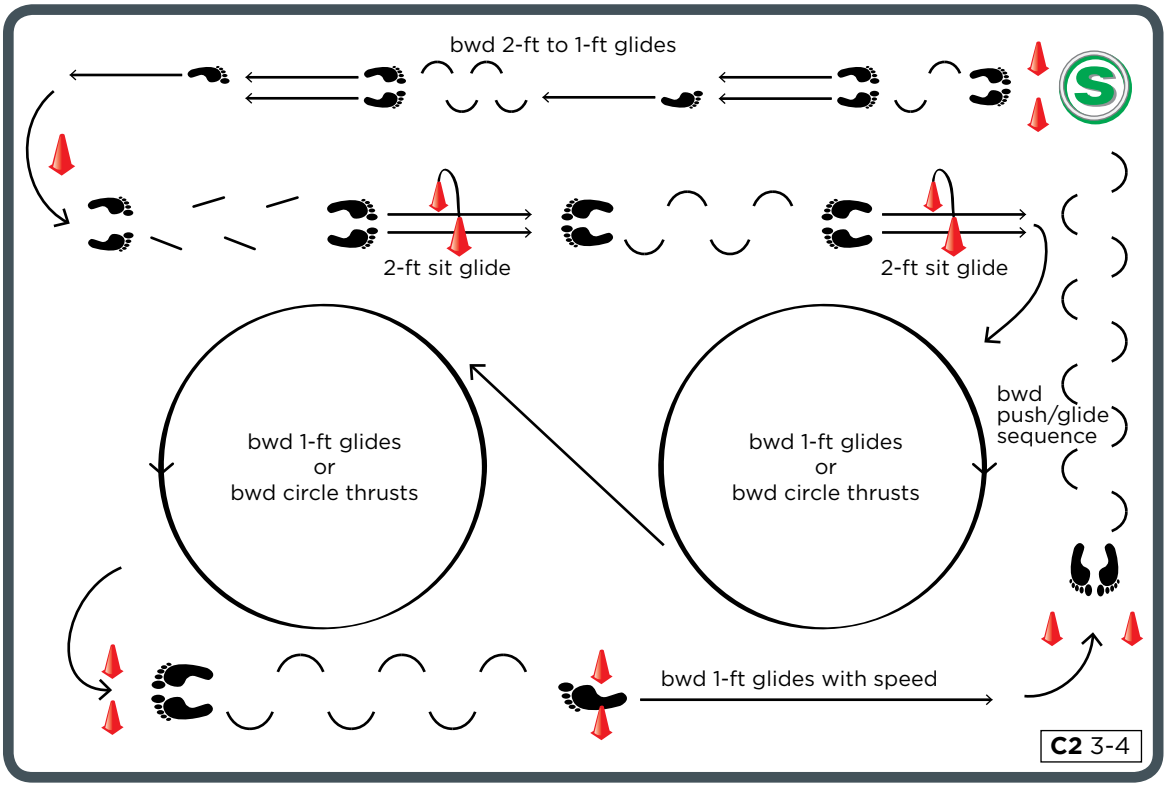
• Bwd 2-ft (min 1 second) to 1-ft (min 1 second) • Width of ice for push/glide sequence	• Add a long fwd 1-ft glide in preparation for the extreme skill of 1-ft glide from blue line to blue line • Can relate the thrust to skateboarding (bwd) to make it more fun

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
• Bwd circle thrusts • Bwd 1-ft glide with speed	• Bwd crosscuts • Bwd push/glide sequence

Progressions to be Used:

• Bwd 1-ft glides • Assisted if needed	• Walking crosscuts • Bwd circle thrusts • Assisted if needed

Teaching Points to be Reinforced:

• Bend before the push • Good rhythm	• Bend/push/bend/push • Head, eyes up • Weight transfer in crossed position

Notes:

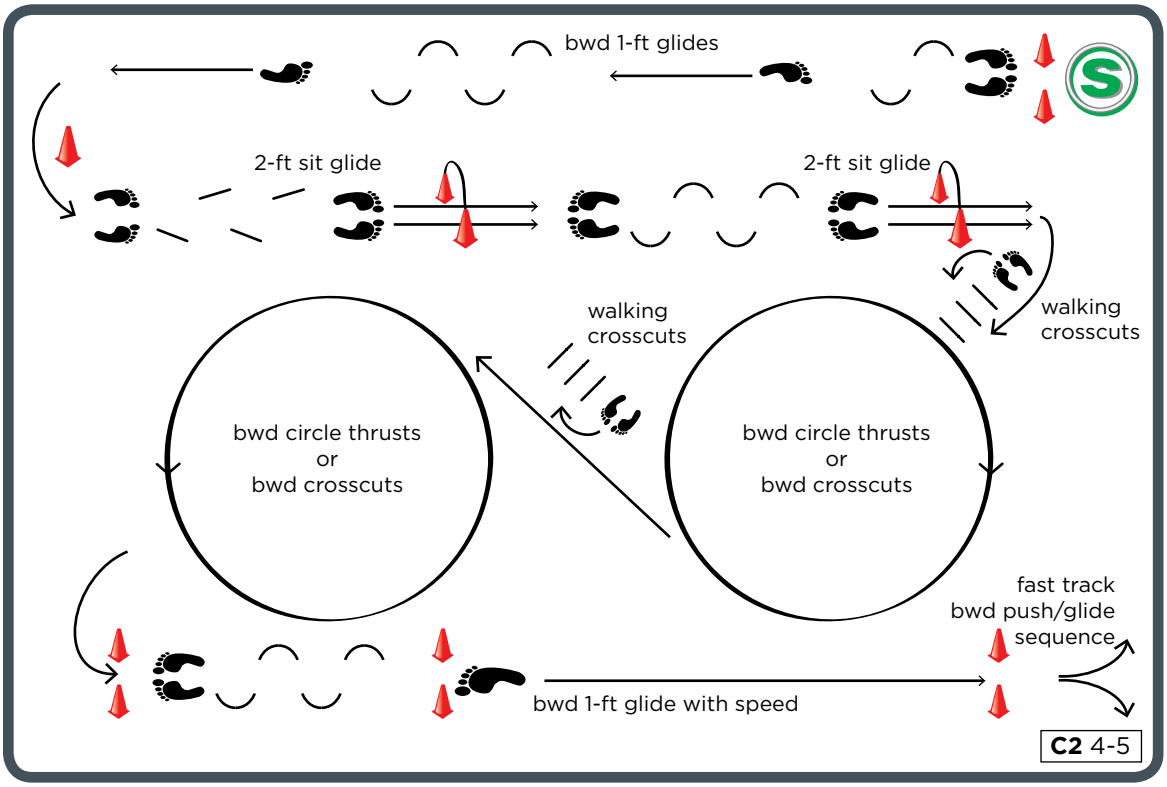
• Add a long fwd 1-ft glide in preparation for the extreme skill of 1-ft glide from blue line to blue line • Can relate the thrust to skateboarding (bwd) to make it more fun	• Can use hockey stick, or self to have skater hold onto while doing crosses. Allows skater to get comfortable with weight transfer. • 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
• Bwd crosscuts • Bwd push/glide sequence	• Bwd crosscuts - figure-8 • Bwd perimeter skating with crosscuts

Progressions to be Used:

• Walking crosscuts • Bwd circle thrusts • Assisted	• Walking crosscuts • Bwd circle thrusts • Assisted

Teaching Points to be Reinforced:

• Bend/push/bend/push • Head, eyes up • Weight transfer in crossed position	• Bend/push/bend/push • Head, eyes up • Weight transfer in crossed position • More power and speed

Notes:

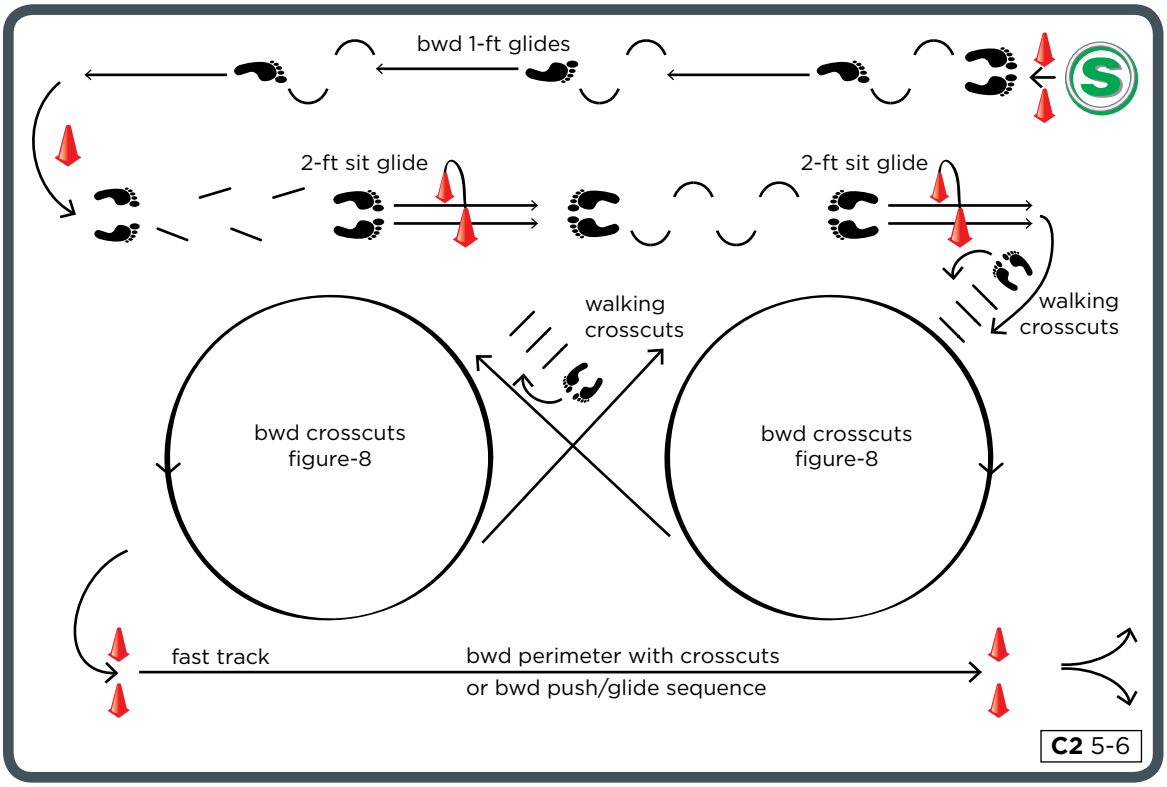
• Can use hockey stick, or self to have skater hold onto while doing crosses. Allows skater to get comfortable with weight transfer. • Use PA to help direct traffic for push/glide sequence	• Remind skater, outside foot always crosses • Use PA to help manage Fast Track skills

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
• Bwd 2-ft glide	• Bwd 2-ft to 1-ft glide • Fwd stop

Progressions to be Used:

• Assisted - use a hula hoop to have skaters feel the glide	• Fwd 2-ft to 1-ft glides • Fwd glides on two feet - assisted • Snow slides- alternating using both feet

Teaching Points to be Reinforced:

• Balance	• Balance • Head, eyes up • Apply pressure to ice on stops

Notes:

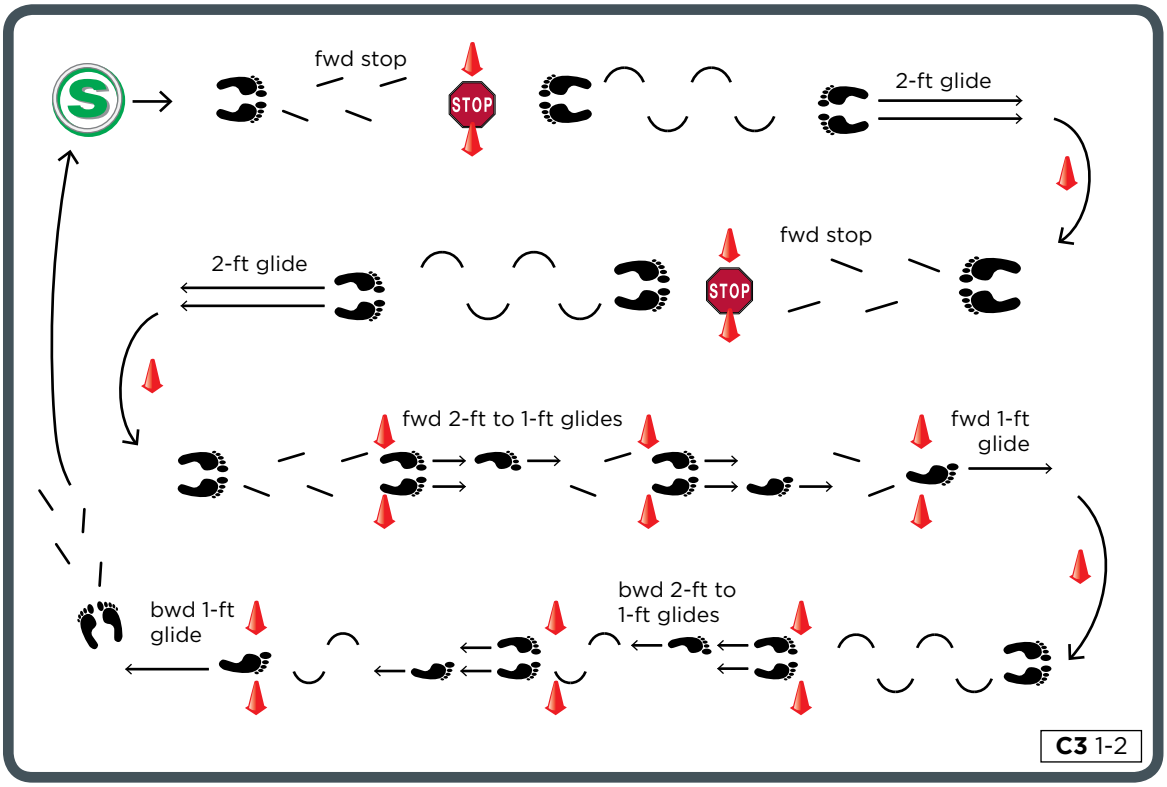
• This is a review/practice lesson • Encourage length of glide. Skaters to count (1 – one thousand, 2 – one thousand) to see how high they can go). • Station a PA at the beginning of the fast section to encourage speed (GO, GO, GO!)	• This is a review/practice lesson • Encourage the power on the stops (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).

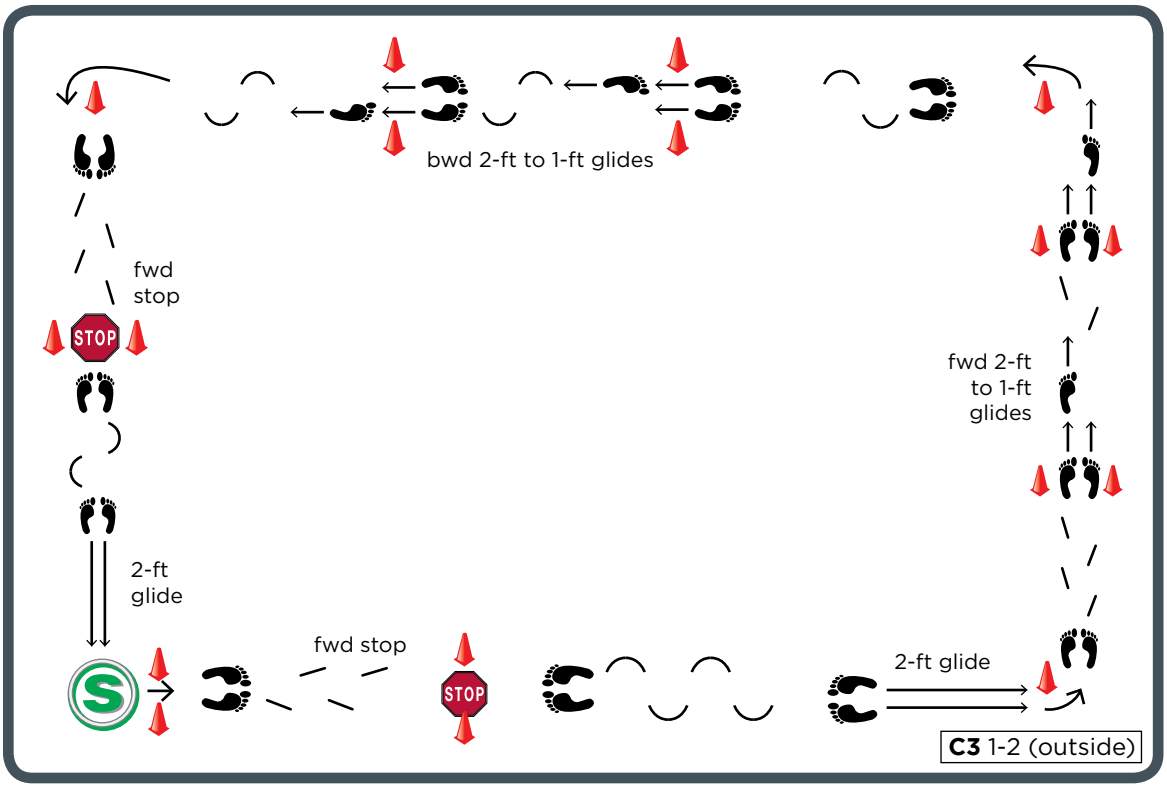
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Bwd 2-ft to 1-ft glide • Fwd stop	• Bwd 2-ft to 1-ft glide • Bwd 2-ft sculling

Progressions to be Used:

• Assisted if needed • Snow slides – alternating feet • Bwd skating – transfer of weight	• Fwd sculling • Assisted bwd sculling • Scull on the spot - fwd to bwd around a cone or dome

Teaching Points to be Reinforced:

• Balance • Head, eyes up • Apply pressure to ice on stops	• Balance • Head, eyes up • Apply pressure to ice on stops

Notes:

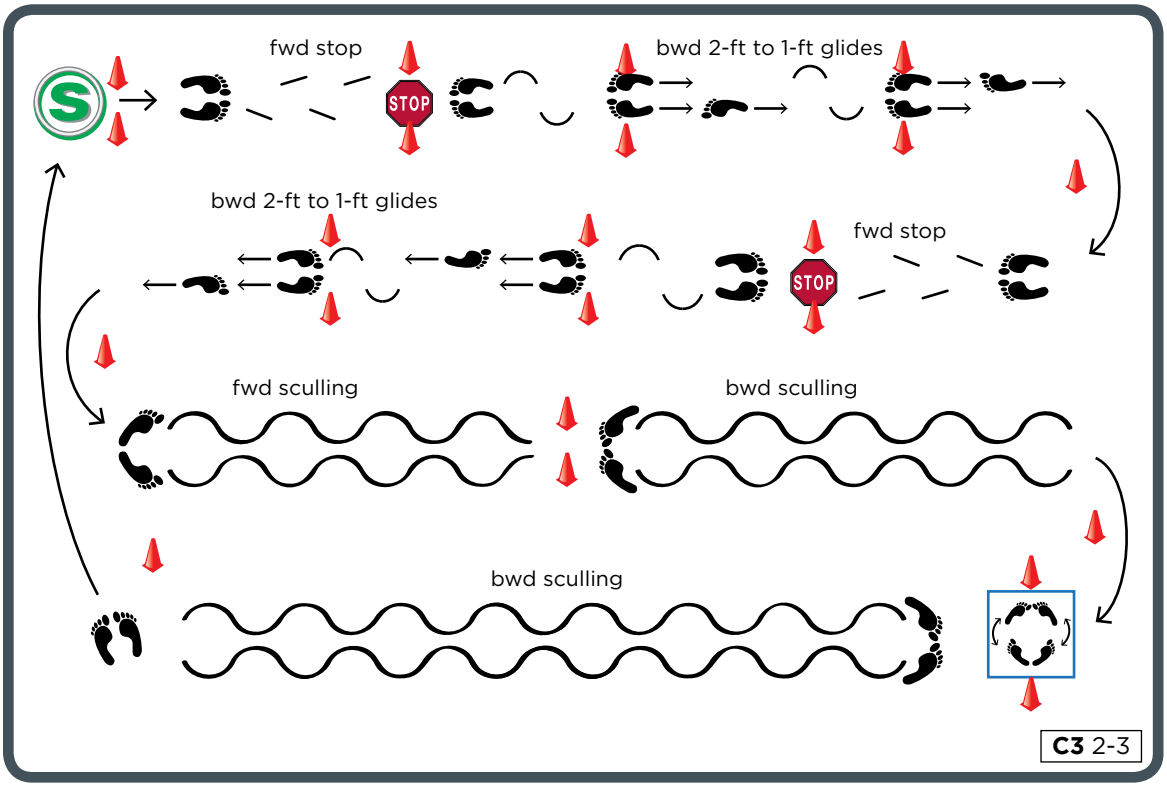
• This is a review/practice lesson • Encourage the power on the stops (see if they can spray snow with their blades) • Station a PA at the beginning of the fast section to encourage speed (GO, GO, GO!)	• Encourage length of glide. Ask skaters to count (1 – One Thousand, 2 – One Thousand) to see how high they can go) – looking for 1 second and 1 second min • Min 6 sculls – must have knee bend • Repeated demonstration, exaggerating knee bend

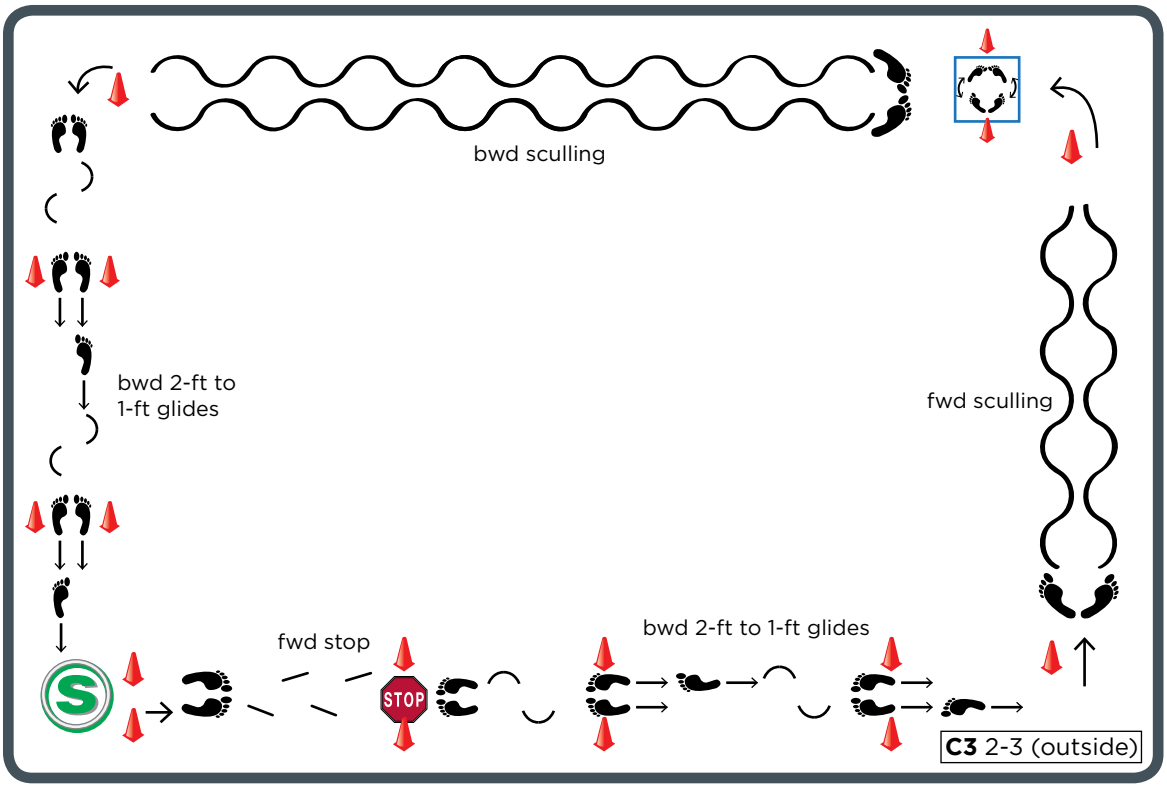
Teaching Aids/Props Needed:
Pylons, markers, signs

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.*

CONTROL
(C3 2-3)





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
• Bwd 2-ft to 1-ft glide • Bwd 2-ft sculling	• Fwd 1-ft glide from blue line to blue line • Bwd 2-ft slalom

Progressions to be Used:

• Fwd sculling • Assisted bwd sculling • Scull on the spot - fwd to bwd around a cone or dome	• Fwd 2-ft slalom • Fwd 1-ft glide • Assisted if needed

Teaching Points to be Reinforced:

• Balance • Head, eyes up • Apply pressure to ice on stops	• Down, up, down, up on slalom • Natural body movement • Balance on glide

Notes:

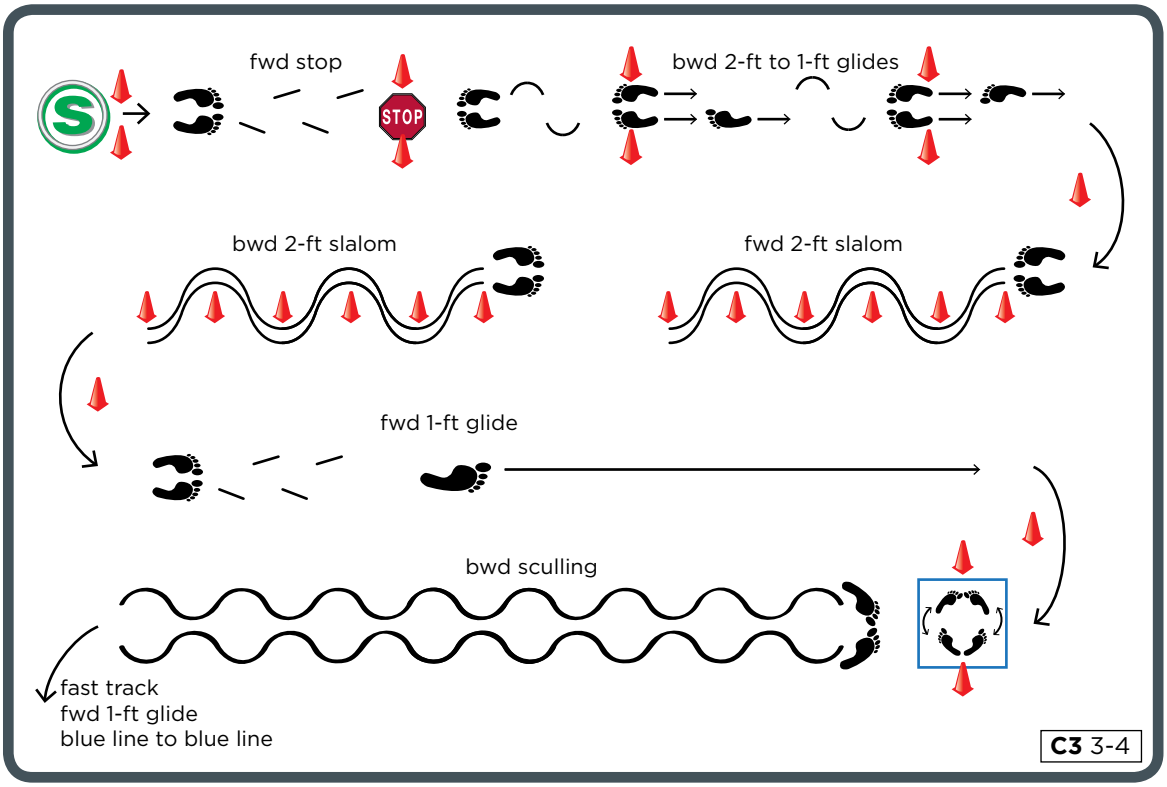
• Encourage length of glide. Ask skaters to count (1 – One Thousand, 2 – One Thousand) to see how high they can go) – looking for 1 sec and 1 sec min • Min 6 sculls – must have knee bend • Repeated demonstration, exaggerating knee bend	• Use PA to help direct traffic on Fast Track • PA may record results of fwd 1-ft glide from blue line to blue line • Shadow skaters through slalom so they can mimic action

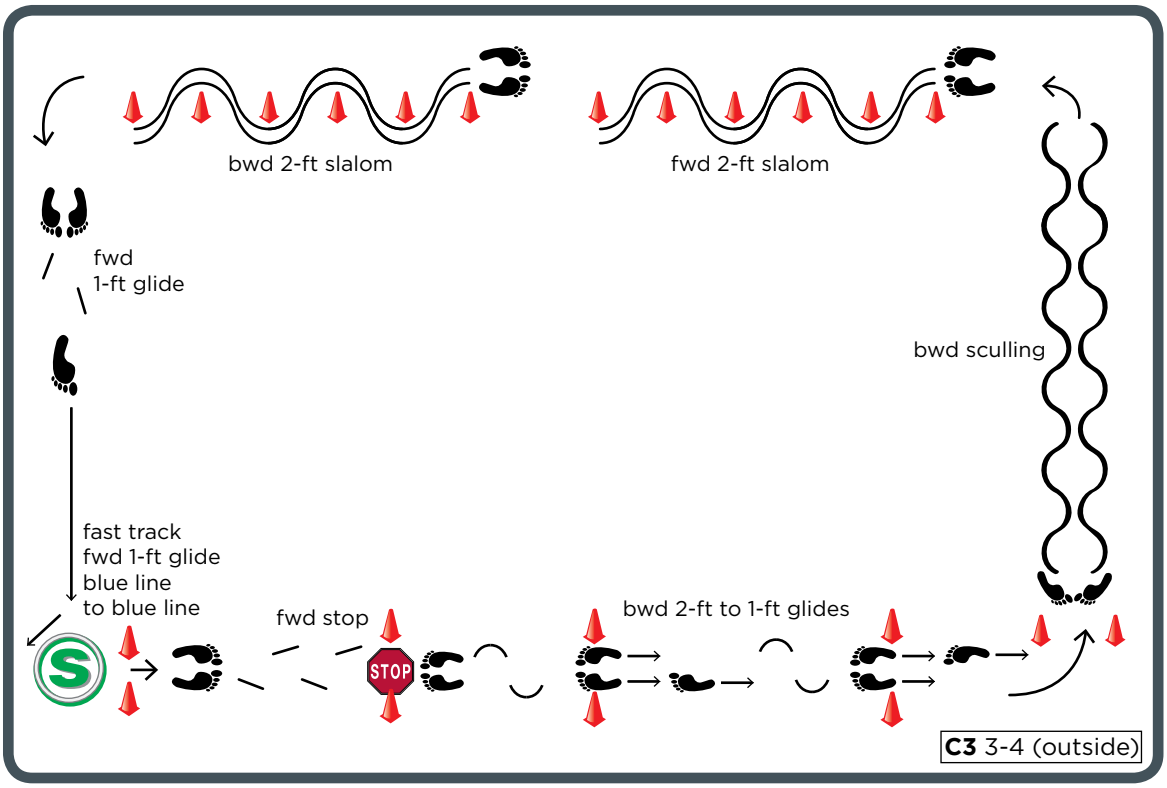
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 1-ft glide from blue line to blue line • Bwd 2-ft slalom	• Bwd spiral • BI slalom

Progressions to be Used:

• Fwd 2-ft slalom • Fwd 1-ft glide • Assisted if needed	• Fwd spirals • Bwd 1-ft glides • Assisted if needed

Teaching Points to be Reinforced:

• Down, up, down, up on slalom • Natural body movement • Balance on glide	• Head, eyes up • BI edge is under big toe, pick up inside foot • Lean on edges

Notes:

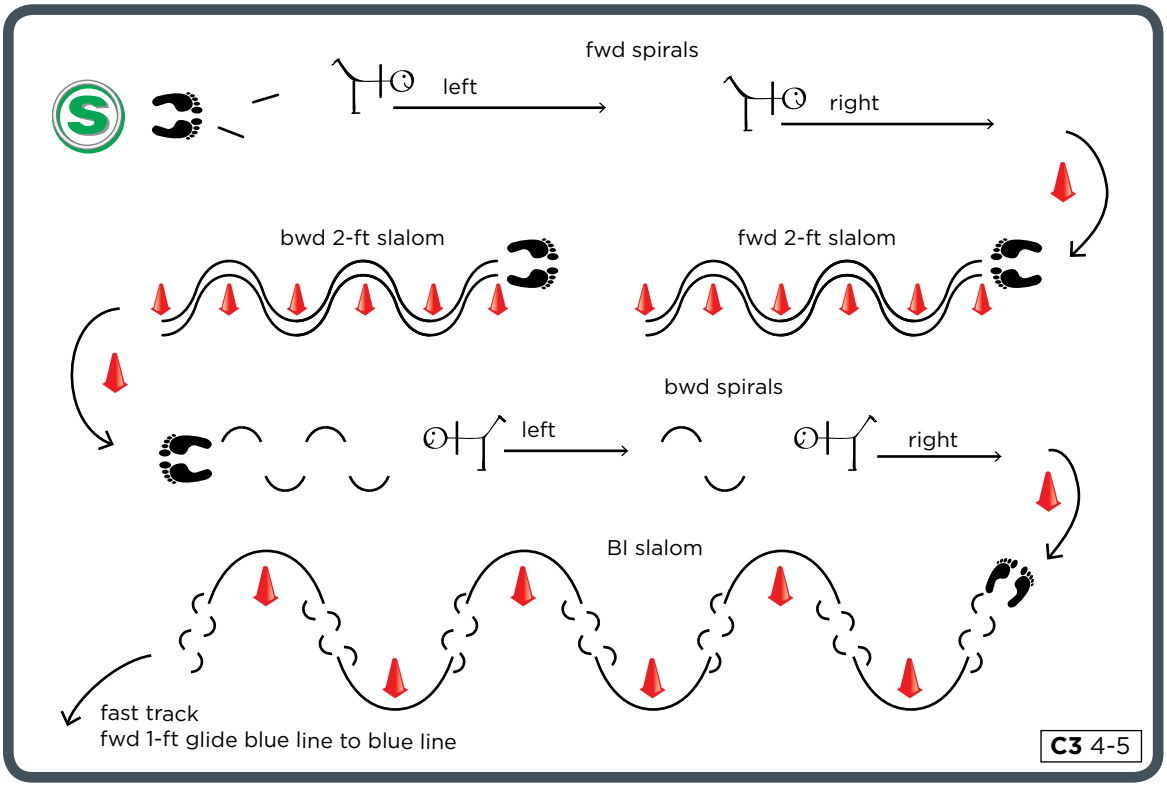
• Use PA to help direct traffic on Fast Track • PA may record results of fwd 1-ft glide from blue line to blue line • Shadow skaters through slalom so they can mimic action • Repeated demonstration, exaggerating knee bend	• Make sure slalom pylons are min 2.5 metres apart • Min 6 pylons • Offer plenty of assistance while skaters are learning skill • Skaters must look behind them before performing a backward spiral

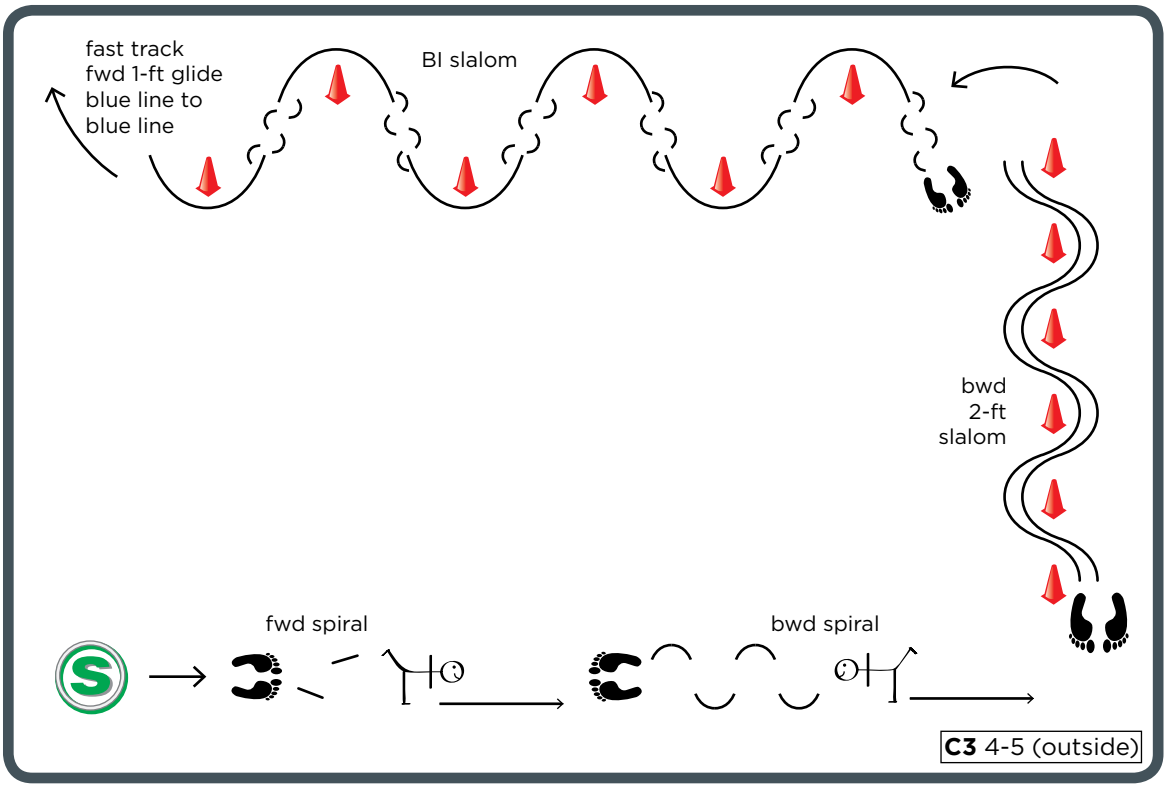
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Bwd spiral • BI slalom	• Bwd 1-ft spin • BO slalom • Bwd 1-ft slalom

Progressions to be Used:

• Fwd spirals • Bwd 1-ft glides • Assisted	• Fwd 1-ft slalom • BI slalom • Fwd 1-ft spin, alternating foot spin

Teaching Points to be Reinforced:

• Head, eyes up • BI edge is under big toe, pick up inside foot • Lean on edges	• Down, up, down - slalom • Balance • BO edge is under the baby toe, pick up outside foot

Notes:

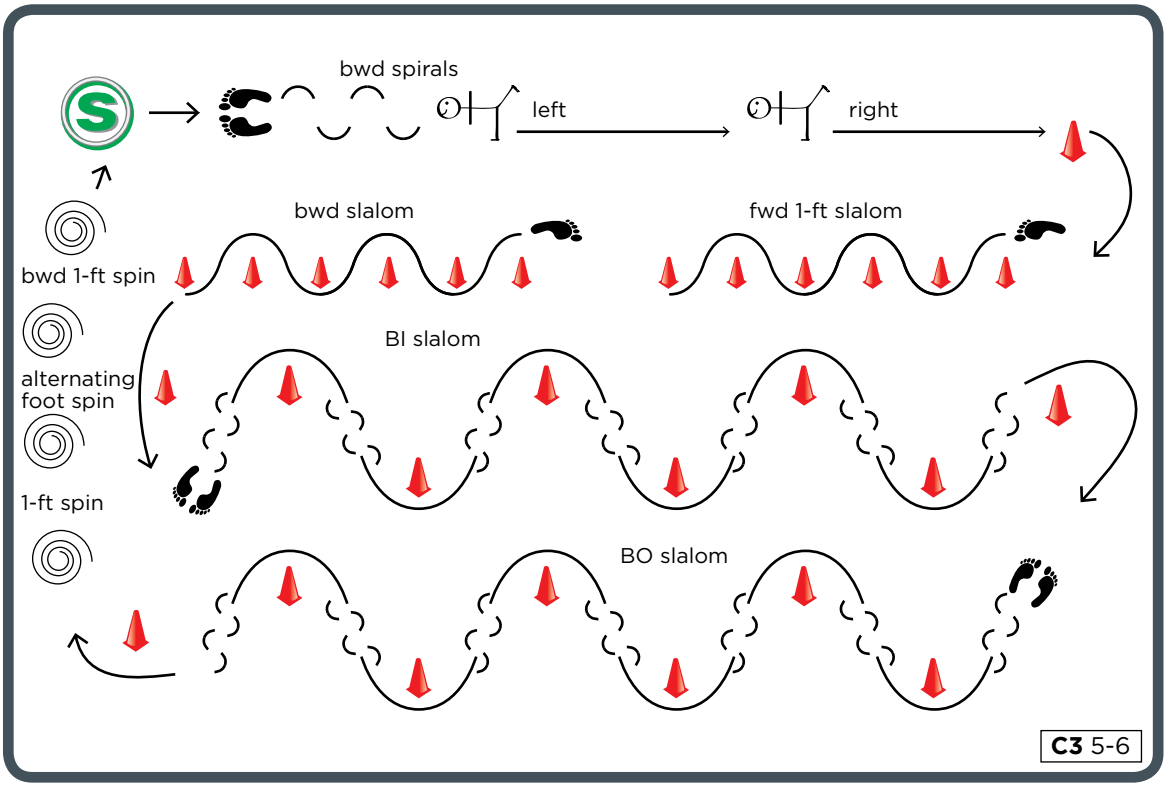
• Make sure slalom pylons are min 2.5 metres apart • Min 6 pylons • Offer plenty of assistance while skaters are learning skill • Skaters must look behind them before performing a backward spiral	• 6 pylons for 1-ft slalom – keep foot up for majority • Keep an eye on BO, BI slalom to ensure that skaters are working each foot, each edge • PA can assist with spin section

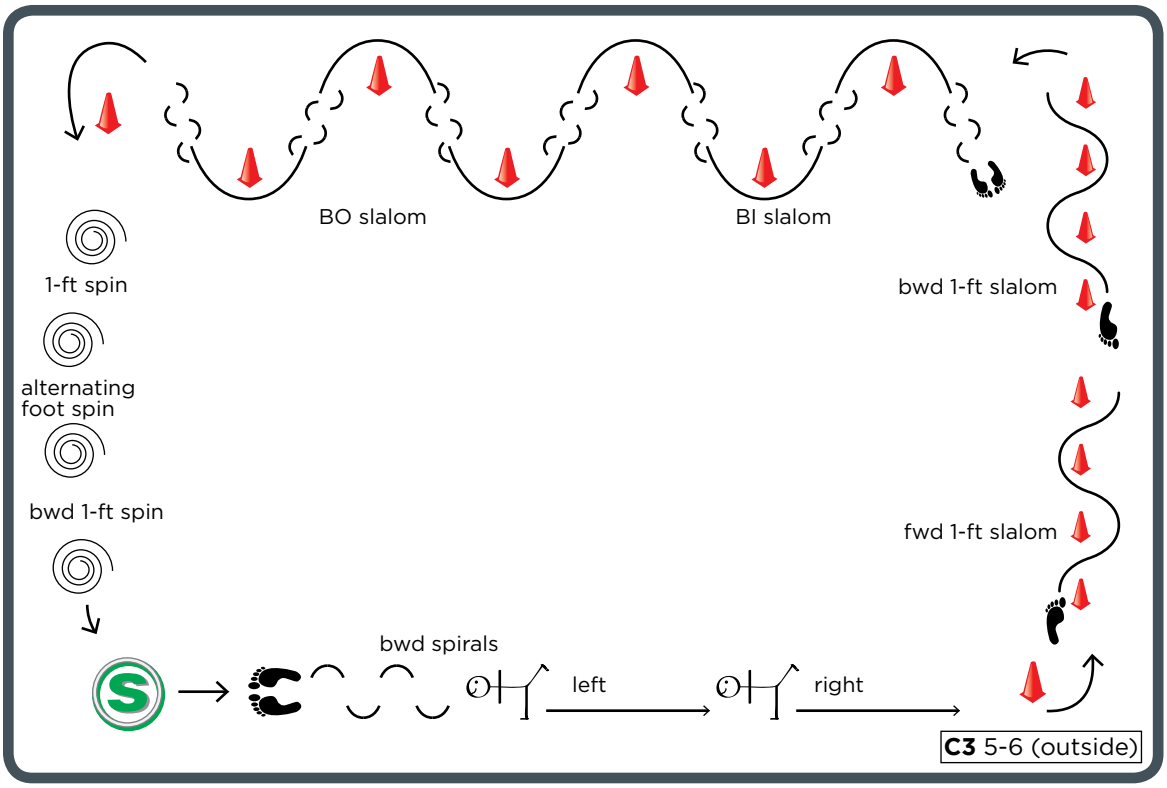
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• 2-ft turn • 2-ft jump	• Fwd 2-ft turn • Bwd 2-ft turn • Fwd 2-ft jump

Progressions to be Used:

• Assisted turn on spot • Assisted jump on spot	• Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide • Jump on spot

Teaching Points to be Reinforced:

• Bend/up/bend • Head, eyes up	• Down/up/down • Balance on landing

Notes:

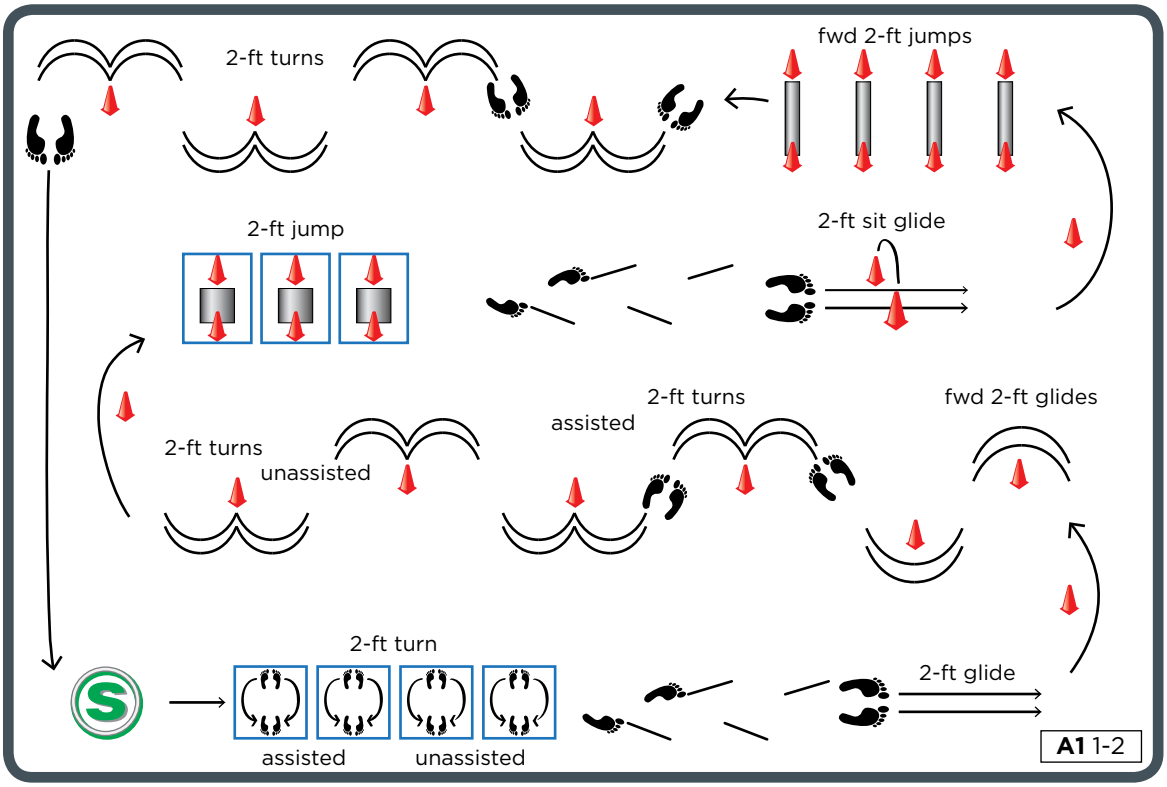
• Offer plenty of hands-on help while skaters gain balance and confidence • PAs can provide assistance throughout circuit	• Hold hands and do turn with skater (mirror actions) • Emphasize knee action • Encourage glide before and after jump for balance

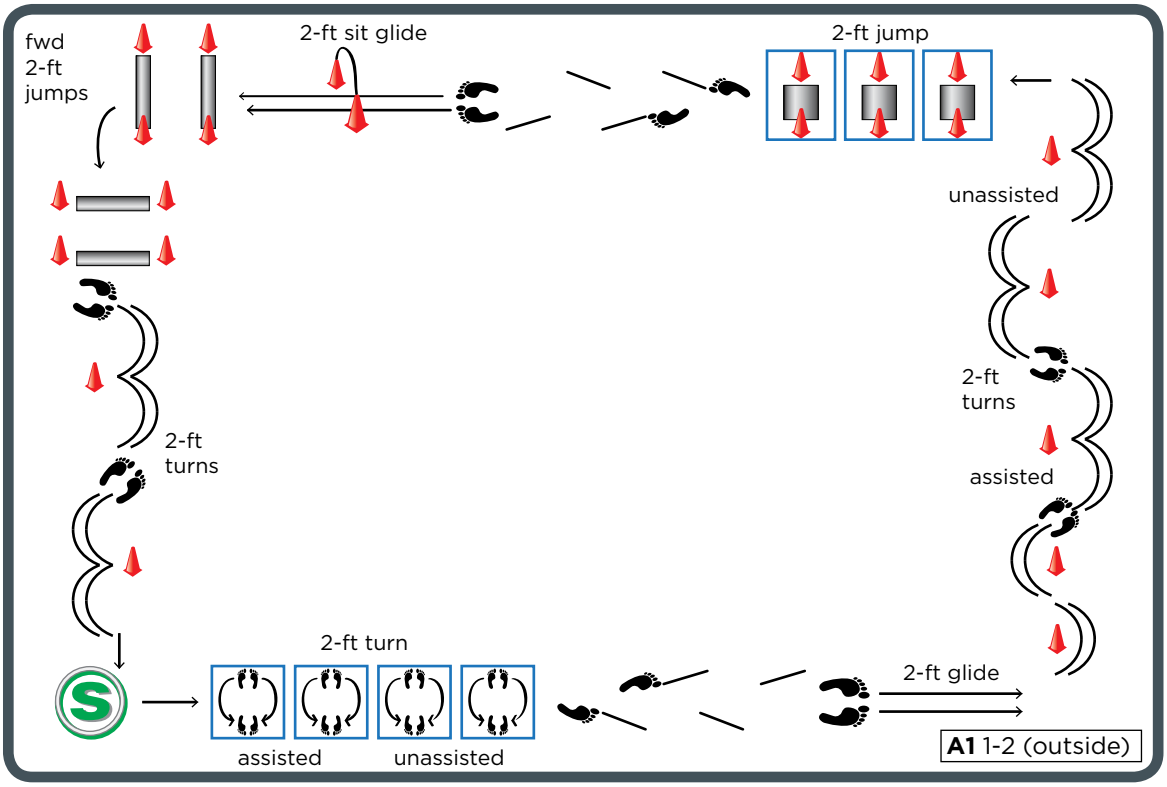
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 2-ft turn • Bwd 2-ft turn • Fwd 2-ft jump	• Fwd 2-ft quick turn • Bwd 2-ft quick turn • Bwd 2-ft jump

Progressions to be Used:

• Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide • Jump on spot	• 2-ft turns • Assisted turns • Fwd 2-ft jumps • Stationary twist and jumps

Teaching Points to be Reinforced:

• Down/up/down • Balance on landing	• Fast hips on turns • Down/up/down • Balance on landings • Head, eyes up

Notes:

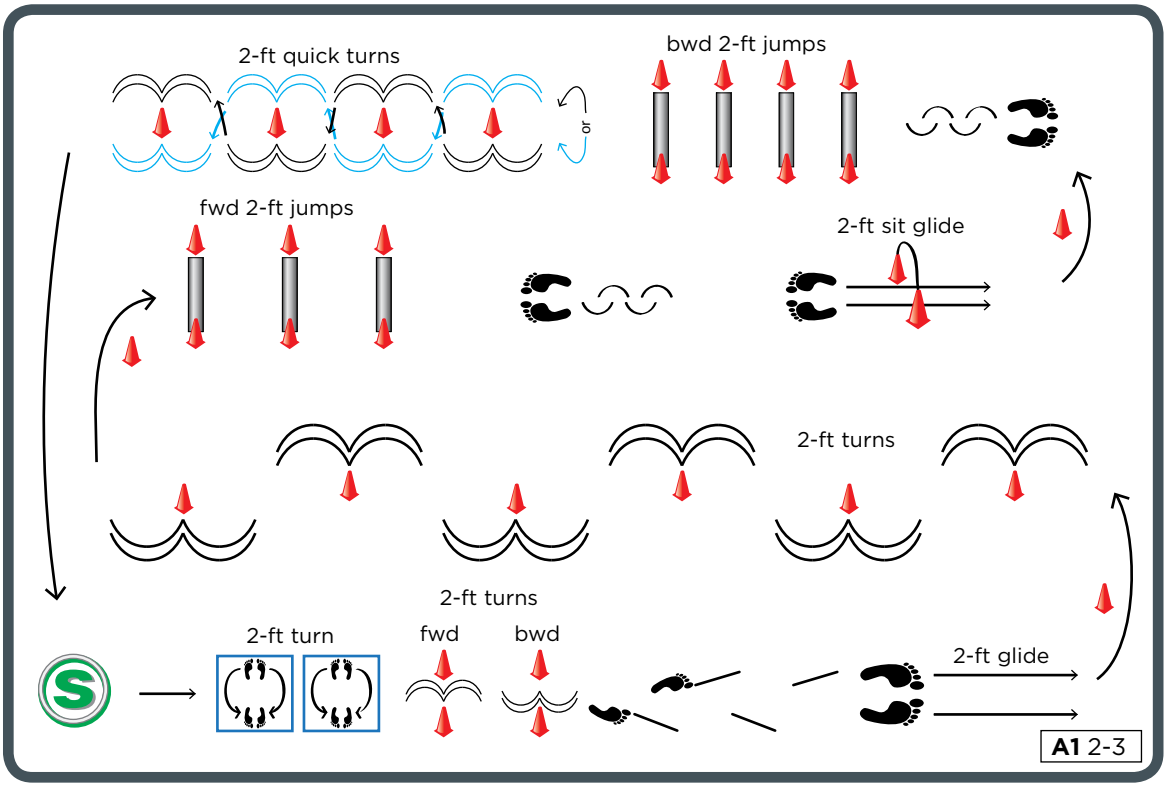
• Hold hands and do turn with skater (mirror actions) • Emphasize knee action • Encourage glide before and after jump for balance	• To maximize use of space, draw turns both ways using different colour markers; skaters can choose path (green path or blue path) each time • Archway great for sit glide

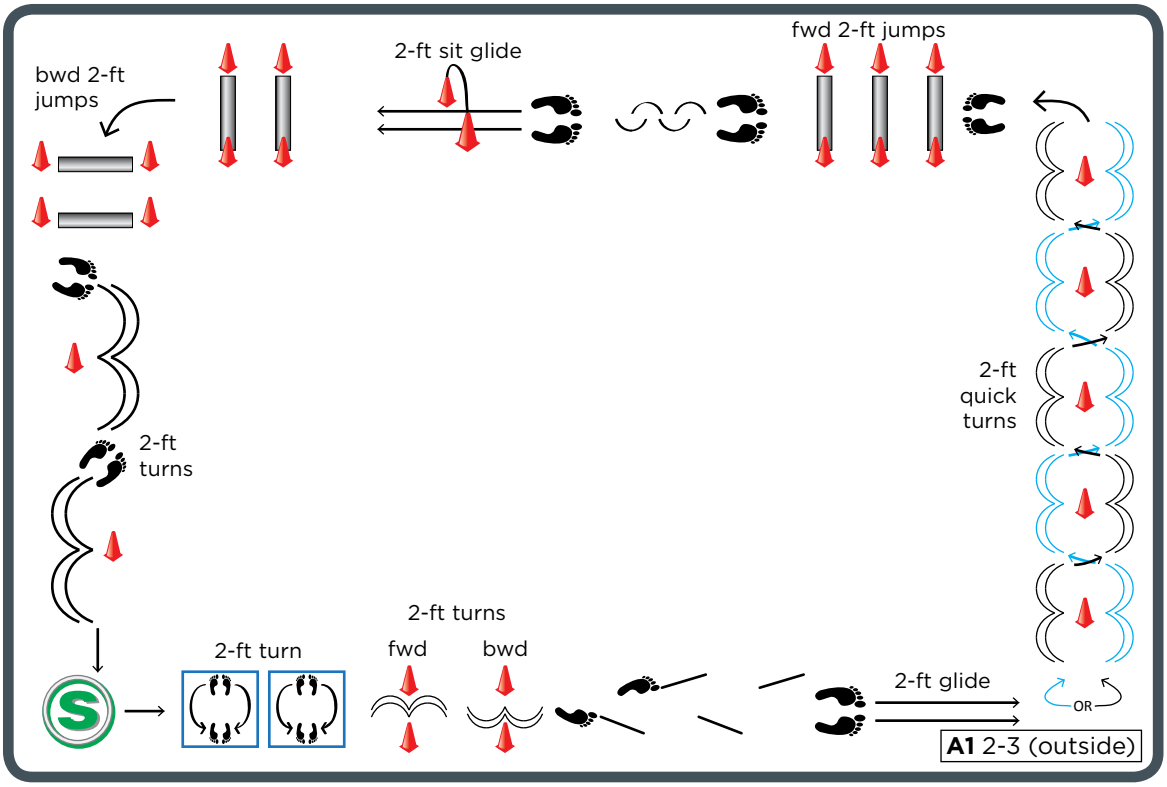
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 2-ft quick turn • Bwd 2-ft quick turn • Bwd 2-ft jump	• Fwd 1-ft turn • Fwd to bwd 2-ft jump • Bwd to fwd 2-ft jump

Progressions to be Used:

• 2-ft turns • Assisted • Fwd 2-ft jumps • Stationary twist and jumps	• Slow then add speed • Assisted • 2-ft turns • 1-ft glides

Teaching Points to be Reinforced:

• Fast hips on turns • Down/up/down • Balance on landings • Head, eyes up	• Quick hips on turns and jumps • Down/up/down • Good knee action

Notes:

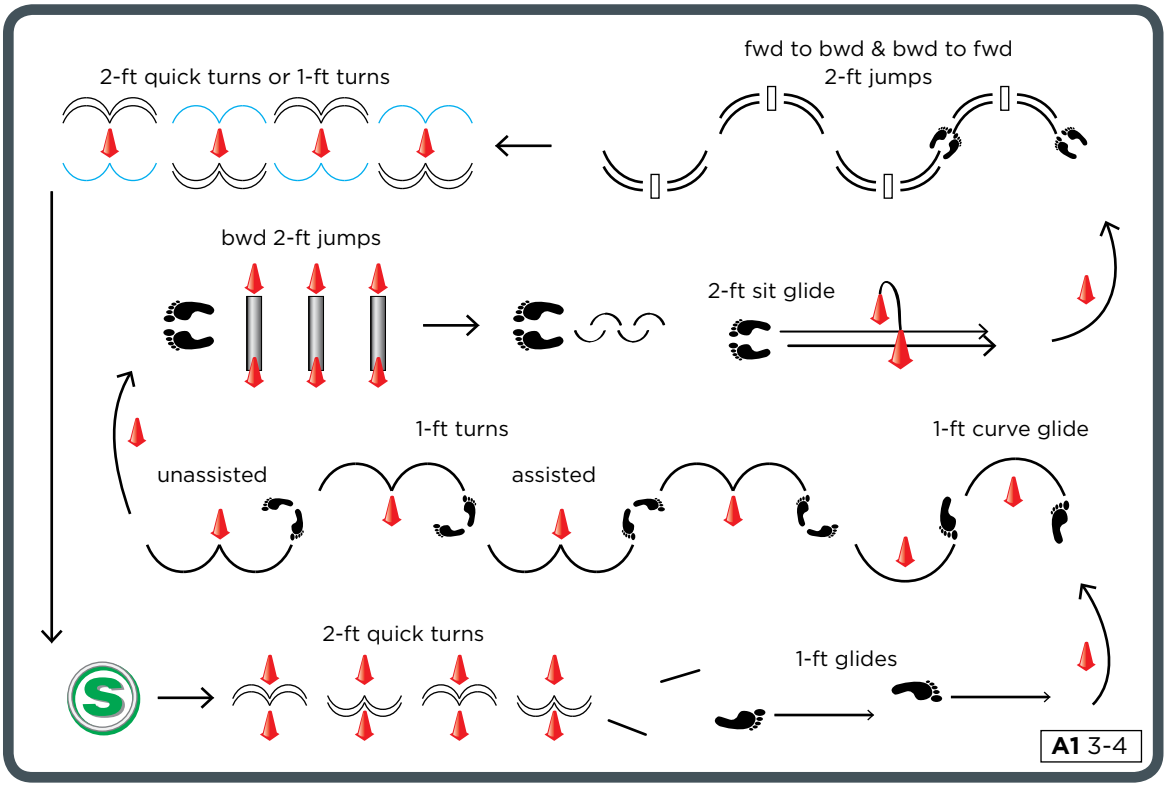
• To maximize use of space, draw turns both ways using different colour markers; skaters can choose path (green path or blue path) each time • Archway great for sit glide	• Drawing turns both ways on same area will allow for better traffic flow, and encourage skaters to try both ways • Use a visual aid to remind skaters where to look and lean during turns

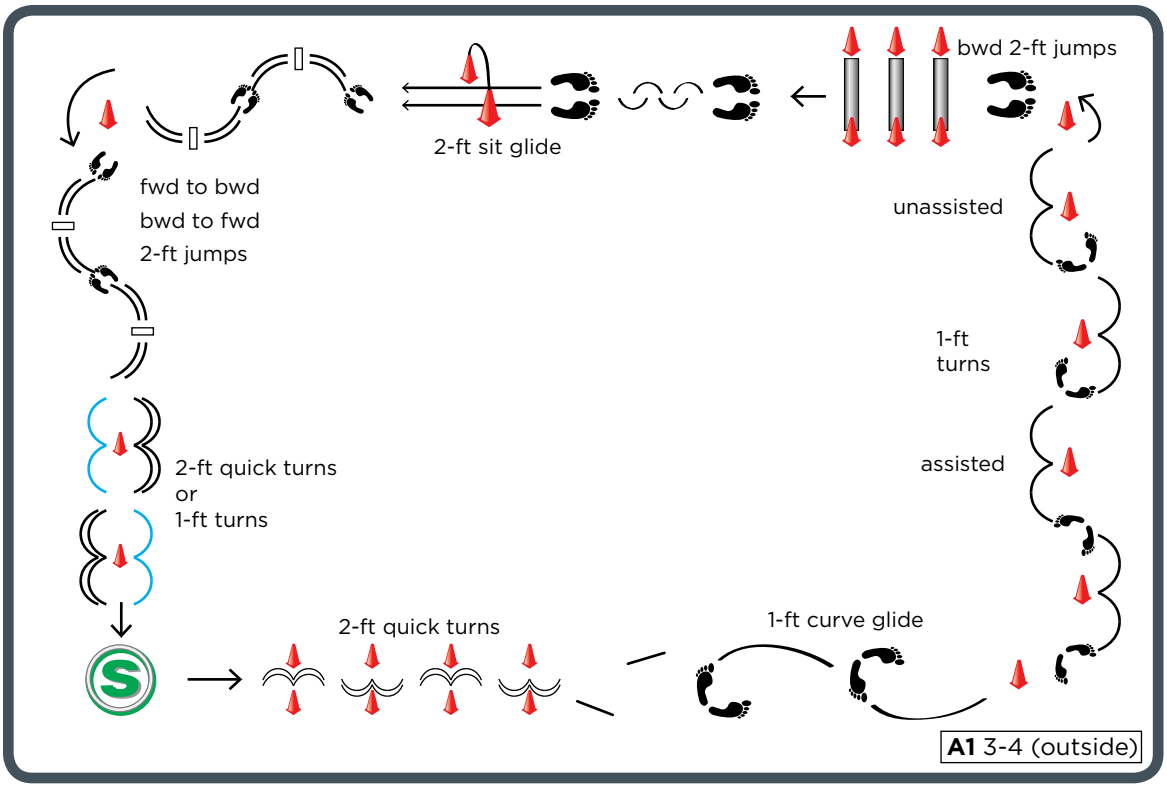
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 1-ft turn • Fwd to bwd 2-ft jump • Bwd to fwd 2-ft jump	• Fwd 1-ft turn • Fwd to bwd 1-ft jump

Progressions to be Used:

• Slow then add speed • Assisted • 2-ft turns • 1-ft glides	• 1-ft glides • 2-ft turns • 2-ft jumps

Teaching Points to be Reinforced:

• Quick hips on turns and jumps • Down/up/down • Good knee action	• Balance • Control on exit • Good knee action

Notes:

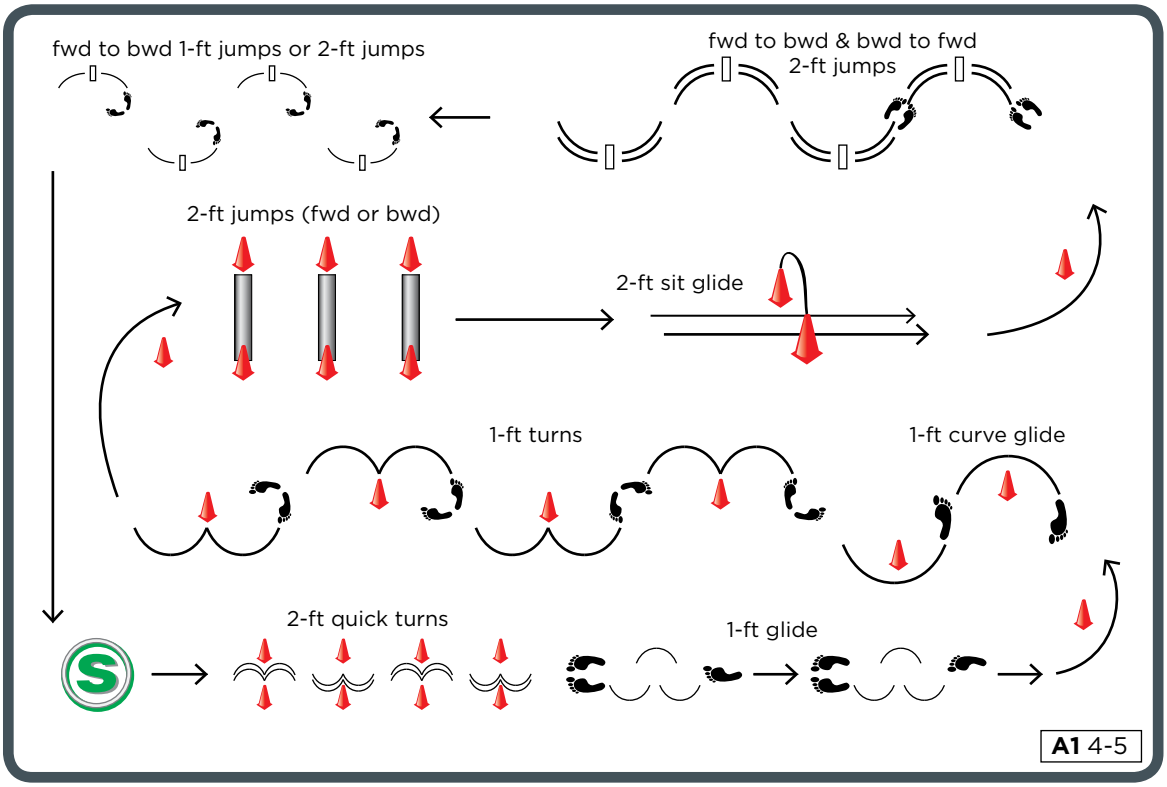
• Drawing turns both ways on same area will allow for better traffic flow, and encourage skaters to try both ways • Use a visual aid to remind skaters where to look and lean during turns	• Encourage balance and lean on turns • Quick hips • Down/up/down • Offer plenty of assistance until skaters get a feel for the skill

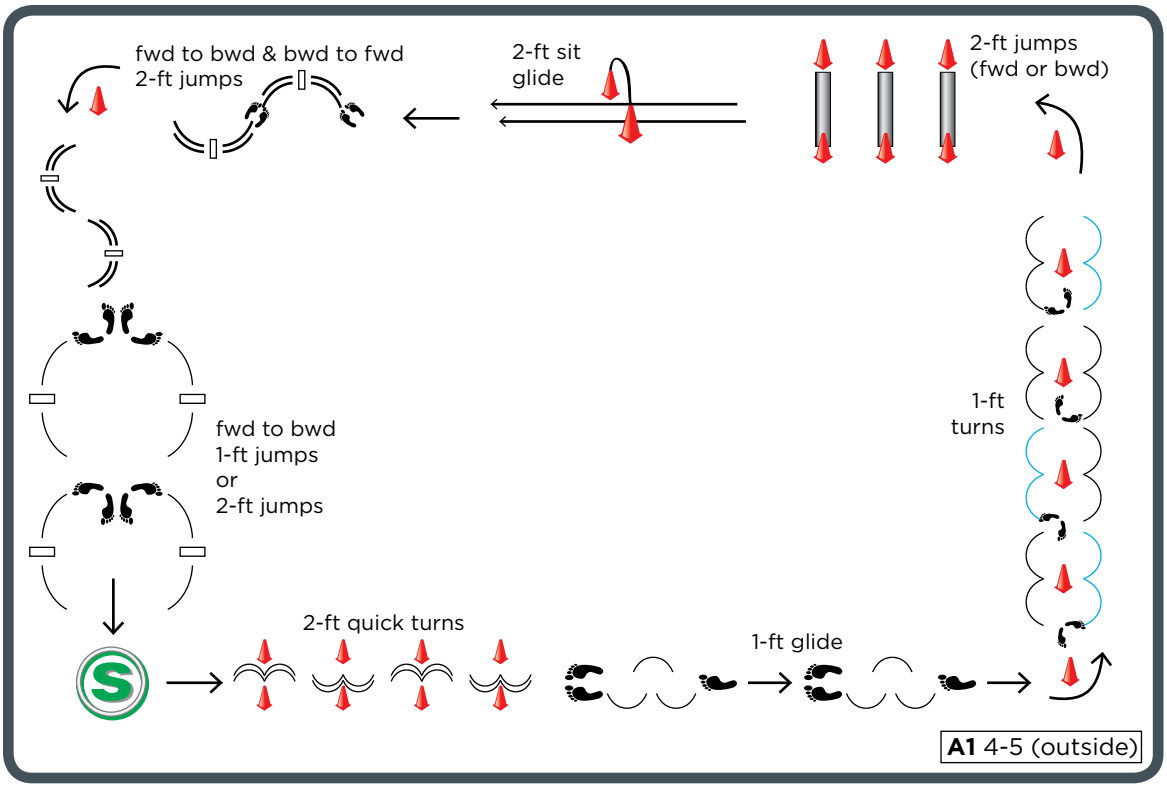
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 1-ft turn • Fwd to bwd 1-ft jump	• Fwd 180° step turn (FI mohawk) • Bwd 360° 2-ft jump

Progressions to be Used:

• 1-ft glides • 2-ft turns • 2-ft jumps	• Inside spread eagles • Assisted • Bwd jumps

Teaching Points to be Reinforced:

• Balance • Control on exit • Good knee action	• Placement of feet during turn • Knee action on jump • Controlled landing

Notes:

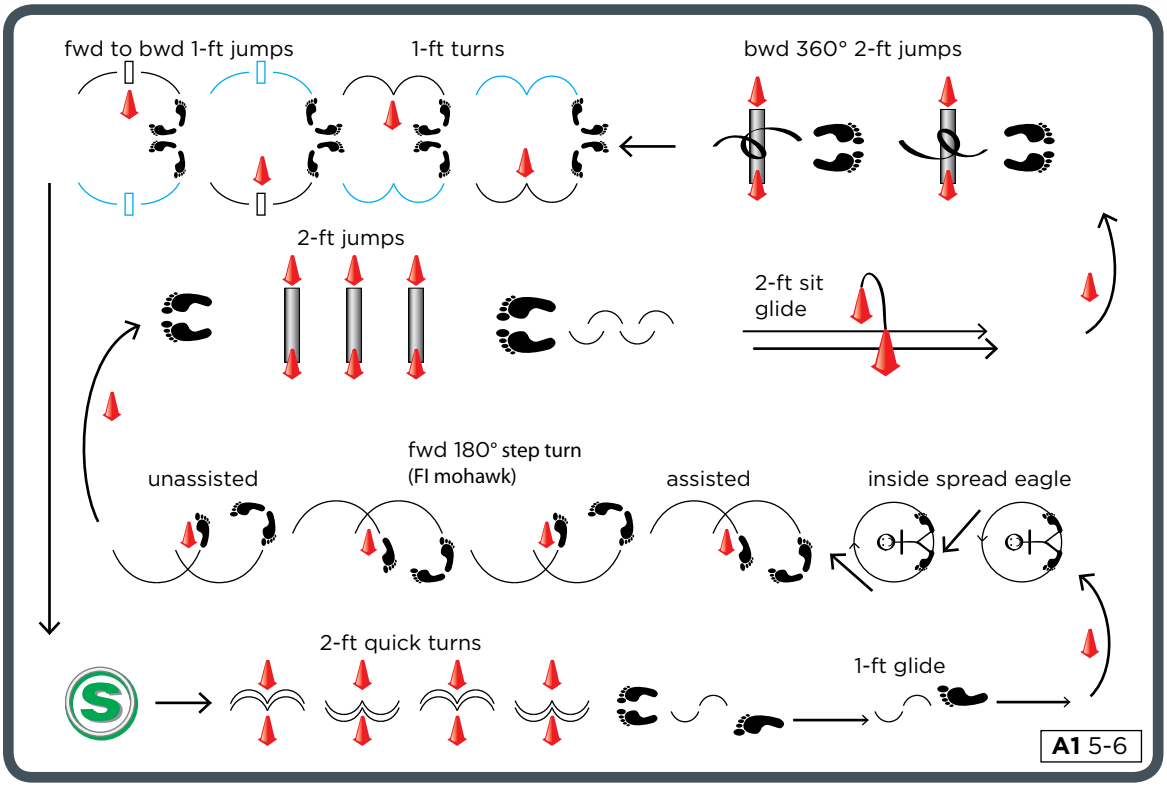
• Encourage balance and lean on turns • Quick hips • Down/up/down • Offer plenty of assistance until skaters get a feel for the skill	• Offer plenty of assistance for step turn, provide visuals for skaters to follow • Bwd sit glide is a great way to encourage knee bend for the bwd jumps

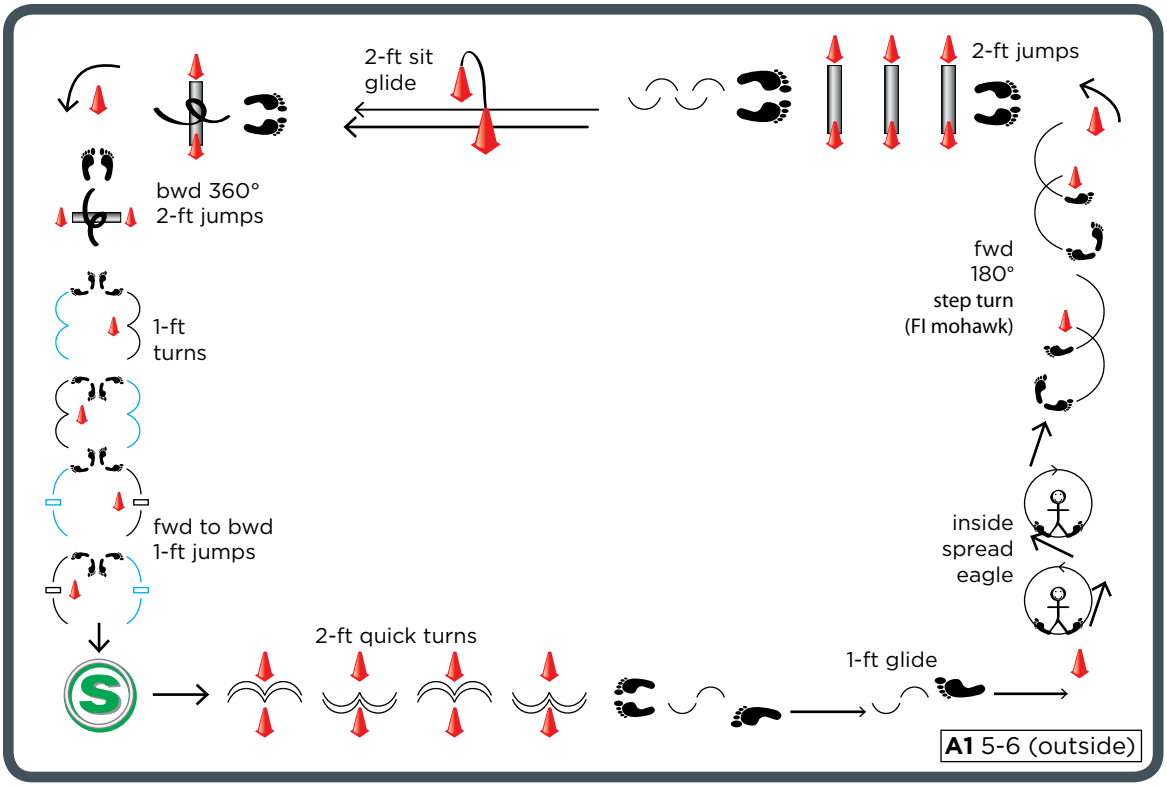
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd skating perimeter of ice	• Fwd 180° glide turn

Progressions to be Used:

• Fwd push/glide sequence • Slow then add speed • 2-ft and 1-ft glides	• Fwd 2-ft glides • Assisted - use hula hoops on ice for skaters to glide around

Teaching Points to be Reinforced:

• Bend/push/bend/push • Good rhythm on strides	• Balance and lean on curve • Accelerate between curves for better flow • Knee bend on curves

Notes:

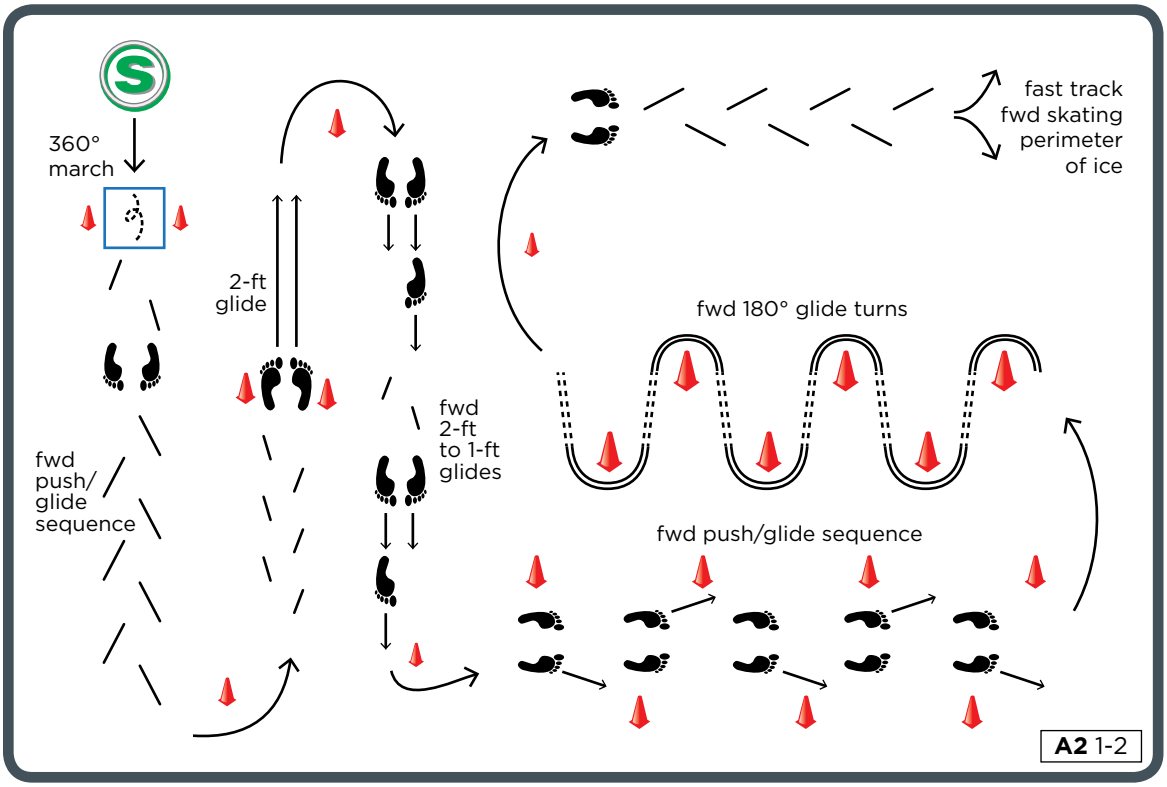
• Take the time with each skater to ensure that they understand the bend before the push for all skating • Allow them to glide on 2 feet before each push so that they can feel the bend position	• Slalom portion of circuit is really fun • Encourage speed, glide and flow for the skaters • Ensure that the pattern encourages a 180° turn (very compact curves) • Offer plenty of demonstration to exaggerate knee bend needed on curves

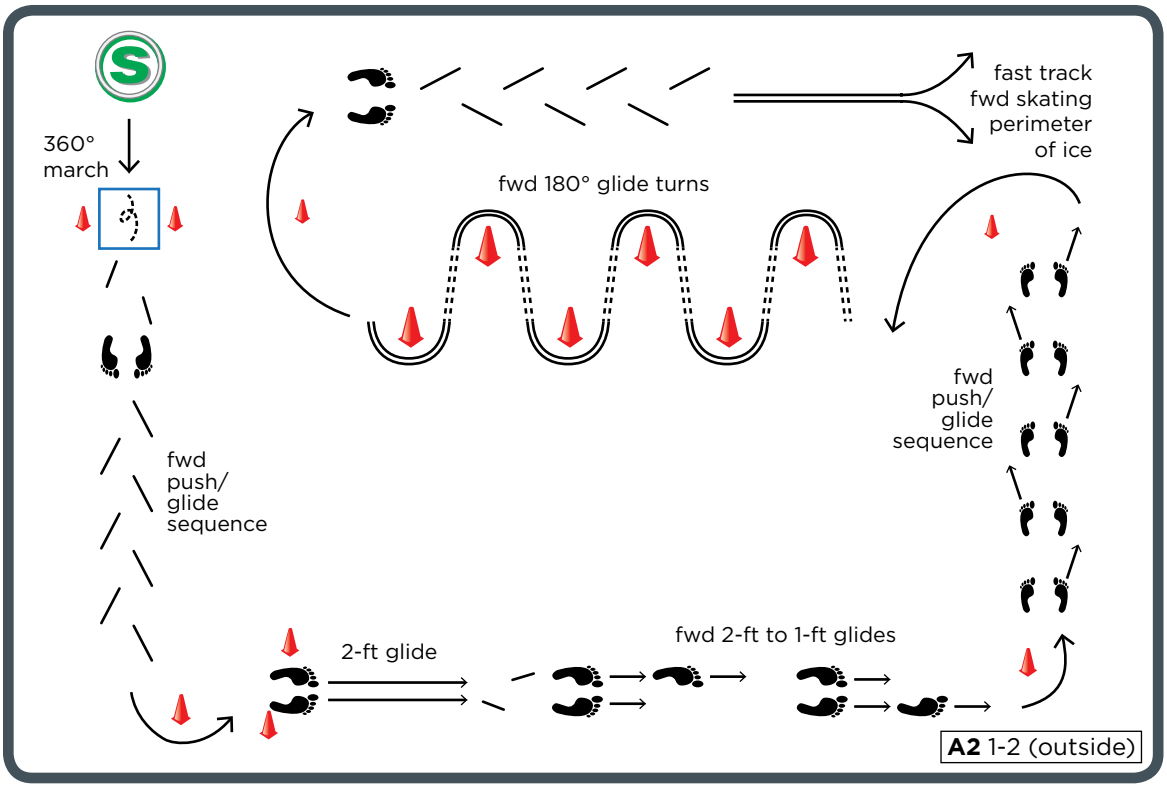
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd 180° glide turn	• Fast fwd perimeter skating • Fwd 360° step turn

Progressions to be Used:

• Fwd 2-ft glides • Assisted - use hula hoops on ice for skaters to glide around	• Fwd push/glide sequence • Slow then add speed • 2-ft and 1-ft glides • Stationary 360° step turn

Teaching Points to be Reinforced:

• Balance and lean on curve • Accelerate between curves for better flow • Knee bend on curves	• Bend/push/bend/push • Good rhythm on strides • Side of the blades • Balance on 360° turn

Notes:

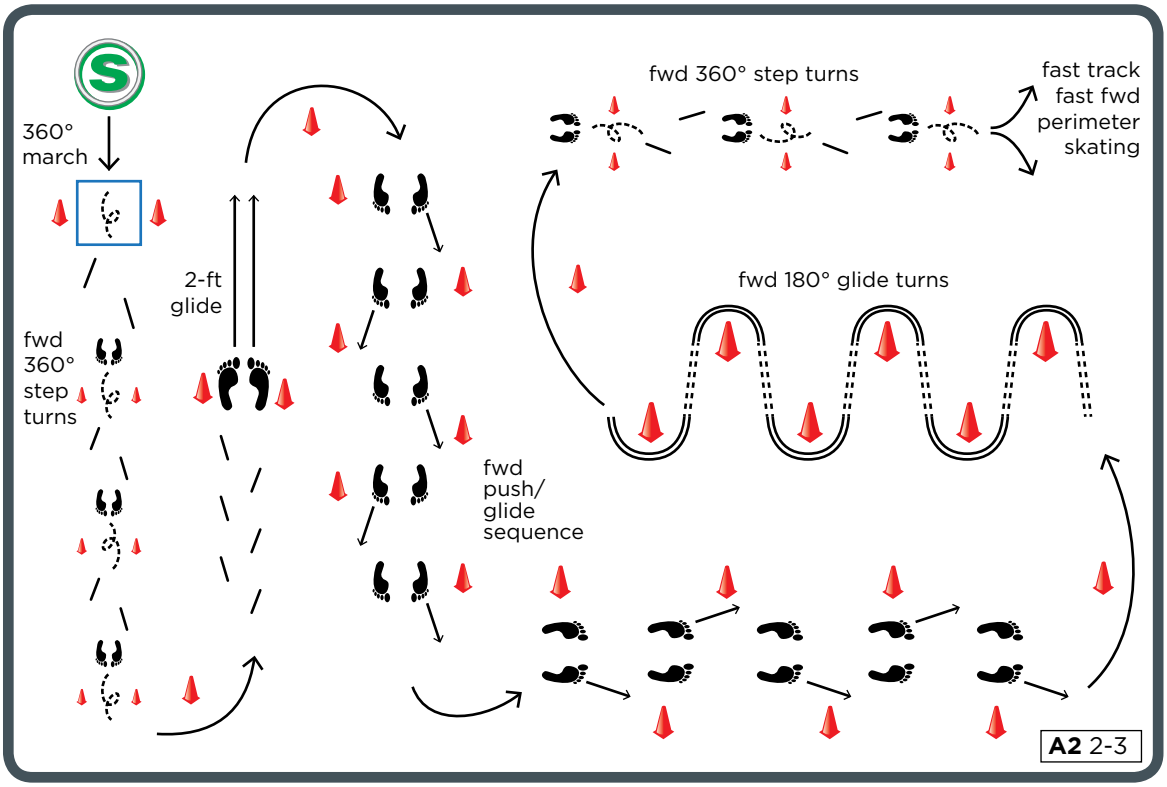
• Slalom portion of circuit is really fun; encourage speed, glide and flow for the skaters. • Ensure that the pattern encourages a 180° turn (very compact curves) • Offer plenty of demonstration to exaggerate knee bend needed on curves	• Take the time with each skater to ensure that they understand the 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!)

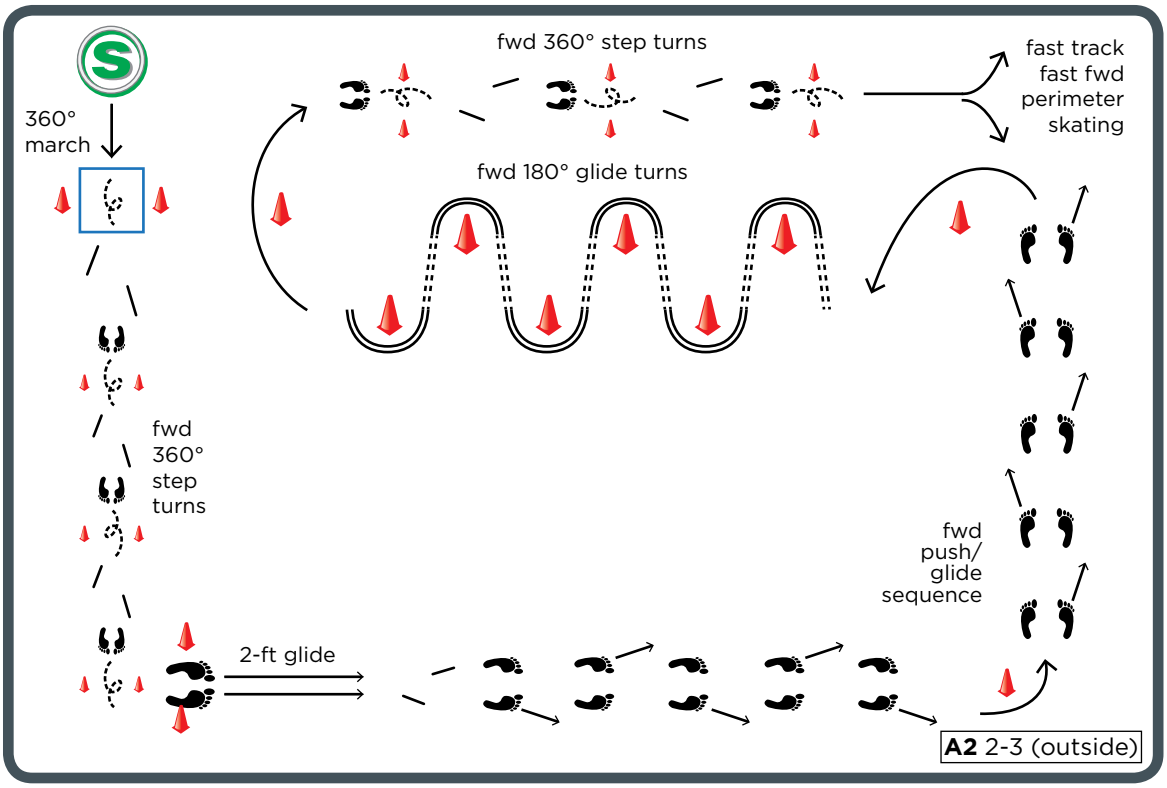
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fast fwd perimeter skating • Fwd 360° step turn	• Bwd 360° step turn • 2-ft spin • 2-ft sit spin

Progressions to be Used:

• Fwd push/glide sequence • Slow then add speed • 2-ft and 1-ft glides • Stationary 360° step turn	• 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:

• Bend/push/bend/push • Good rhythm on strides • Side of the blades • Balance on 360° step turn	• Balance • Head, eyes up • Even balance on blades for spin

Notes:

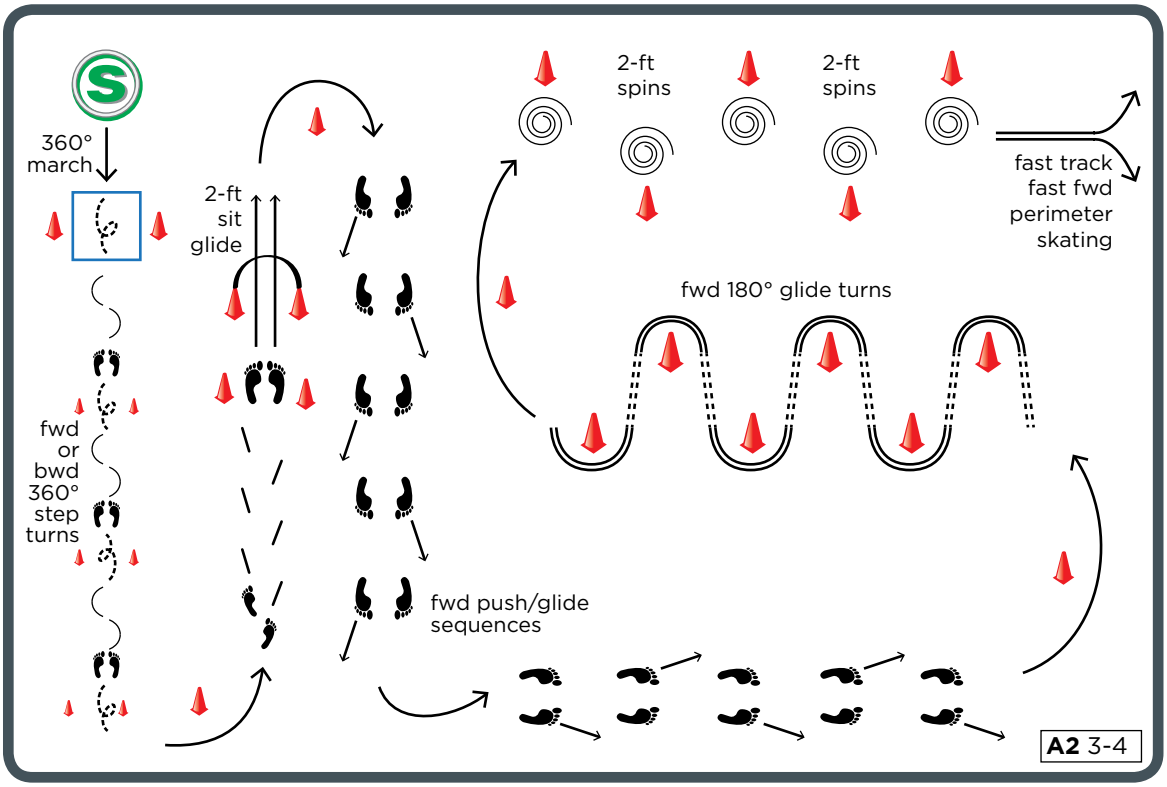
• Take the time with each skater to ensure that they understand the bend before the push for all skating • Allow them to glide on 2 feet before each push, so that they can feel the bend position • Use PA to help keep track of skaters in the Fast Track and make sure they all return to the start • Add sound effects to 360° step turn for fun (WHEEEE!)	• 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

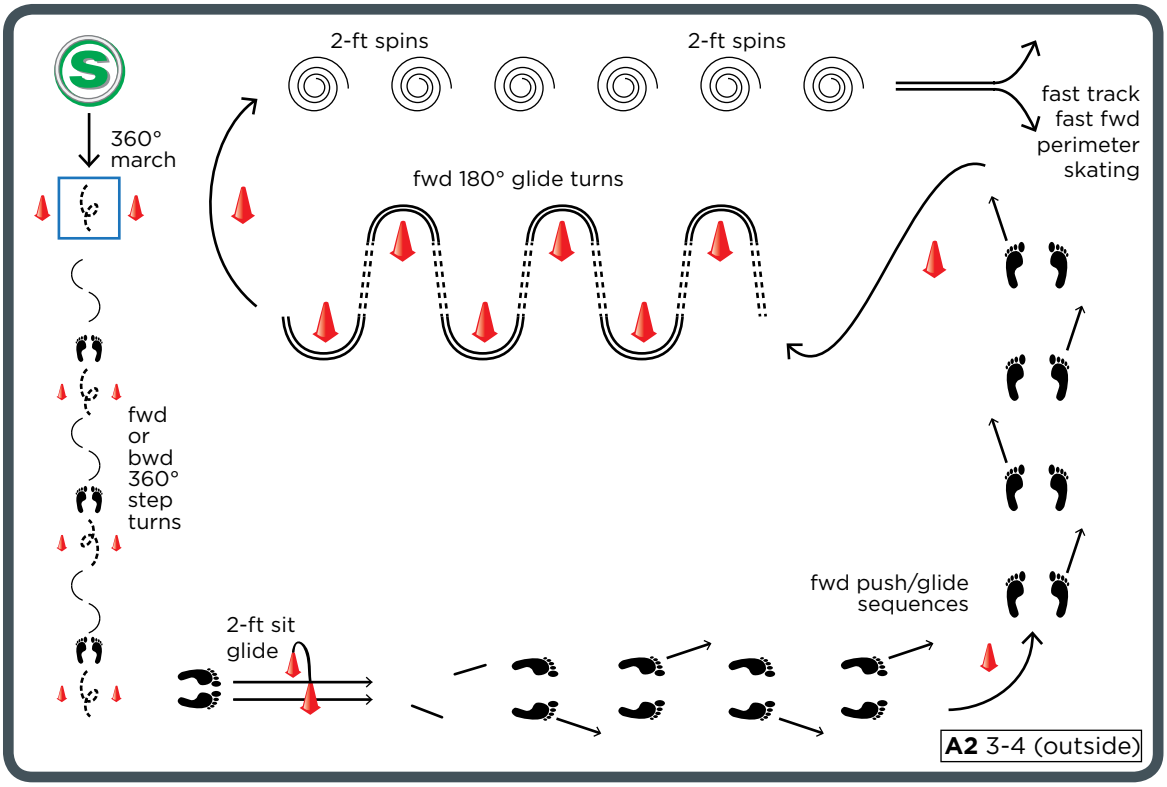
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Bwd 360° step turn • 2-ft spin • 2-ft sit spin	• Fwd tight glide turns • Fwd 360° glide turn • 1-ft spin • Alternating foot spin

Progressions to be Used:

• Stationary 360° step turn • 2-ft sit glide • Assisted	• 2-ft spins • Slow then add speed for glide turn

Teaching Points to be Reinforced:

• Balance • Head, eyes up • Even balance on blades for spin	• Balance • Good knee bend

Notes:

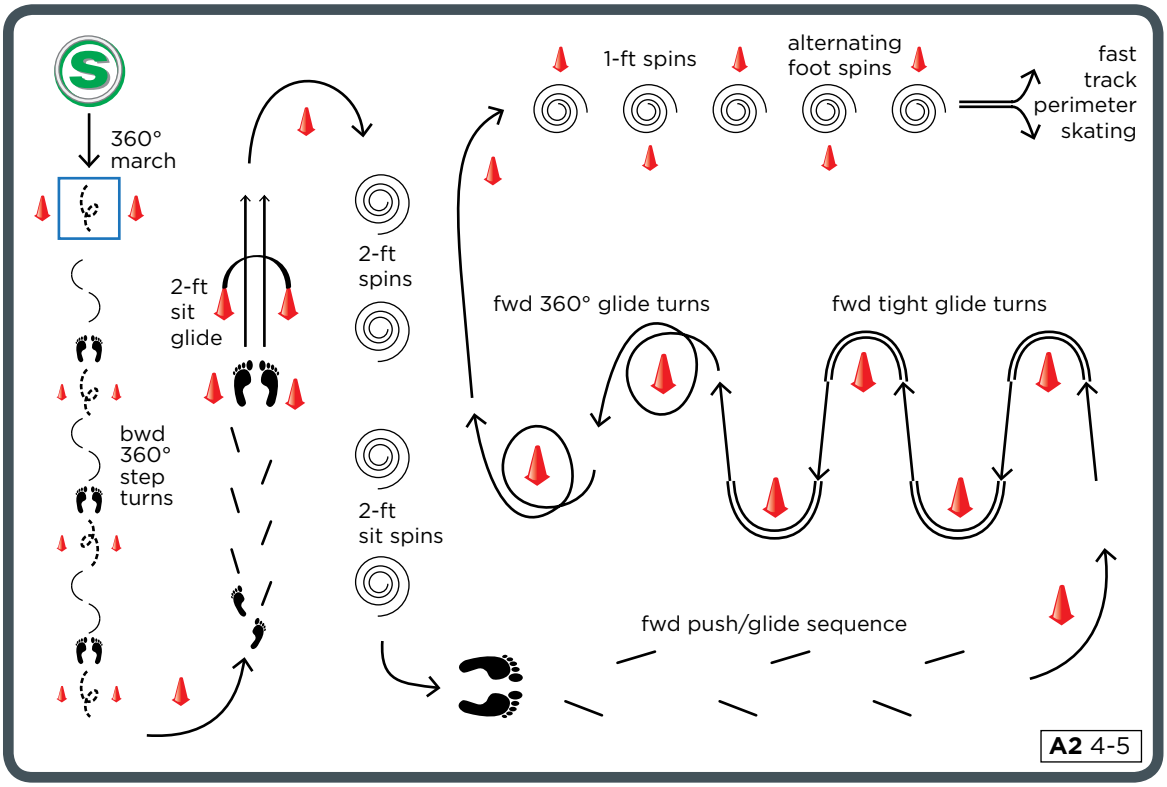
• Can use fwd 360° turns to warm up bwd 360° turns • Looking for 2 rotations in 2-ft spin • 1 rotation in sit position for 2-ft sit spin	• Coaches can use the slalom area for glide turns, tight glide turns (good speed) or 360° glide turns. Challenge the skaters to their level and ability. • Circuit drawn is for training – to assess skaters need to perform 6 tight glide turns in a row.

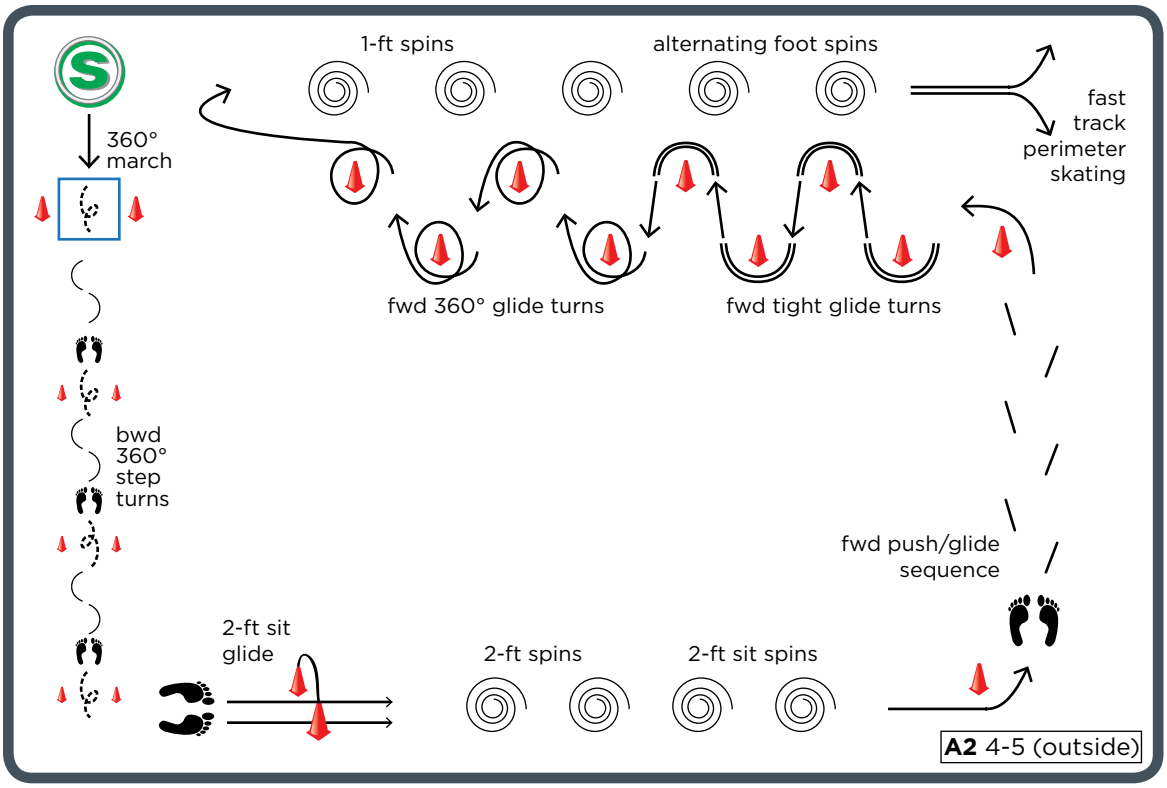
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• Fwd tight glide turns • Fwd 360° glide turn • 1-ft spin • Alternating foot spin	• Bwd 180° step turn (BO or BI mohawk) • Fwd 1-ft spin with spiraling edge

Progressions to be Used:

• 2-ft spins • Slow then add speed to glides and turns	• 1-ft spin • Gliding star position (entry position for spin) • Assisted step turns stationary - both directions

Teaching Points to be Reinforced:

• Balance • Good knee bend	• Good transfer of weight during step turn • Balance

Notes:

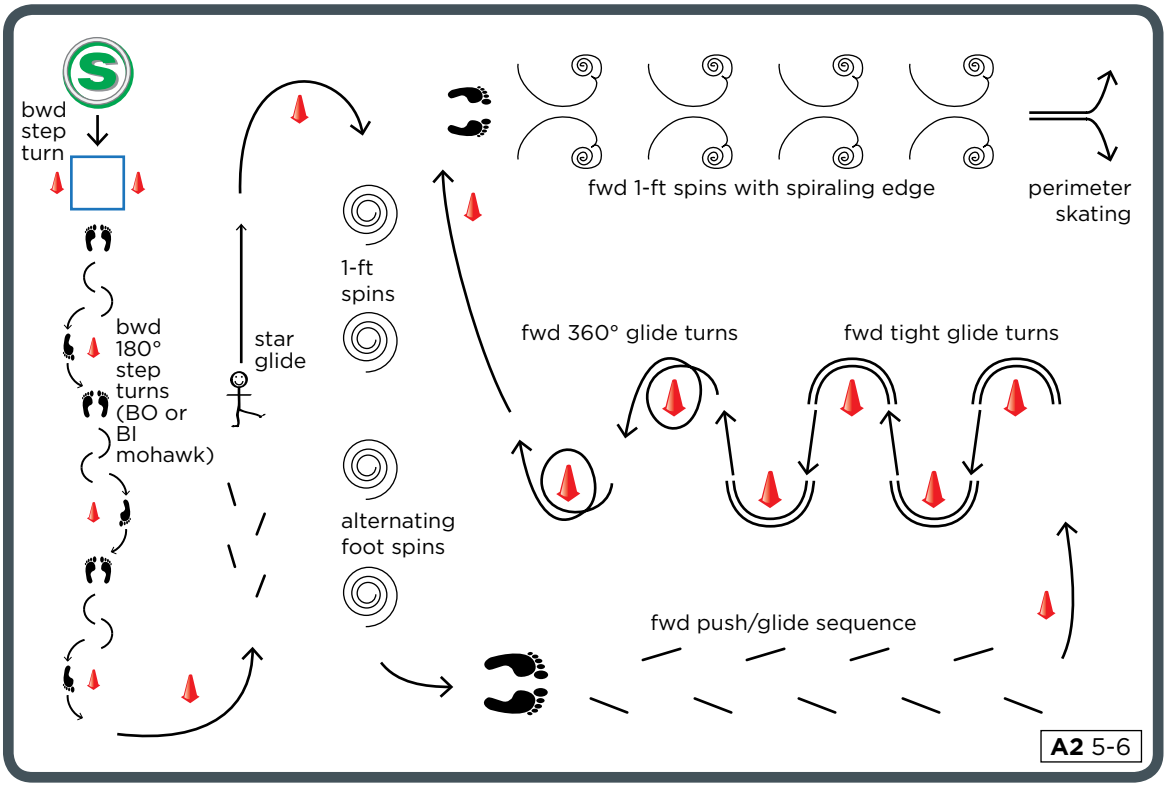
• Coaches can use the slalom area for 180° glide turns, tight glide turns (good speed) or 360° glide turns. Challenge the skaters to their level and ability. • Circuit drawn is for training – to assess skaters need to perform 6 tight glide turns in a row.	• Offer plenty of assistance for bwd step turn 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.

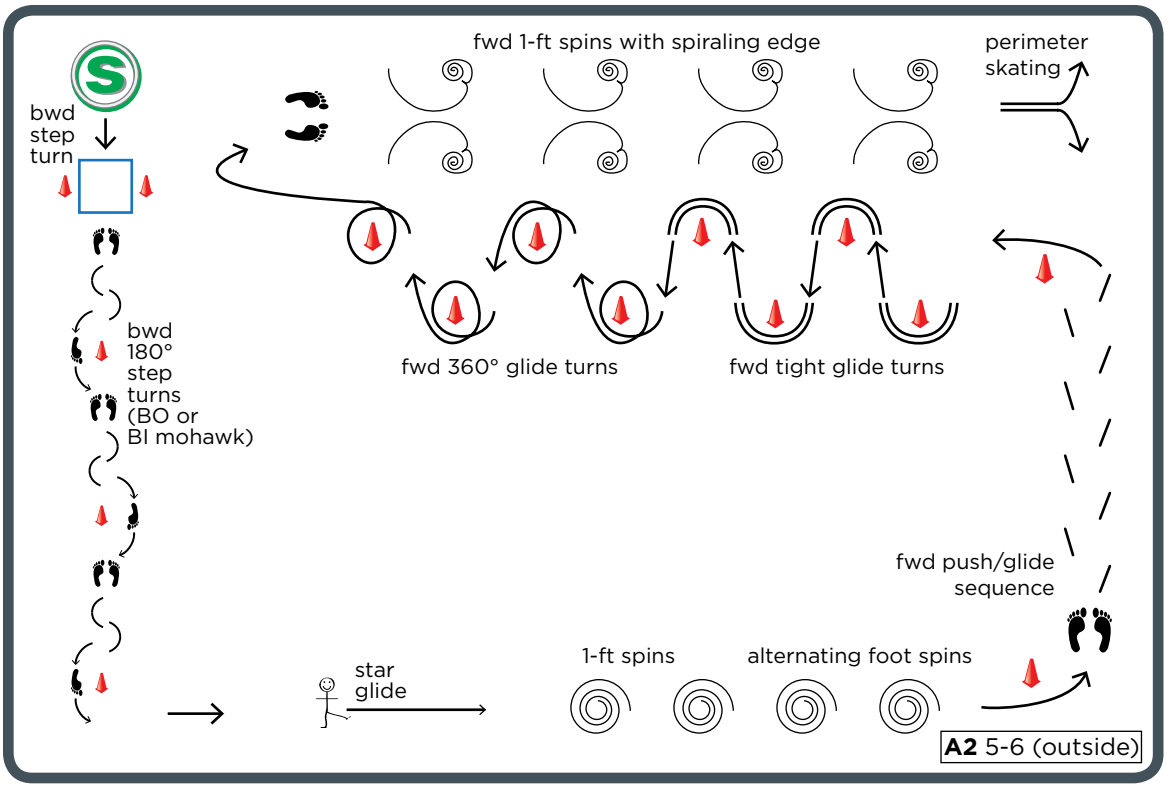
Teaching Aids/Props Needed:
Pylons, markers, signs

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
• 2-ft jump • 2-ft turn	• Fwd 2-ft turn • Bwd 2-ft turn • Fwd 180° glide turn • Fwd 2-ft jump

Progressions to be Used:

• Stationary knee bends – down, up, down • Fwd 2-ft glides • Assisted turns • Stationary jumps • Assist where necessary	• Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide

Teaching Points to be Reinforced:

• Knee bend	• Good knee action • Good speed, flow

Notes:

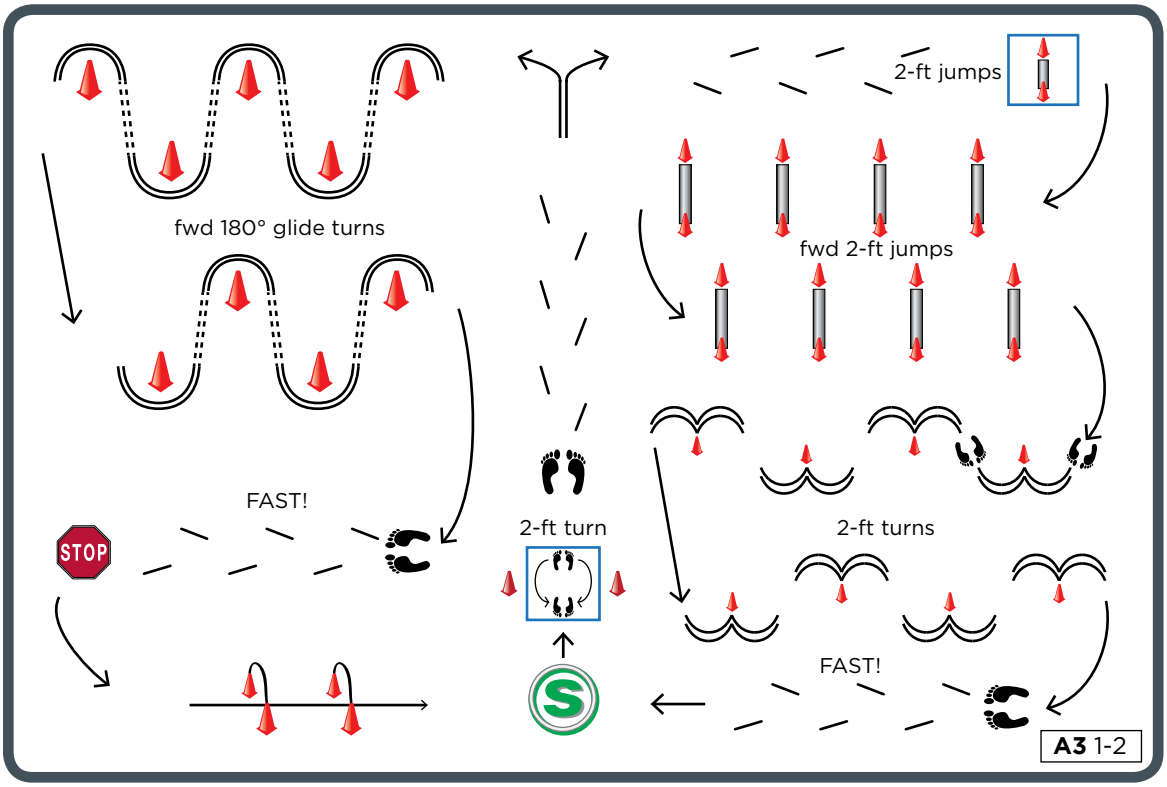
• This is a review lesson • Encourage skill development • Plenty of repetition, great time to assess some skills	• This is a review lesson • This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area.

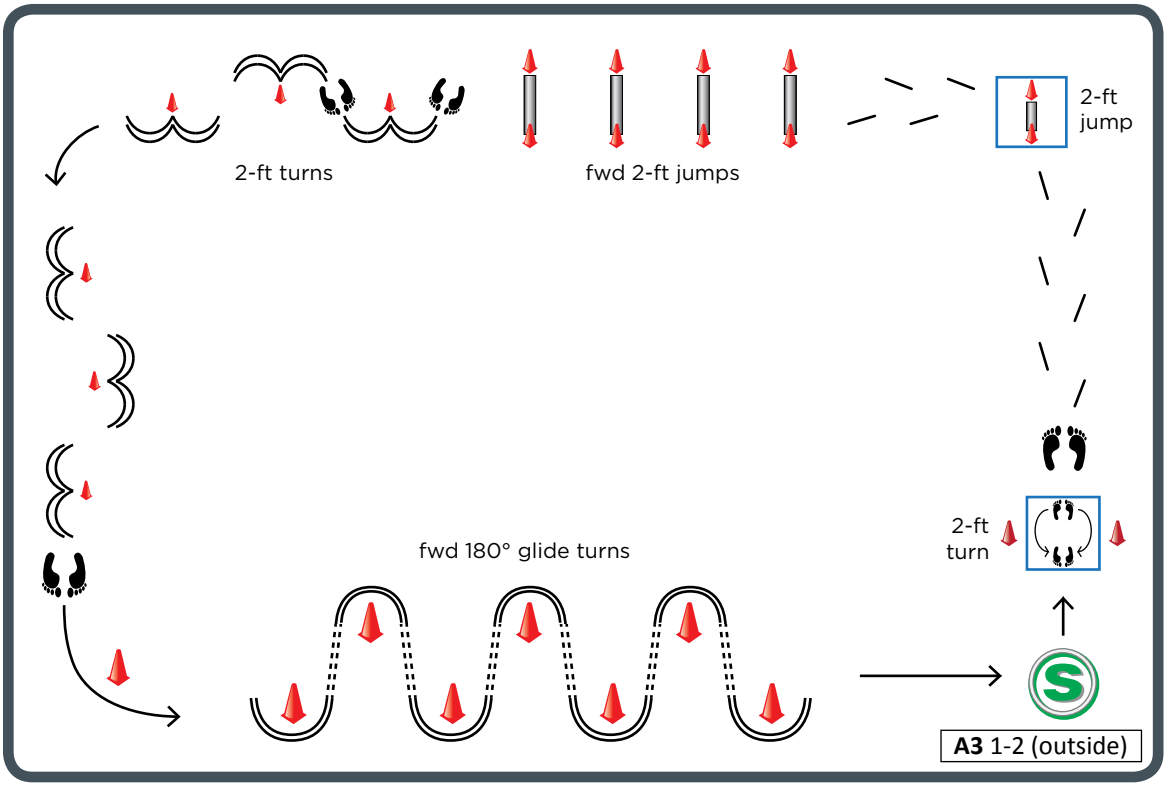
Teaching Aids/Props Needed:
Pylons, markers, signs, archways

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
• Fwd 2-ft turn • Bwd 2-ft turn • Fwd 180° glide turns • Fwd 2-ft jump	• Fwd 360° step turn • Bwd 2-ft jump

Progressions to be Used:

• Fwd 2-ft glides • Assisted turns • Fwd 2-ft sit glide	• Fwd 2-ft jumps • Stationary 360° step turn

Teaching Points to be Reinforced:

• Good knee action • Good speed, flow	• Good knee action • Good speed, flow

Notes:

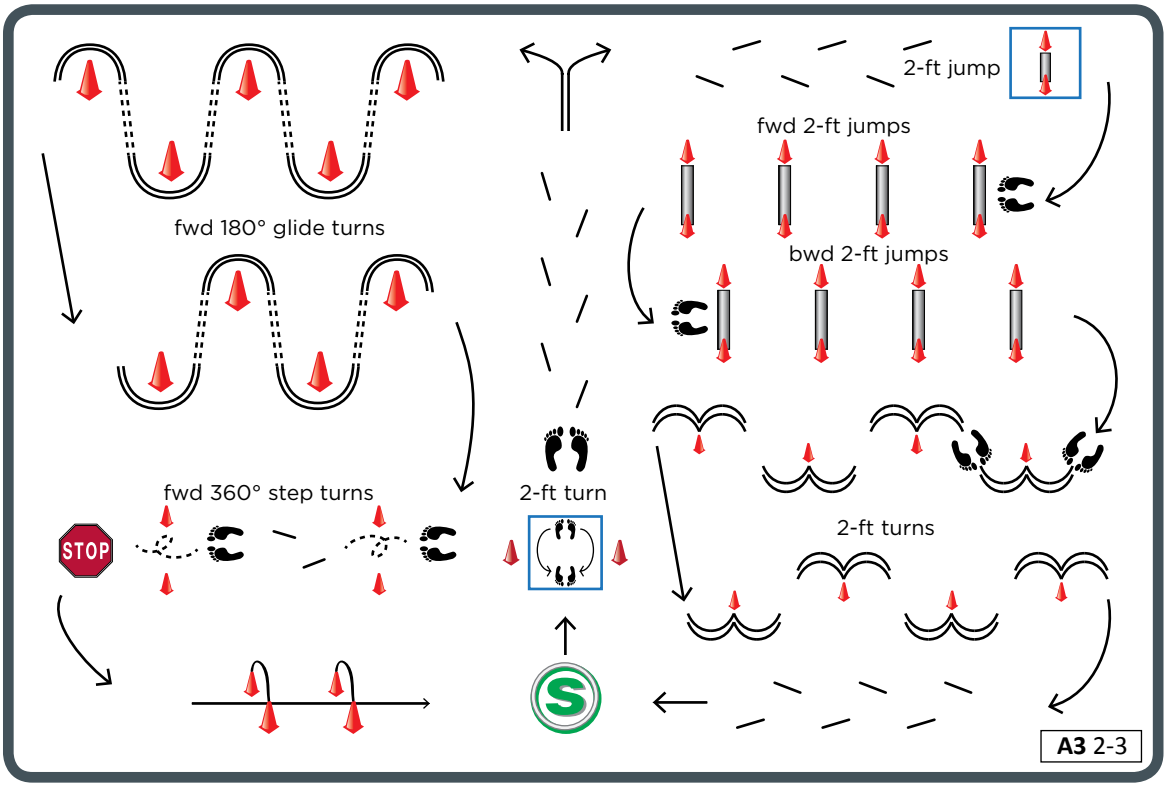
• Encourage skill development • Plenty of repetition, great time to assess some skills • Really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area	• Encourage skill development • Plenty of repetition, great time to assess some skills • This is a really fun circuit; choose an area work with skaters as they go by until you have seen everyone, then choose new area

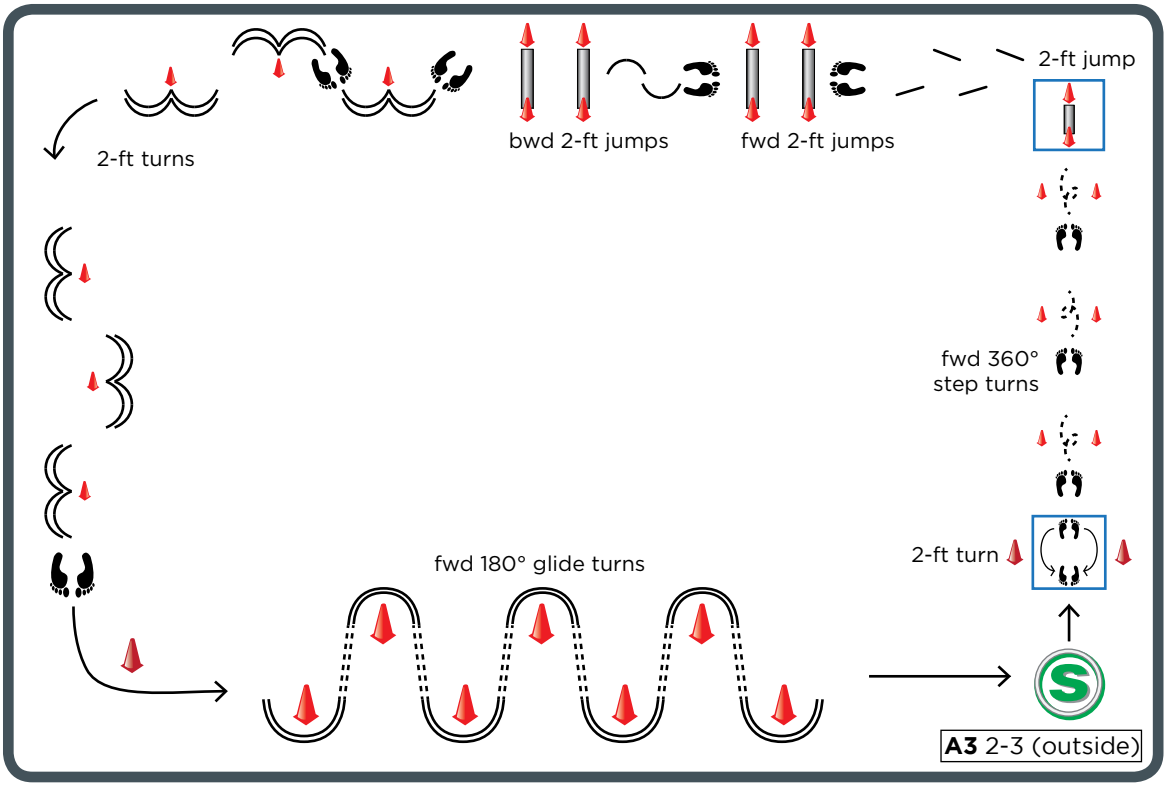
Teaching Aids/Props Needed:
Pylons, markers, signs, archways

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
• Fwd 360° step turn • Bwd 2-ft jump	• Fwd 1-ft turn • Fwd to bwd 2-ft jump • Bwd to fwd 2-ft jump

Progressions to be Used:

• Stationary 360° turn • Fwd 2-ft jump	• 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:

• Good knee action • Good speed, flow	• Good knee action • Good speed, flow

Notes:

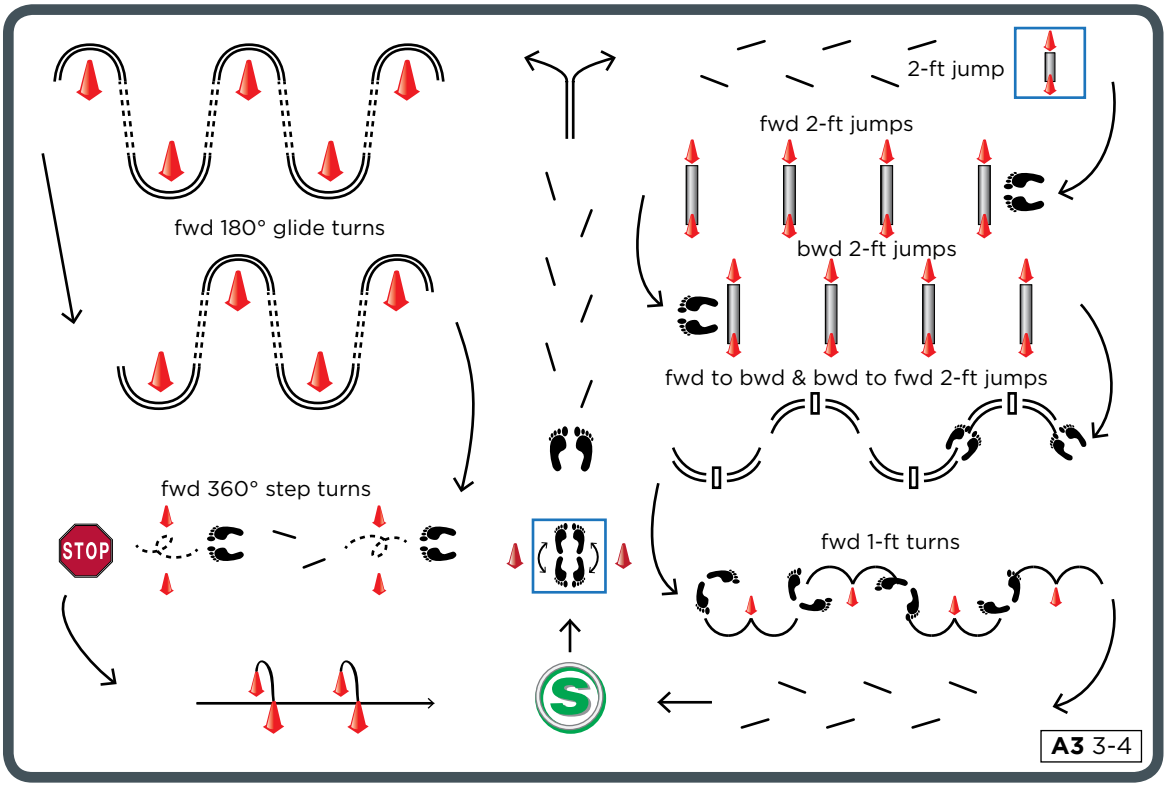
• Encourage skill development • Plenty of repetition, great time to assess some skills • This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area	• Encourage skill development • Plenty of repetition, great time to assess some skills • 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

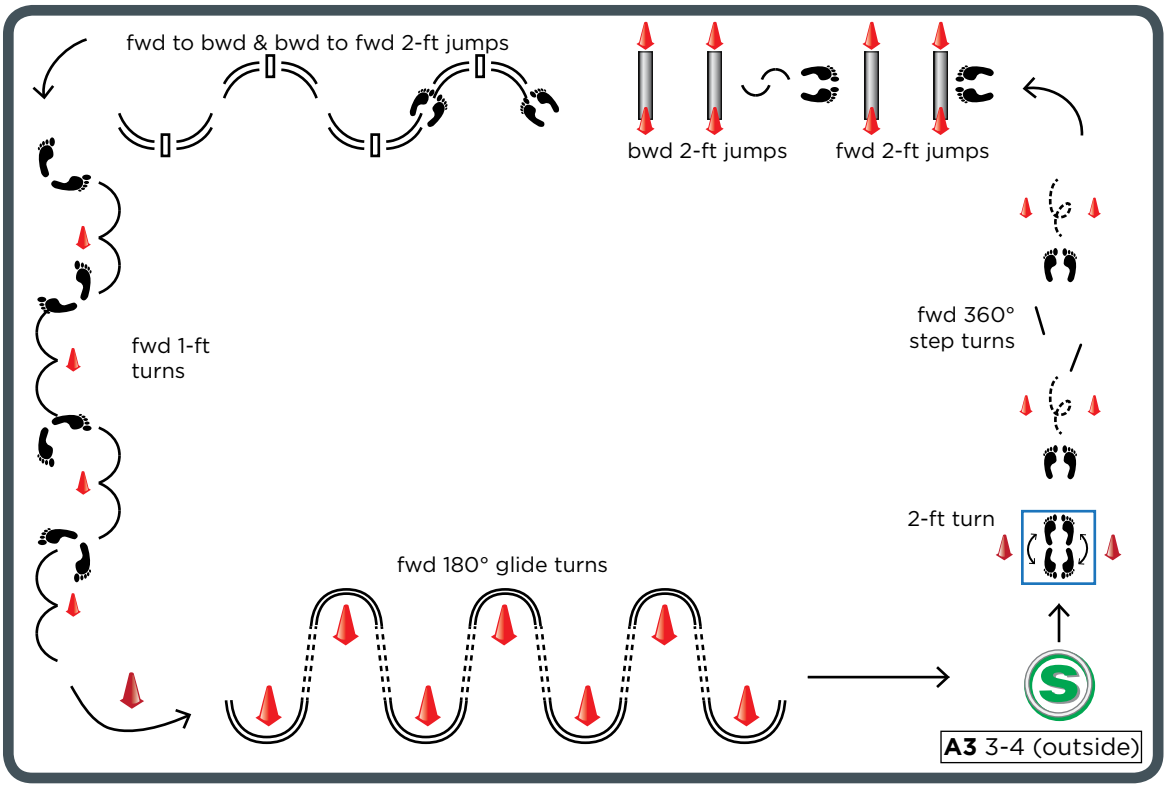
Teaching Aids/Props Needed:
Pylons, markers, signs, archways

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
• Fwd 1-ft turn • Fwd to bwd 2-ft jump • Bwd to fwd 2-ft jump	• Fwd power jump • Fwd tight glide turn

Progressions to be Used:

• Fwd 2-ft turn • Fwd 1-ft glide • Assisted 1-ft turn • Fwd 2-ft jump • Bwd 2-ft jump	• Walk through power jump action • Assisted • Slow then add speed • 2-ft glides on curve

Teaching Points to be Reinforced:

• Good knee action • Good speed, flow	• Down, up, down on turn • Rhythm/timing on jump

Notes:

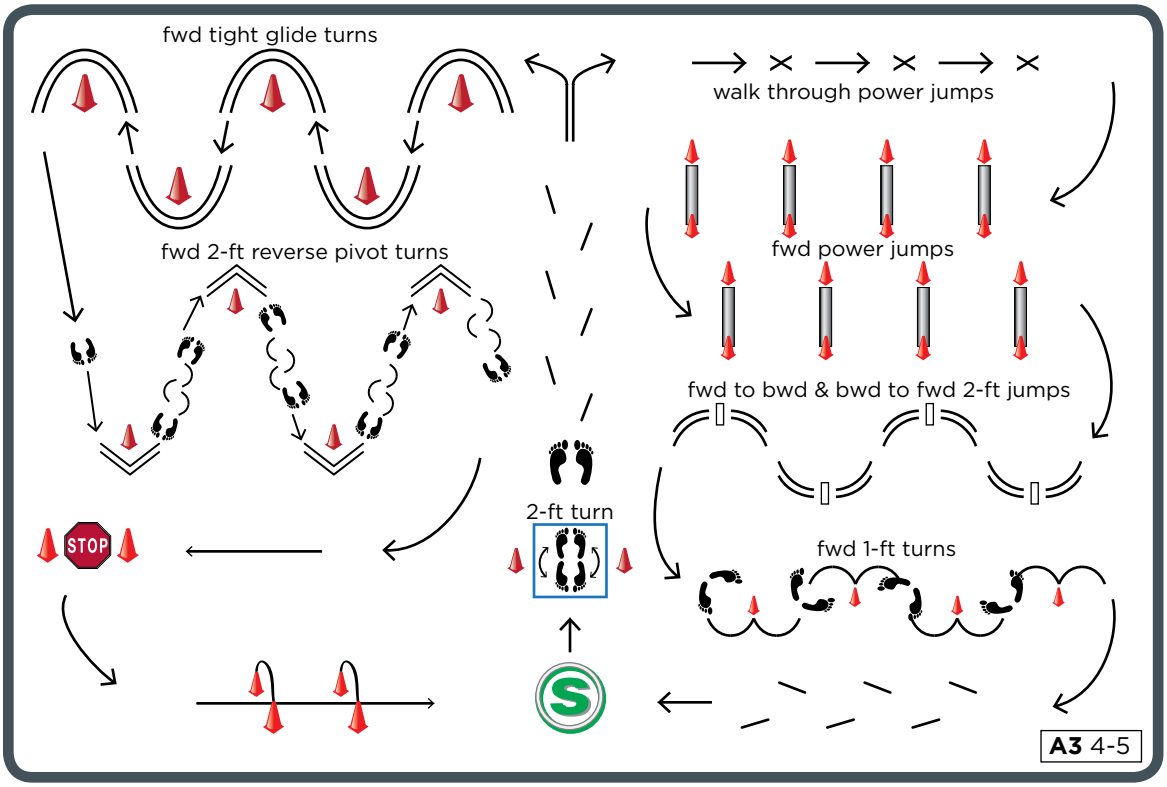
• Encourage skill development • Plenty of repetition, great time to assess some skills • This is a really fun circuit; choose an area to work with skaters as they go by until you have seen everyone, then choose new area	• Coaches can assist skater through pivot turns by skating in front of them, holding hands facing them, repeating key words and demonstrating proper knee action

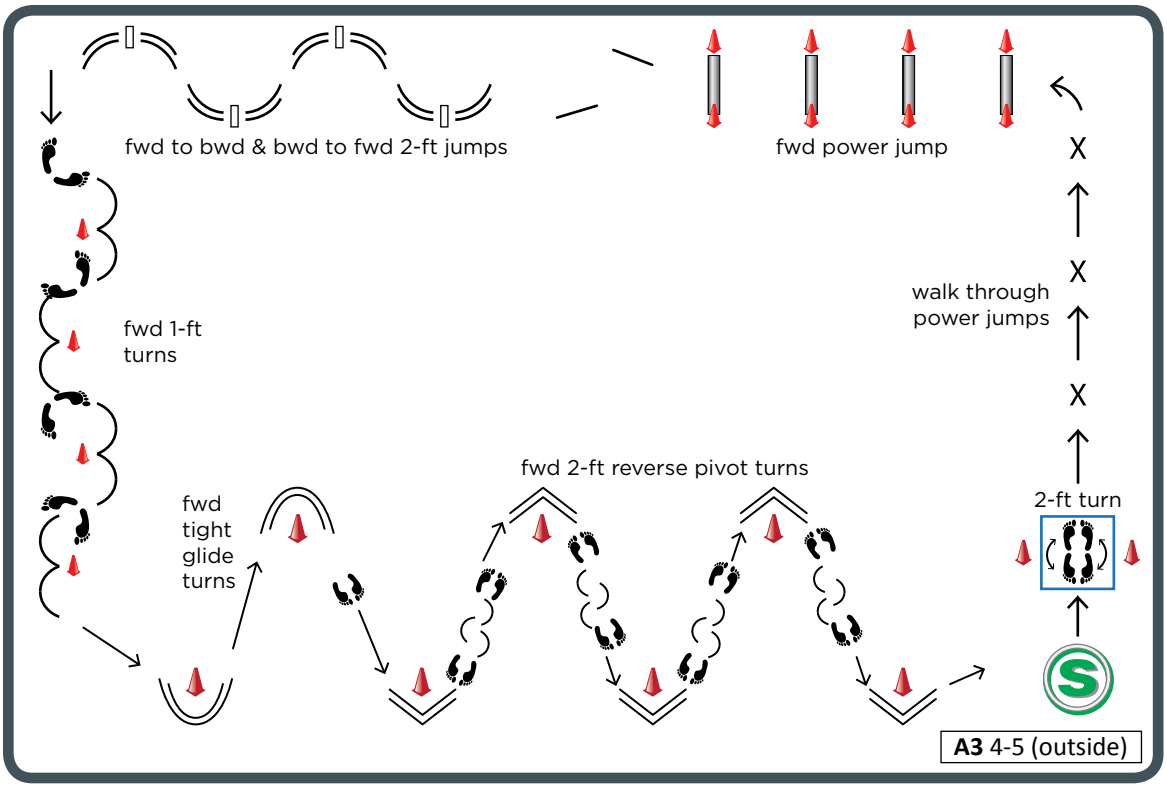
Teaching Aids/Props Needed:
Pylons, markers, signs, archways

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
• Fwd power jump • Fwd tight glide turn	• Rotating power jump • Bwd toe-assisted jump • Fwd 2-ft reverse pivot turn • 2-ft multi turns

Progressions to be Used:

• Walk through power jump action • Assisted • Slow then add speed on jumps and turns	• 2-ft 180° jumps • Assisted jumps • Twist on spot • Assisted pivot turns • Demonstration

Teaching Points to be Reinforced:

• Down/up/down on turn • Rhythm/timing on jump	• Good knee action • Control • Balance

Notes:

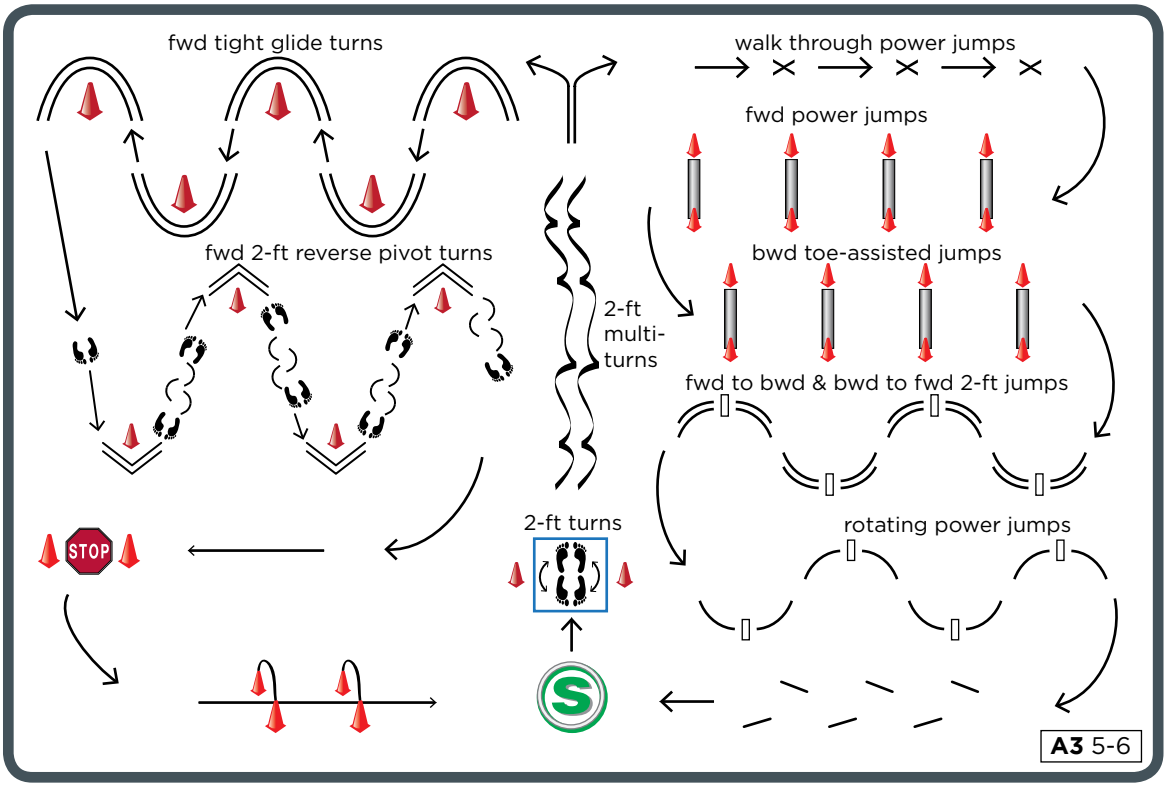
• Coaches can assist skater through pivot turns by skating in front of them, holding hands facing them, repeating key words and demonstrating proper knee action.	• Spend some time demonstrating bwd toe-assisted jump. For skaters with hockey skates, they may use the whole blade to assist. • Mirroring is a good way to help demonstrate the 2-ft multi turns.

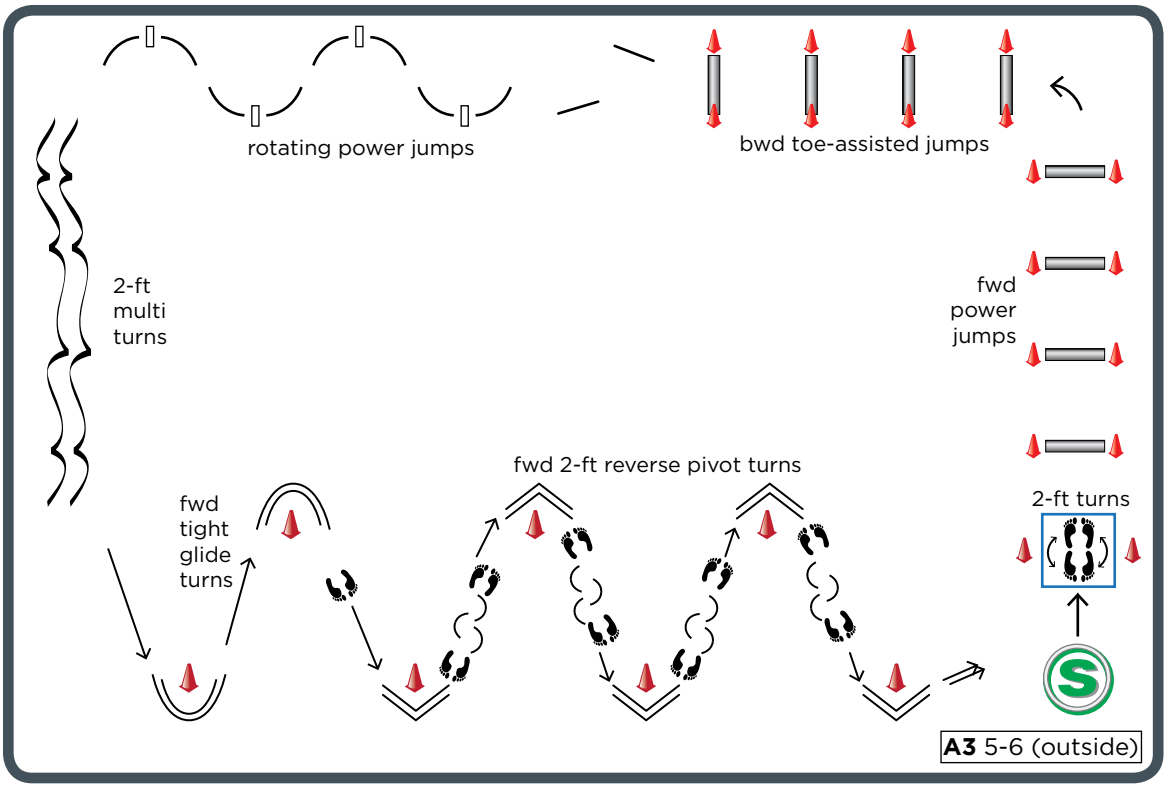
Teaching Aids/Props Needed:
Pylons, markers, signs, archways

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.

SECTION 5
PROGRAM ASSISTANT TRAINING

PROGRAM ASSISTANT TRAINING

Program assistants (PAs) are individuals who have been trained by a CanSkate coach to assist in the delivery of the CanSkate program. Program assistants may be drawn from a number of different groups of people including:

- Current skaters at the club
- Former skaters
- Skaters from other sports (hockey, ringette, speed skating)

Program assistants should be:

- Good communicators and demonstrators
- Enthusiastic
- Team players and good role models
- Responsible
- Punctual
- Patient
- Prepared and organized
- Able to lead groups, encourage skaters and offer praise
- Able to keep skaters moving while having fun

All PAs must be currently registered Skate Canada members to be eligible to volunteer during a session. It is suggested that PAs be over the age of 11 and have the ability to demonstrate basic skating skills (e.g. preliminary free skating test). The club has the option to accept younger PAs with the understanding that duties assigned should match their abilities and skill levels. The specific duties assigned to all PAs must be appropriate for their ages and abilities.

A PA's role may include:

- Assisting or leading warm-ups, group activities or cool-downs
- Assisting with the set up of circuits and stations
- Leading circuits and rotations
- Demonstrating proper execution of skating skills
- Providing assistance to skaters who may have additional needs
- Taking attendance
- Timing speed skills
- Providing general assistance to the coaches on the session
- Providing encouragement and general feedback to skaters
- Assisting with tracking of skill acquisition

A PA's role does not include:

- Delivering lessons at a designated teaching station
- Instructing skills
- Assessing skills

PAs are demonstrators and helpers and should not be coaching or instructing on a CanSkate session.

All PAs should be easily identified on the ice to help the organizational flow and look of the CanSkate session, e.g. they should all wear the same type of shirt, the same colour scarf or be dressed in matching jackets – there should be something that distinguishes them from the coaches and the other skaters on the ice.

The CanSkate coach (or coaching team) is responsible for training the club's PAs prior to the first session and must provide them with updates and feedback throughout the season. Clubs may find it more economical and/or convenient to collaborate with other clubs in the area to host a regional PA training session with their combined resources.

PA TRAINING RESOURCE TOOLS

The following resource materials are available to assist clubs/coaches in the training and development of PAs:

- Program Assistant Training PowerPoint
- Program Assistant Workbook
- Program Assistant Evaluation From and Personal Reflection Sheet

SAMPLE YEARLY TRAINING PLAN FOR PROGRAM ASSISTANTS

September/October - Recruit and Train:

- Recruit program assistants by advertising to the club membership, local high schools and community.
- Offer a two-hour (approximately) training session, led by the club coach(es). Refer to the Program Assistant's Training PowerPoint Presentation and Program Assistant Workbook contained in this manual for specific content to be covered.
- The initial training session should include:

  - Off-Ice Training (approx. one hour):
    - The importance of PAs
    - The details of the club's CanSkate session including session and ice format, group dynamics and other relevant information pertaining to the session
    - Roles and responsibilities of PAs specific to the club's session
    - Qualities of a PA
  - On-Ice Training (approx. one hour):
    - Learning format and choreography for warm-up, group activity, cool-down
    - Reviewing demonstration of the CanSkate skills
    - Learning how to set up and maintain circuits
    - Exploring different uses of teaching aids and props
    - Practicing station rotation plan
    - Becoming familiar with the group identification, station identification and Fast Track tools

October/November - Feedback and Review:

- Hold a short PA meeting to provide feedback on how the sessions are going and review team's participation. Refer to the Program Assistant Evaluation Form for specific content to be covered.
- Give suggestions on how to be more efficient and effective.
- Share some positive comments on things that have gone well and provide some tips to improve other situations.
- Ask for feedback and suggestions on ways to improve.

December - Second Training Session and Review:

- Off ice (on ice only if deemed necessary) (approx. one hour)
  - Review of progress to date, address strengths and areas for improvement.
  - Share experiences and collect feedback from the group.
  - Address any areas requiring clarification (e.g. circuit maintenance, demonstrations, warm-up, group activity, etc.).
  - Reinforce the importance of PAs and how much of an impact they have on the session.

January/February - Feedback and Review:

- Hold a short PA meeting to provide feedback on how the sessions are going and review team's participation.
- Give suggestions on how to be more efficient and effective.
- Share some positive comments on things that have gone well and provide some tips to improve other situations.
- Ask for feedback and suggestions on ways to improve.

March/April - Wrap-Up and Thank You:

- Hold a wrap-up meeting to review the season.
- Collect suggestions on how to improve for next session.
- Highlight successes and thank PAs for their contributions.

PROGRAM ASSISTANT RECOGNITION

Refer to your section's remuneration policy for any payment issues that may arise.

There are many ways to thank and recognize the contributions of your PAs:

- Pizza parties
- Movie nights
- PA of the Month/Week (either displayed on bulletin board or in local newspaper)
- A special number/program for the PAs in the club's ice show
- Small gifts of appreciation
- Kind words from the coach and club

Program Assistant Training
Name of club here
Date of training here
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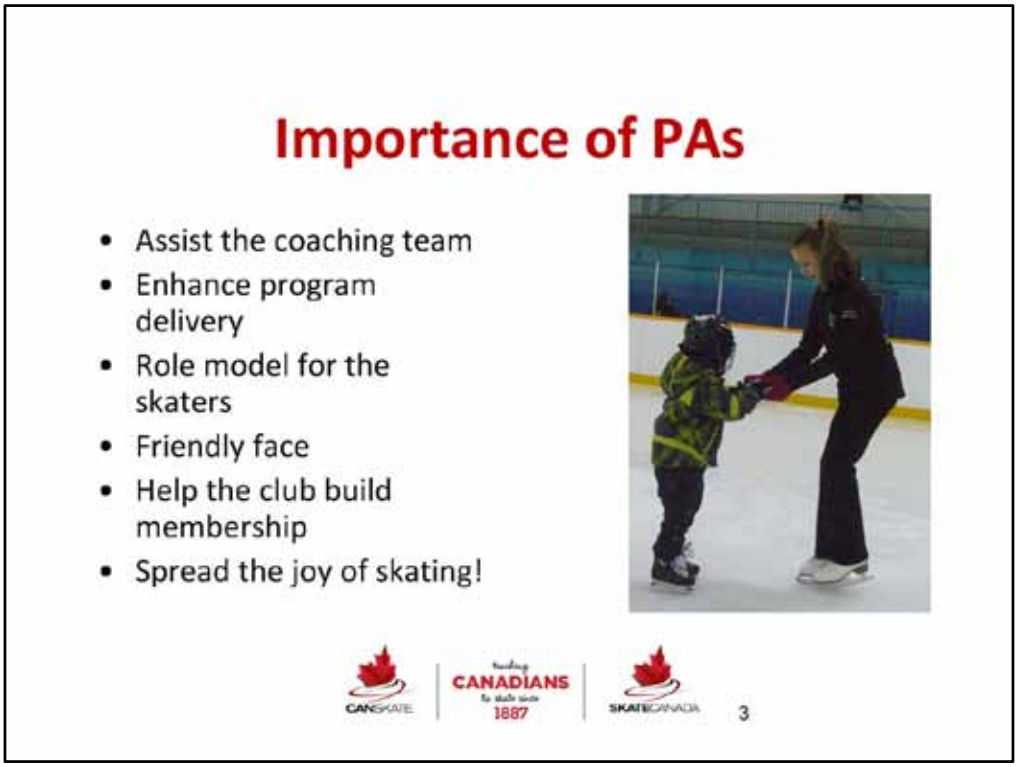
Today we are going to cover the following…

- Importance of your role as a PA to our session.
- Your roles and responsibilities as a PA (see The CanSkate Team and PA Training sections in the CanSkate Technical Manual).
- The type of qualities you will need to bring to our sessions (See PA Training section of the CanSkate Technical manual).
- Explain our format this year, how the session will run and review the CanSkate skills you will be working with.
- We will finish our training on ice today, learning the warm-up, group activity and cool-down, as well as setting up some circuits, getting comfortable with the teaching aids and props and learning how to properly demonstrate the CanSkate skills.



- Number one role as a PA is to assist the coach with the delivery of the program.
- Assist with warm-up, group activity, cool-down, demonstrate skills, lead station rotations, record information and much more.
- Also help with program set-up and execution (get out the teaching aids, props, name tags, awards and incentives, etc.).
- Remember that you are a role model to these skaters. PAs act as examples to skaters in the way they move on the ice and skate.
- This inspires them to work hard so that they can skate just like you.
- Important to make sure you dress appropriately and speak appropriately to skaters.
- For many new skaters, the ice can be a very scary place. Your smile and helping hand will turn a cold, scary ice rink into a warm, welcoming environment.
- We would not be able to run the program without you! You are a very important part of our success!

Roles and Responsibilities

- Demonstrate skills
  - Important! Correct demonstration is a must!
- Help lead warm-up, group activity and cool-down
- Help skaters on and off the ice
- Help set up ice, clean up ice
- Watch for safety (close doors, holes, skate laces, etc.)
- Help with name tags
- Lead your group from station to station
- Supervise your group
- Assist coach during lesson

4

- Your job as a PA will cover many areas.
- This (and the following slide) is a list of some of the things that we will need your help with.

Roles and Responsibilities

- Maintain circuits
  - re-draw, re-arrange teaching aids, etc
- Reinforce coach's lesson and teaching points
- Assist any skater who needs help
- Record time for skaters doing speed drills
- Set up the Fast Track
- Praise, praise, praise!
  - high fives, good job, terrific, you did it!! And more!
- Smile!
- Bring your enthusiasm to the ice

5

Continue explaining the PA's role in the CanSkate session.

Who Does What?

Name of PA	Assignment
Rebecca	Red Group
Bob, Carrie	Blue Group
Suzie	Orange Group
Sally	Purple Group
Jennie, Dylan	Fun Zone
Christine	Set up Fast Track
Rebecca, Suzie	Help skaters get on/off the ice
Sally	Set up stations and circuits
Bob	Play music
Jennie, Carrie	Hand out colouring sheets at the end of the session
Everyone	Clean up

6

- Go through the specific duties each PA will have on your session
- Make sure everyone is clear on their duties and responsibilities
- Ask if there are any questions
- Coaches - remove red text, insert PAs' real names and assign groups and duties where appropriate

Dealing with Difficult Skaters

- **Shy**
  - Ask questions
  - More hands-on assistance (gently)
  - Develop a connection
  - Lots of praise
- **Crying**
  - Find something of interest (e.g. teaching aid, prop)
  - Hands-on assistance
  - Lots of praise

7

- Review different strategies to help PAs deal with challenging situations

Dealing with Difficult Skaters

- **Pushy, aggressive**
  - Clear expectations of what is acceptable and what is not
  - Safety first
  - Praise for good behaviour/work
  - Present them with challenging tasks
- **Afraid**
  - Lots of encouragement and praise
  - Ask questions
  - Find something of interest
  - Hands-on assistance

8

Continue reviewing dealing with difficult skaters with PAs

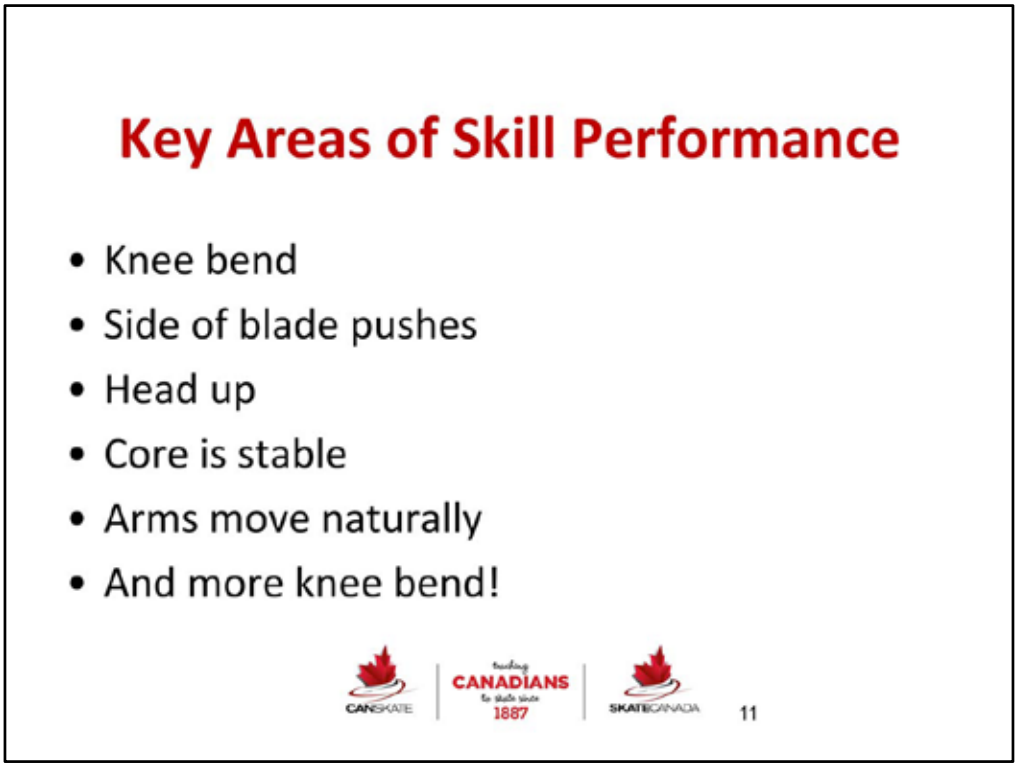
Dealing with Difficult Skaters

- Do not attempt to carry a skater
- Eye-to-eye level contact
- Always remain calm, pleasant
- Keep tone of voice at normal level
- Friendly, smiling face
- Other ideas?

9

Review general tips and tricks for dealing with difficult skaters.
Add as you feel necessary and include your experience.

- We will be spending some time on the ice today going through the skills so that you understand what each of the skills are and how they are to be demonstrated.
- Remember that even when the PAs are participating in the warm-up, group activity or cool-down, the skills must be demonstrated correctly (e.g. pushing with the side of the blade, lots of knee bend, etc.)



- Remember that even when PAs are participating in the warm-up, group activity or cool-down, the skills must be demonstrated correctly (e.g. pushing with the side of the blade, lots of knee bend, head up, ensure a stable core, arms move naturally or as per the requirements of the skill, etc.)

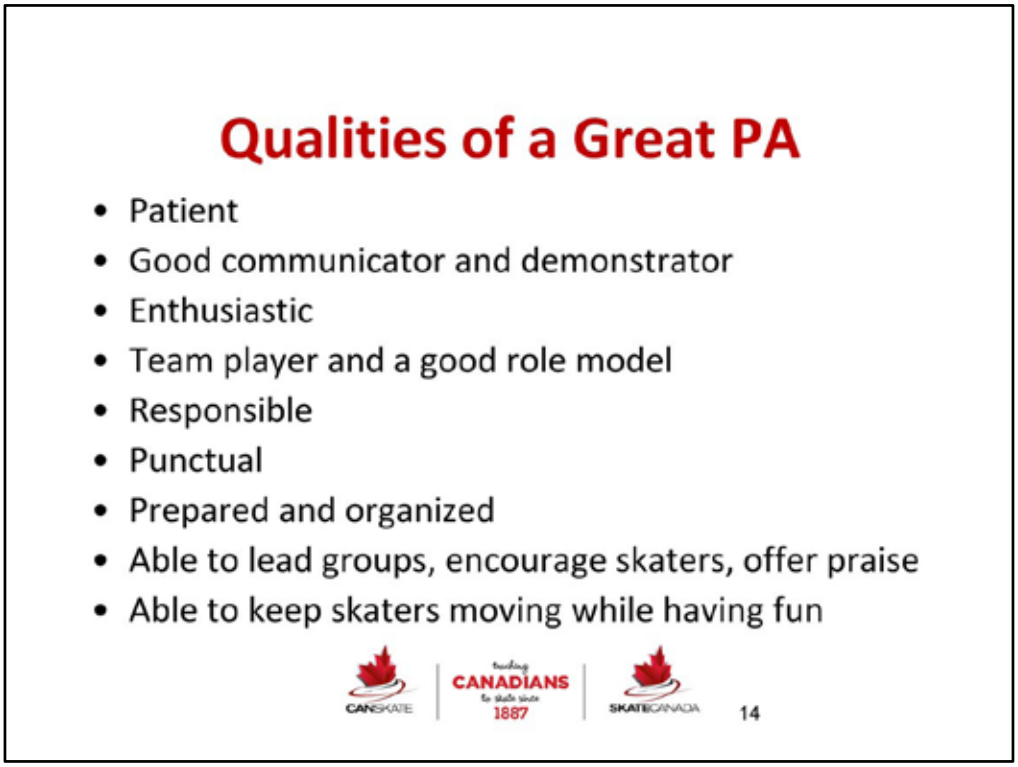
Things to Remember…

- Conduct on the ice
  - no personal skating practice
- Lower yourself to look eye-to-eye with young skaters
- Know the names of your skaters
- Always check in with your coach
- Use an enthusiastic and polite tone of voice
- Keep an eye on your surroundings
- Always encourage, praise and SMILE!

12

- Being a PA is an important role and is a busy job - remember that your behaviour on the ice is important
- No personal skating practice, no continuous chat with fellow PAs
- Concentrate and focus on the task at hand

- Review ways to give praise.
- Brainstorm with the group - there may be some good suggestions you would never have thought of.



- Review the qualities you are looking for in a great PA. Add as you feel necessary.

Our Program

- Warm-up
  - List songs here, explain choreography
    - e.g. Let's Get Loud = full perimeter skating, clapping, knees up forwards and backwards and "fast as you can"
    - e.g. Let's Twist Again = Centre circle, rotational twists on spot, ½ turn, one foot, other foot, backwards, forwards ½ turn jumps on the spot, hands up, hands down, etc.
- Lesson time
  - List # of groups here, how they will rotate, what stations will be on the ice – timing
    - e.g. 4 groups on the ice (Purple, Red, Orange & Blue). Blue Group is Pre-CanSkate and will need help getting to the centre of the Fun Zone (during warm-up). Purple, Red, Orange groups will start at a station (one group per station).
    - 3 stations on the ice, 1 Fun Zone, 1 teaching station, 1 review station
    - Groups will rotate every 10 mins (clockwise)
    - Blue group stays in the same area for now

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- Explain how your program will work on the ice and where/how PAs will be used.
- COACHES – insert <u>your own</u> song selections and actions and then delete the red text.

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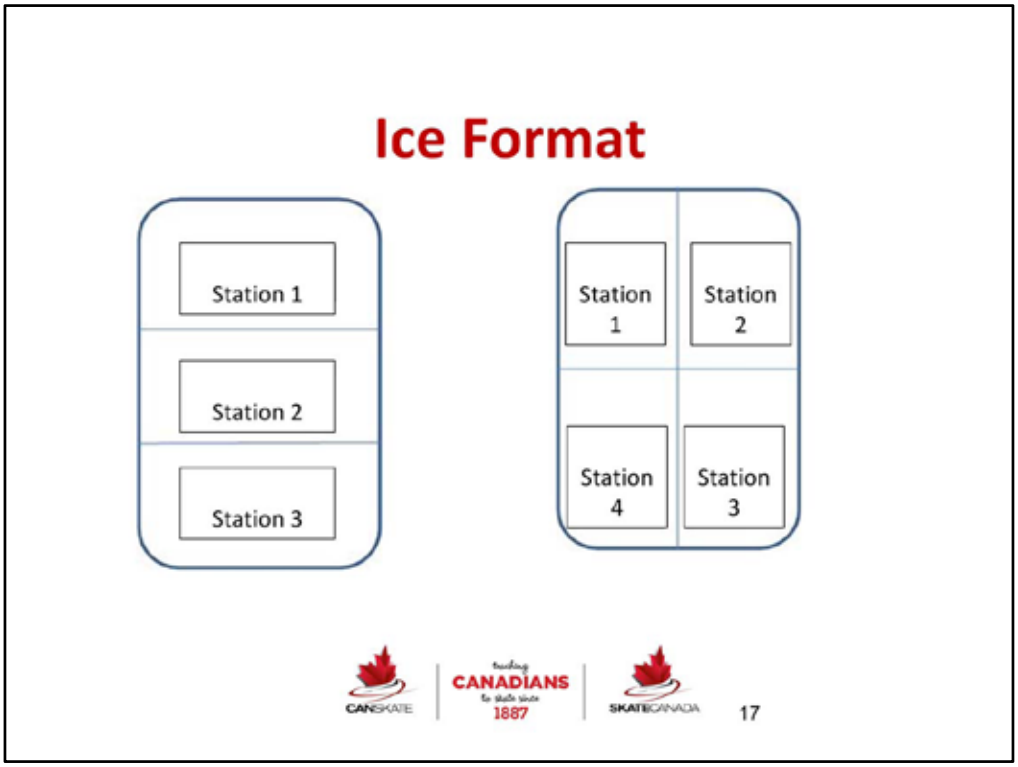
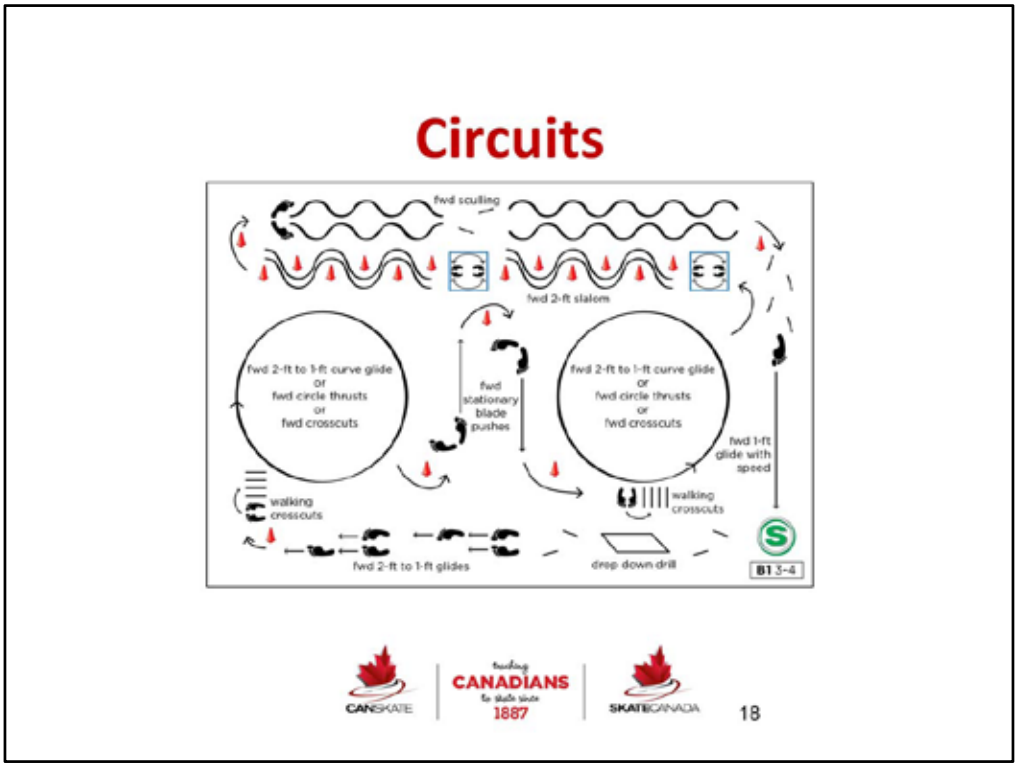
- COACHES – insert <u>your own</u> song selections and actions and then delete the red text.



- Explain how the PAs will assist in setting up the ice into the chosen format.
- Where and how to hang the station ID signs and the group ID signs.
- What teaching aids and props need to go where.
- Also indicate where skaters will get on and off the ice and remind them that we will help the skaters do that.
- Other things to review, where the handouts will be located, where the music will be played, etc.
- COACHES – Choose which ice format your CanSkate session will take (3 station or 4 station) and delete the other option.

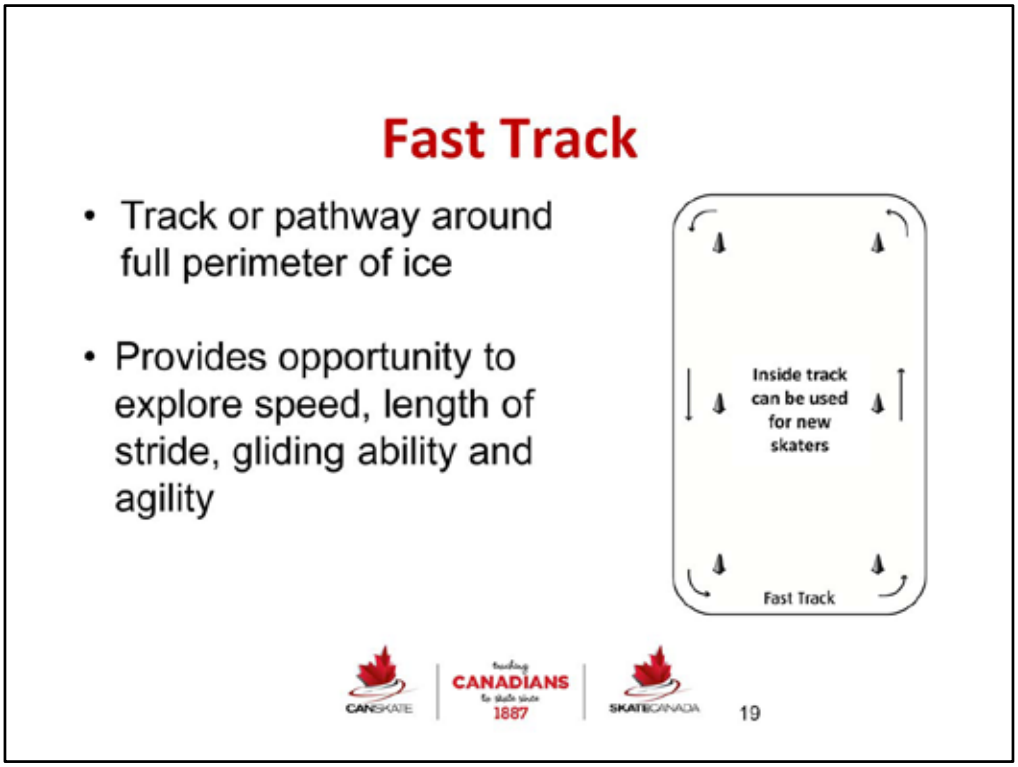


- Circuits are a great tool that we use to:

- Keep skaters moving
- Allow skaters to practice skills and steps to skills
- Have fun with teaching aids and props
- Allow PAs and coaches to give individual feedback without stopping the group's progress

- All circuits must:

- Have START well indicated
- Have a directional arrow to let skaters know which way to go
- Be well-marked with pylons, markers, signs, etc. so that skaters know what to do where



- Fast Track is a term used to describe a path around the perimeter of the ice.
- Setting up a Fast Track for warm-up, group activity and cool-down will encourage skaters to use the full ice surface.
- This in turn will help them develop power, speed and length of stride.
- Skaters/PAs/coaches may use the Fast Track at any time during the session, even during lesson time.
- PAs can watch skills in the Fast Track or help monitor traffic to make sure skaters are skating with their eyes up and staying in the path.

On the Ice Today…

- Learn warm-up, group activity & cool-down
- Review CanSkate skills
- How to set up a circuit
- How to draw or use signs to indicate skills
- Different ways to use teaching aids and props
- Practice station rotation plan

20

Questions?

21

COACH GUIDELINES FOR ON-ICE SESSION

Duration: 1 hour

Lead Warm-Up Songs (10 minutes)

- Teach the PAs actions and choreography
- Emphasize use of upper body, knees and ankles
- Purpose is to increase heart rate and warm up muscles

Review the CanSkate Skills (20 minutes)

It is not necessary to review every skill from the CanSkate curriculum. Many skills repeat or are progressions of other skills; therefore, only the basics need to be covered:

Push/glide sequence (fwd and bwd)

- Emphasize the bend before the push
- Explain the progressions (e.g. beginners will glide on two feet between pushes) Explore weight transfer from pushing foot to gliding foot (this will help PAs identify the action needed for 'side of the blade' pushes)
- Review expected progression of development and performance from Stage 1 to Stage 6

Sculling (fwd and bwd)

- Emphasize the knee bend on the first half of the scull and rise up and pull in (toe to toe) on the second half of the scull

Glide turns (180° and 360°)

- Emphasize the knee bend and lean required in the turn

Slaloms

- Large pattern for FO, FI, BO, BI edge development
- Small pattern for fwd and bwd 1-ft change of edge slalom

Walking crosscuts

- Explain proper foot placement (feet must remain parallel throughout the exercise, no toe pushes)
- Show different ways to assist the skaters with the weight transfer technique

Circle thrusts and crosscuts (fwd and bwd)

- Emphasize knee bend, side of the blade pushes and foot placement on cross (feet parallel)

Turns: (2-ft, 1-ft)

- Emphasize the "down, up, down" action (key words)

Step turns: (360° and 180°)

- Emphasize balance through turn
- 180° step turn (mohawk): emphasize foot placement for backward step
- Review options for PA to assist the skater

Stopping

- Review stopping with right foot, left foot and both feet (fwd and bwd)
- 2-ft side stop – emphasize parallel feet, work both ways
- 1-ft side stop – remind PAs to encourage skaters to pick up inside foot

Speed drills

- Run the PAs through drills #1, 2 & 3 – record the time to show the PAs how to do this for the CanSkaters

Hockey skills

- Demonstrate the following, emphasizing the key teaching points
  - Running lateral crossovers
  - Fwd crossover acceleration
  - Forward 2-ft reverse pivot turn

Incorporate teaching aids, signs and marker drawings as each skill is reviewed to maximize learning opportunity. This will help establish a baseline of understanding for circuit set-up.

Circuit Set-Up (20 minutes)

Divide the PAs into groups. Provide each group with a circuit template and ask them to set it up using a variety of teaching aids.

Review each circuit to ensure that:

- Maximum ice coverage is utilized
- Skill identification and placement is accurate
- Appropriate teaching aids are used
- Direction of travel is indicated

During this time, explore how the circuit can be adjusted to accommodate skaters at different stages. Also, ask the team to brainstorm ideas on how to use the teaching aids and props differently.

Group Activity and Cool-Down (10 minutes)

- Teach the PAs activities, actions and choreography
- Wrap-up - ensure that PAs know where to retrieve essential items for the CanSkate session:
  - Station identification signs
  - Group identification tools
  - Teaching aids/props
  - Hand-outs
  - Record keeping tools
  - Music

Reinforce the importance of keeping the essential items neat and organized for safety reasons and for easier retrieval for the next session.

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PROGRAM ASSISTANT TRAINING

Workbook

_____

Program Assistant Name

_____

Club Name

_____

Date

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My roles and responsibilities as a program assistant:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

In an emergency situation, the following individual(s) will be my first point(s) of contact:

_____

or

_____

I know who these individuals are and where to find them. ❍ **Y** ❍ **N**

What are the four main components of a CanSkate session?

1. _____
2. _____
3. _____
4. _____

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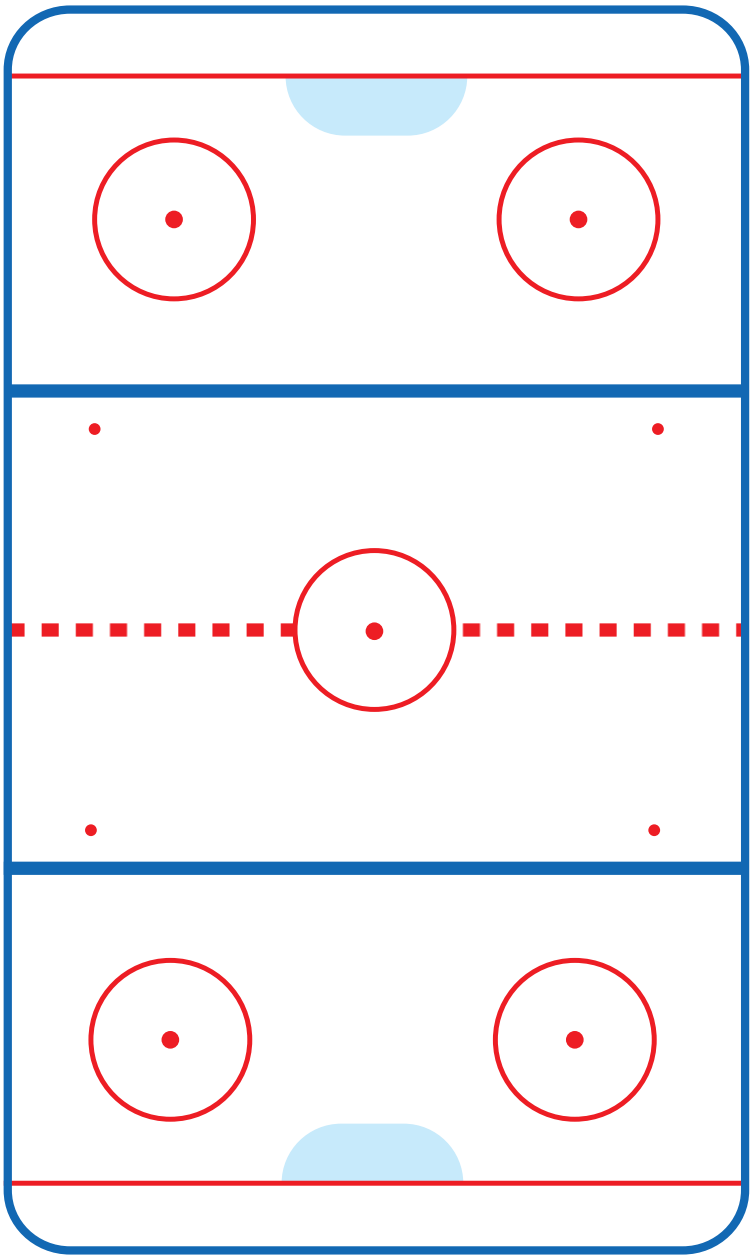
1

Our session is using a _____ format. Draw and label the appropriate stations for this session format *(be sure to include the Fast Track).*



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2

List the teaching aids that your club has available and suggest how they can be used to enhance the circuits or activities. Use your imagination and be creative!

TEACHING AID	USE

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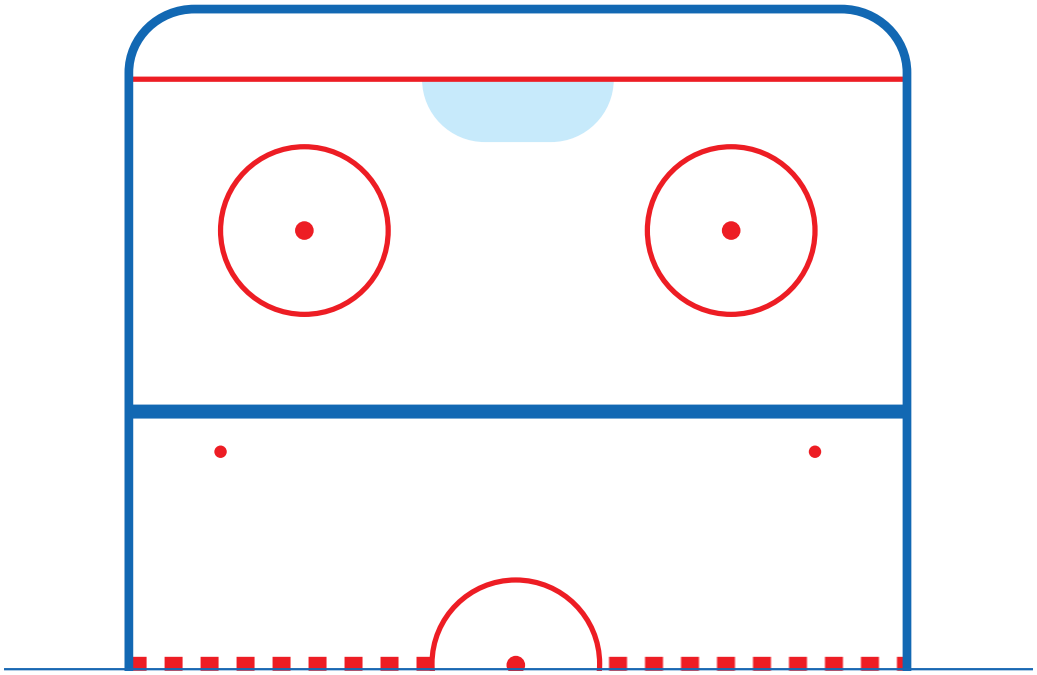
3

Draw your own Fun Zone circuit and show how it could be connected to the Fast Track:



List the teaching aids needed to set up the Fun Zone circuit that you have created:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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4

List the CanSkate skills that you have reviewed today and the teaching points to remember.

SKILL	TEACHING POINTS

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5

What are the qualities of a good PA?

1. _____
2. _____
3. _____
4. _____

My best qualities are:

1. _____
2. _____
3. _____

The specific duties that have been assigned to me are:

1. _____
2. _____
3. _____
4. _____

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PROGRAM ASSISTANT EVALUATION FORM

PA NAME: _____

Coaches working with PA's are to complete the following form in order to provide constructive feedback to the PA about his/her performance.

N/A = Not Applicable, F = Fair, G = Good, E = Excellent

CRITERIA	N/A	F	G	E
Communication Skills				
Uses demonstrations effectively				
Exhibits patience with others around him/her				
Group Management Skills				
Keeps group moving (goal 90%)				
Keeps group on task				
Maintains control of group				
Leads activities with enthusiasm and sense of fun				
Duties/Tasks				
Performs assigned duties				
Ensures safety in all activities				
Willing to take on additional roles and duties				
Personal Attributes				
Is punctual				
Follows instructions				
Takes initiative to solve problems				
Is an effective role model				

PA STRENGTHS:

_____

_____

_____

SUGGESTIONS FOR GROWTH:

_____

_____

_____

COACH NAME: _____ **COACH SIGNATURE:** _____

PA INITIALS: _____ **DATE:** _____

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PROGRAM ASSISTANT PERSONAL REFLECTION SHEET

PA NAME: _____

PAs are to complete the following form to provide personal reflection regarding their performance and comment on areas where they would like further development or training.

MY STRENGTHS AS A PA ARE:

_____

_____

_____

AREAS THAT I FIND DIFFICULT ARE:

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I WOULD LIKE TO LEARN MORE ABOUT:

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MY FAVOURITE THING ABOUT BEING A PA IS:

_____

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ADDITIONAL COMMENTS:

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_____

PA SIGNATURE: _____ **DATE** _____

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SECTION 6
CANSKATE ELEMENT EVENT

CANSKATE ELEMENT EVENT

TECHNICAL PACKAGE

GENERAL

The purpose of the CanSkate Element Event is to provide skaters with the opportunity to showcase their skills in a fun and interactive environment. In support of Skate Canada's ongoing implementation of the Long-Term Athlete Development Model, this event has been formatted to recognize the philosophies of the Learn to Skate stage. This club level event ideally takes place after a ten-week CanSkate session so that skaters have had the chance to learn all the skills in their current stages. The focus of the event is on individual skill improvement and therefore performances are not ranked. Depending on the specific logistics of the club, this event may include skaters from surrounding area clubs as long as the host club ensures that the event is run in compliance with their section's policies regarding invitational events.

CATEGORY SPECIFICATIONS

Results are tabulated for each individual separately. Skaters do not compete against each other for a ranking since awards are based on performance standards alone.

- Stage 1:
  - Skaters must not have passed the complete Stage 1 badge.
- Stage 2:
  - Skaters must have passed the complete Stage 1 badge but not the complete Stage 2 badge.
- Stage 3:
  - Skaters must have passed the complete Stage 2 badge but not the complete Stage 3 badge.
- Stage 4:
  - Skaters must have passed the complete Stage 3 badge but not the complete Stage 4 badge.
- Stage 5:
  - Skaters must have passed the complete Stage 4 badge but not the complete Stage 5 badge.
- Stage 6:
  - Skaters must have passed the complete Stage 5 badge but not the complete Stage 6 badge.

Skaters have the option of skating up one stage with approval from a Skate Canada coach.

TECHNICAL INFORMATION

The participants execute elements according to their categories. Four elements are performed in each category.

- Stage 1:
  - Snow slide steps
  - Fwd push/glide sequence
  - 2-ft jump
  - Bwd 2-ft skating/walking
- Stage 2:
  - Fwd stop
  - Fwd 2-ft sculling
  - Fwd 2-ft turn (CW or CCW - skater's choice)
  - Bwd 2-ft sit glide
- Stage 3:
  - Fwd circle thrusts (CW or CCW - skater's choice)
  - Bwd 2-ft jump
  - 2-ft quick turn fwd to bwd and bwd to fwd* (CW or CCW - skater's choice)
  - Bwd 2-ft sculling
- Stage 4:
  - Bwd circle thrusts (CW or CCW - skater's choice)
  - Bwd 360° step turn (CW or CCW - skater's choice)
  - 2-ft jump fwd to bwd and bwd to fwd* (CW or CCW - skater's choice)
  - Fwd inside slalom

- Stage 5:
  - Fwd 2-ft side stop (CW or CCW - skater's choice)
  - Bwd push/glide sequence, full perimeter (CW or CCW - skater's choice)
  - Fwd power jump
  - Fwd crosscuts - figure-8
- Stage 6:
  - Fwd 1-ft side stop (L or R - skater's choice)
  - Bwd perimeter skating with crosscuts (CW or CCW - determined by draw)
  - Fwd 180° step turn (mohawk) (RFI-LBI or LFI-RBI - skater's choice)
  - Fwd outside edges

*__Note__: Some element requirements are actually two skills combined (e.g. 2-ft jump fwd to bwd and bwd to fwd). This was done for ease of delivery and assessment (simple and measurable performance criteria created to reflect the execution of the skill in both directions).

STANDARDS OF PERFORMANCE

The desired performance standards for each element are outlined on the performance standards charts. Standards are defined by three levels: Gold, Silver and Bronze and each performance level consists of three features. To achieve a Bronze, Silver or Gold award level on any element, skaters must demonstrate the first (bolded) feature at or above that level and they must demonstrate at least one other feature of the element at or above the award level. When at least a Bronze level is not achieved for an element, the skater is awarded a "merit" level (please refer to performance standards chart for the specific standards).

A panel of three assessors is used to evaluate execution and come to a consensus on the performance standard rewarded for each skill (see Event Assessors).

CONDUCT OF THE EVENT

Warm-Up Groups

The event is completed in warm-up groups of no more than six skaters each. The skating order within each warm-up determines the order in which each skater completes the four elements.

Warm-Up Time

Each group is allowed a three-minute warm-up (coach-lead and pre-choreographed) at the beginning of the event.

Performance Area and Demonstration

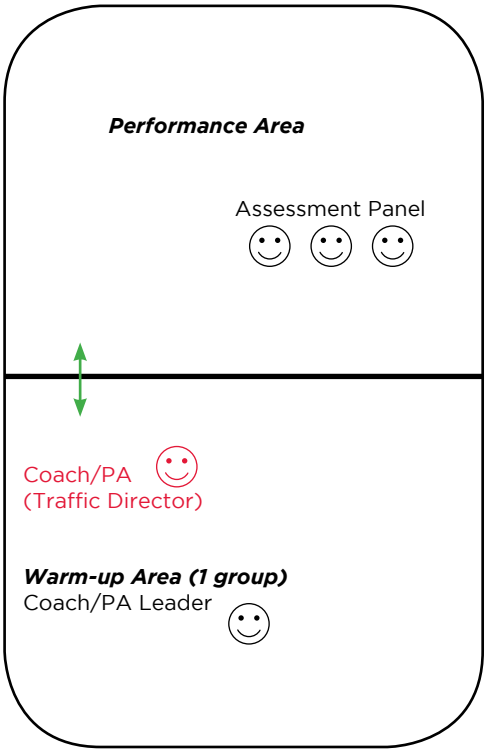
The assessment panel(s) sets up the performance area circuit(s) during the warm-up. Upon completion of the designated warm-up time, a coach/PA demonstrates the performance circuit to the entire group. Following the demonstration, the first skater enters the performance area, completes one lap of the circuit and then returns to the warm-up area. The rest of the group continues practicing in the warm-up area while awaiting their turns.

Warm-Up Area/Circuit

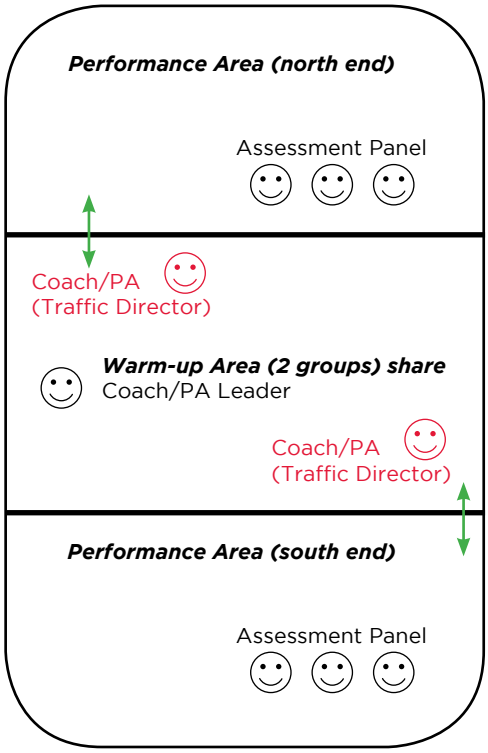
The coaches/PAs stationed in this area prepare the skaters for their performances. It is recommended that they create circuits consisting of all four required elements (or eight skills if they are leading two groups and the groups are at different stages).

Ice Set-Up

One Panel Set-Up



Two Panel Set-Up



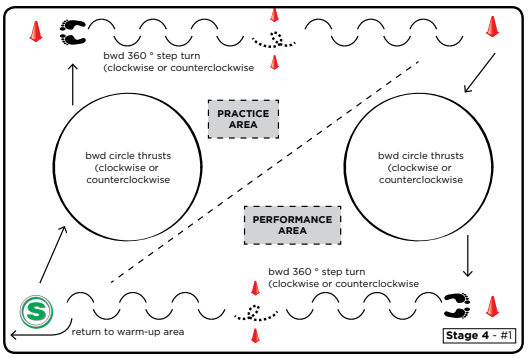
Execution of Elements

Each category consists of two compulsory circuits. Circuit 1 contains skills 1 and 2 and Circuit 2 contains skills 3 and 4. Each skater executes one full circuit. The circuits have been designed to allow the skater to execute the skills twice: once as a practice and once in front of the assessment panel. The first skater completes one lap of Circuit 1 and then returns to the designated warm-up area. Only once the first skater has completed the full lap is the next skater allowed to enter Circuit 1 (and so on). All skaters in the group must complete their attempts at Circuit 1 before Circuit 2 is started for any skater.

Note: If a skater's skill attempt in front of the panel is completely off the mark (e.g. skater executes the wrong skill or misses the skill completely) there should be some leniency in allowing him/her to try the circuit again (schedule/time permitting).

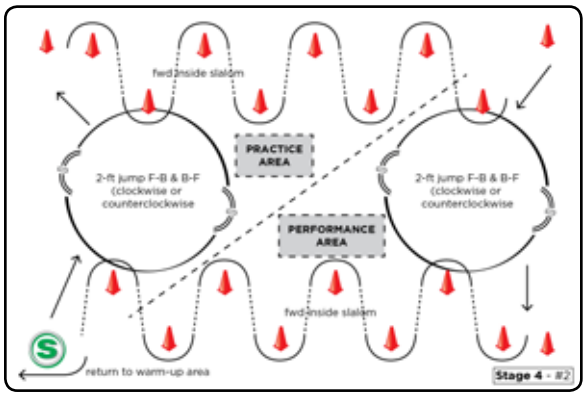
Example (Stage 4):

- Circuit 1 - skater 1
- Bwd circle thrusts – practice attempt, skater 1
- Bwd 360° turn with steps – practice attempt, skater 1
- Bwd circle thrusts – performance attempt, skater 1
- Bwd 360° turn with steps – performance attempt, skater 1
- Return to warm-up area



Repeat Circuit 1 for skaters 2-6.

- Circuit 2 - skater 1
- 2-ft jump fwd to bwd and bwd to fwd – practice attempt, skater 1
- Fwd inside slalom course – practice attempt, skater 1
- 2-ft jump fwd to bwd and bwd to fwd – performance attempt, skater 1
- Fwd inside slalom course – performance attempt, skater 1
- Return to warm-up area



Repeat Circuit 2 for skaters 2-6.

Progression Through the Event

After each circuit attempt skaters return to the designated warm-up area to continue practicing the next required elements.

Completion of the event

Once all skaters have completed Circuit 2, the group meets in the center of the ice and bows to the audience.

Music

Background music should be played throughout the entire event. Volume should be adjusted so that skaters and coaches are able to communicate without disruption.

COACH/PA DUTIES

Warm-Up Leader (Coach/PA):

- Leads three-minute choreographed warm-ups.
- Creates warm-up circuits and facilitates practice of required elements.
- Gathers group in center ice for final bow upon completion of the event.

Traffic Director (Coach/PA):

- Demonstrates performance circuits to group once created in performance area (prior to beginning Performance Circuit 1 and again prior to beginning Performance Circuit 2).
- Helps move traffic in and out of the performance area.
- Ensures that correct skating order is maintained and that only one skater is on the performance circuit at a time (allowing skaters the opportunity to perform in a competition-like environment).
- Remains conscious of the event schedule while rotating the skaters in and out of the practice area.

EVENT ASSESSORS

The event is assessed using a collaborative assessment panel (similar to the technical panel where decisions are made based on discussion by and consensus of the group). The determination of an award level for each element is determined by consensus of the assessors and based on each element's three performance features.

Each assessment panel includes three "assessors". (Note: It is not necessary or recommended that qualified officials are used for this type of event. Coaches and PAs may take on the role of "assessor" for the purposes of this event). The panel must include at least one Skate Canada coach (NCCP CanSkate trained or higher) who acts as the referee. In addition to assessing the skills to standards, each member of the panel (referee, scribe and timer) is assigned a specific duty (see Duties of Assessors). The assessment panel is required to wear skates as they will be standing on the ice (see circuit templates for exact location of the panel relative to circuit layout).

DUTIES OF ASSESSORS

In addition to the general duties of officials for all events, the following outlines the duties of the assessors in an element event:

Referee:

- Manages the communication with participants to ensure that the flow of element execution is maintained.
- Leads discussion with panel to determine the consensus decision on the success of the element.
- Verifies and authorizes the calculation of the final results.
- Answers any questions following the event as to the final outcome of assessment by the assessment panel.

Scribe:

- Maintains written record of each element attempt and its assessment on each skater's performance standards chart.
- Contributes to panel discussion and final consensus of each skill level achieved.

Timer:

- Uses a stop watch to record times achieved for elements assessed on speed.
- Contributes to panel discussion and final consensus of each skill level achieved.

See Pre-Event Assessment Panel Meeting Agenda for more specific details and ideas on how to adequately prepare the assessment panel for the element event.

EVENT SCHEDULE

Any two warm-up groups can compete at the same time with different judging panels. The ice should be divided into three segments (two performance areas at each end and one shared practice area in the middle).

Each circuit attempt takes approximately one minute per skater (factoring in time to transition between warm-up and performance areas). Allowing for the full three minute warm-up, circuit set-up time and a group bow at the end, the time required for a six-participant group is approximately 20 minutes.

Sample detailed schedule:

Panel 1: North End		**Panel 2: South End**	
9:00 – 9:20 **Stage 1** (Warm-up group 1)		9:00 – 9:20 **Stage 3** (Warm-up group 1)	
9:00 – 9:03	Warm-up	9:00 – 9:03	Warm-up
9:03 – 9:11	Stage 1 - Group 1: Circuit 1	9:03 – 9:11	Stage 3 - Group 1: Circuit 1
9:11 – 9:12	Set up Circuit 2	9:11 – 9:12	Set up Circuit 2
9:12 – 9:18	Stage 1 - Group 1: Circuit 2	9:12 – 9:18	Stage 3 - Group 1: Circuit 2
9:18 – 9:20	Stage 1 - Group 1: Bow	9:18 – 9:20	Stage 3 - Group 1: Bow
9:20 – 9:40 **Stage 1** (Warm-up group 2)		9:20 – 9:40 **Stage 4** (Warm-up group 1)	
9:20 – 9:23	Warm-up	9:20 – 9:23	Warm-up
9:23 – 9:31	Stage 1 - Group 2: Circuit 1	9:23 – 9:31	Stage 4 - Group 1: Circuit 1
9:31 – 9:32	Set up Circuit 2	9:31 – 9:32	Set up Circuit 2
9:32 – 9:38	Stage 1 - Group 2: Circuit 2	9:32 – 9:38	Stage 4 - Group 1: Circuit 2
9:38 – 9:40	Stage 1 - Group 2: Bow	9:38 – 9:40	Stage 4 - Group 1: Bow
9:40 – 10:00 **Stage 2** (Warm-up group 1)		9:40 – 10:00 **Stage 4** (Warm-up group 2)	
9:40 – 9:43	Warm-up	9:40 – 9:43	Warm-up
9:43 – 9:51	Stage 2 - Group 1: Circuit 1	9:43 – 9:51	Stage 4 - Group 2: Circuit 1
9:51 – 9:52	Set up Circuit 2	9:51 – 9:52	Set up Circuit 2
9:52 – 9:58	Stage 2 - Group 1: Circuit 2	9:52 – 9:58	Stage 4 - Group 2: Circuit 2
9:58 – 10:00	Stage 2 - Group 1: Bow	9:58 – 10:00	Stage 4 - Group 2: Bow

OFF-ICE REQUIREMENTS

Three volunteers should be designated as ice captain, dressing room attendant and results “runner” to oversee the traffic between warm-up groups, to help ensure that the schedule remains on time and to facilitate timely delivery of results to the results tabulation room/desk.

One additional volunteer is required to act as results tabulator. This individual collects the performance standards charts after each warm-up group has finished and confirms the overall achievement level that is awarded for each element.

See Personnel Specifications and Distribution Schedule to ensure that you have recruited a sufficient number of volunteers and assessors to run the event. This document can also be used to ensure that you have provided each group/individual with the appropriate resource materials required to prepare.

RESULTS CALCULATION

For each category, the overall performance award given is the total of the individual element award levels defined as follows:

- Gold: At least two elements at the Gold level and no element lower than the Silver level
- Silver: At least two elements at the Silver level and no element lower than the Bronze level
- Bronze: At least two elements at the Bronze level

PUBLICATION OF RESULTS

Provide participants with a two-sided results page (certificate indicating the award level achieved on the front and performance standards chart on the back). Certificates should be filled in by the event organizers prior to the start of the event with the skater's name, event date and location. Upon completion of the event, the individual acting as results tabulator inputs/writes the award achieved on the certificate.

CANSKATE ELEMENT EVENT
ON-SITE PERSONNEL SPECIFICATIONS

Title/Role		# of Required Personnel		Description of Duties
On-Ice Personnel (5-10 coaches/ PAs)	Assessment Panel	3	• Coach • Coach/PA • Coach/PA (if running one assessment area at a time)	Panel sets up circuits and assesses performance. Each panel member is assigned a role: referee, scribe, timer (see Technical Package for detailed descriptions).
		6	• Coach - area 1 • Coach/PA - area 1 • Coach/PA - area 1 • Coach - area 2 • Coach/PA - area 2 • Coach/PA - area 2 (if running two assessment areas at a time)	
	Traffic Director	1	Coach/PA (if running one assessment area at a time)	Coach/PA manages flow in and out of competition area. Demonstrates circuit to group.
		2	Coach/PA (if running two assessment areas at a time)	
	Warm-Up Leader	1-2	Coach/PA (May combine or keep groups separate if running two assessment areas)	Coach/PA leads choreographed 3-minute warm-up and guides practice of skills between assessment circuits.
Off-Ice Personnel (6-9 volunteers)	Announcer & Music Player	1	Volunteer	Announces the category, group numbers and skater names during warm-up. Plays upbeat background music throughout the event.
	Ice Captain	1	Volunteer	Manages traffic on/off ice. Ensures that skaters enter the ice in correct warm-up groups.
	Dressing Room Attendant	1	Volunteer	Manages traffic between dressing room and ice surface. Ensures that groups are notified when they are expected to be at rink side.
	Runner	1	Volunteer	Collects performance standards sheets and delivers to the results tabulator room/table.
	Results Tabulator	1-2	Volunteer (depending on size of event and number of skaters)	Calculates results.
	Ceremony Announcer	1	Volunteer (depending on the size of event, announcer can also be a presenter)	Announces skaters who are receiving performance standards charts/certificates.
	Presenter	1-2	Volunteer	Presents skaters with their performance standards charts/ certificates.

CANSKATE ELEMENT EVENT DISTRIBUTION SCHEDULE

Group/Individual	Document/Resource Materials	Suggested Distribution Time
Assessment Panel	Technical Package	1 month prior to event start date
	Assessment Sheets	2 weeks prior to event start date
	Circuit Templates	2 weeks prior to event start date
	Technical Meeting	1 hour prior to event start time
Warm-Up Leader	Technical Package	1 month prior to event start date
	Circuit Templates	2 weeks prior to event start date
Traffic Director	Technical Package	1 month prior to event start date
	Circuit Templates	2 weeks prior to event start date
	Entry List/Groups	1 day prior to event start date
Ice Captain	Event Schedule	1 day prior to event start date
	Entry List/Groups	1 day prior to event start date
Dressing Room Attendant	Event Schedule	1 day prior to event start date
	Entry List/Groups	1 day prior to event start date
Runner	Event Schedule	1 day prior to event start date
	Entry List/Groups	1 day prior to event start date
Results Tabulator	Technical Package	1 month prior to event start date
	Entry List/Groups	1 day prior to event start date
Announcer/Music	Entry List/Groups	1 day prior to event start date
Ceremony Announcer	Entry List/Groups	1 day prior to event start date

CanSkate Element Event: Performance Standards Chart

Stage 1 - Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Snow slide steps ❑ M ❑ B ❑ S ❑ G	**(1) Consecutive slide steps (both feet/directions)**	❑	**4 slide steps on each foot** ❑	**5 slide steps on each foot** ❑	**6 slide steps on each foot** ❑
	(2) Distance covered (lateral movement)	❑	Limited lateral movement in either direction (distance < shoulder-width) ❑	Good lateral movement in one direction but limited in other direction (distance = shoulder-width) ❑	Excellent lateral movement in both directions (distance > shoulder-width) ❑
	(3) Pressure applied to shave ice (make snow)	❑	Minimal snow created in both directions (left and right foot) ❑	Adequate snow created in one direction, minimal in the other ❑	Adequate snow created in both directions ❑
Fwd push/glide sequence ❑ M ❑ B ❑ S ❑ G	**(1) Consecutive alternating push/glides**	❑	**4 consecutive alternating push/glides** ❑	**6 alternating push/ glides** ❑	**8 consecutive alternating push/glides** ❑
	(2) Push off side of blade	❑	At least 50% ❑	At least 75% ❑	At least 90% ❑
	(3) Alternating 1-ft glide	❑	Limited - push, 2-ft glide, push, 2-ft glide ❑	Good – push, 1-ft to 2-ft glide, push 1-ft to 2-ft glide ❑	Excellent – push 1-ft glide, push, 1-ft glide ❑
2-ft jump ❑ M ❑ B ❑ S ❑ G	**(1) Use of knee bend and arm swing**	❑	**Some knee bend (< 45°) but minimal arm swing (or vice-versa)** ❑	**Adequate knee bend (= 45°) and arm swing** ❑	**Full knee bend (> 45°) and arm swing** ❑
	(2) Controlled & balanced landing	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Lift off/height of jump	❑	Both feet lift off ice but minimal height ❑	Adequate lift off and height ❑	Excellent lift off and height ❑
Bwd 2-ft skating/ walking ❑ M ❑ B ❑ S ❑ G	**(1) Consecutive pushes alternating feet/shifting weight/teeter-totter**	❑	**4 consecutive alternating pushes/ weight shifts/teeter-totter** ❑	**6 alternating pushes/ weight shifts/teeter-totter** ❑	**8 consecutive alternating pushes/ weight shifts** ❑
	(2) Distance covered with continuous momentum	❑	½ width of ice ❑	¾ width of ice ❑	Full width of ice ❑
	(3) Technique & rhythm (knee bend /push)	❑	Limited ❑	Good ❑	Excellent ❑

CanSkate Element Event: Performance Standards Chart

Stage 2 - Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Fwd stop ❑ M ❑ B ❑ S ❑ G	**(1) Perform stop while maintaining controlled posture and equally balanced on both feet**	❑	**Posture breaks & balance not equally distributed** ❑	**Posture maintained, balance not distributed equally (or vice versa)** ❑	**Maintain posture & balance equally distributed** ❑
	(2) Quickness/sharpness of stop (accuracy)	❑	Limited (stop within 1 metre of target). Blade may not be at right angle ❑	Good (stop within 2 blade lengths of target). Blade at right angle ❑	Excellent (Stop on target) Blade at sharp right angle ❑
	(3) Able to execute complete stop with speed	❑	Minimal speed entering stop ❑	Moderate speed entering stop ❑	Maximal speed entering stop ❑
Fwd 2-ft sculling ❑ M ❑ B ❑ S ❑ G	**(1) Consecutive sculls**	❑	**6 consecutive sculls** ❑	**8 consecutive sculls** ❑	**10 consecutive sculls** ❑
	(2) Rhythm and knee bend	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed throughout	❑	Minimal speed generated and maintained ❑	Adequate speed generated but not maintained ❑	High speed generated & maintained ❑
Fwd 2-ft turn (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Upper body wind-up (entrance) and shoulder check (exit)**	❑	**Enter with minimal wind-up and exit with minimal shoulder check** ❑	**Enter with full upper body wind-up and exit with minimal shoulder check (or vice versa)** ❑	**Enter with full upper body wind-up and exit with complete shoulder check** ❑
	(2) Glide into & out of turn	❑	Slight hesitation entering & limited glide exiting turn ❑	Continuous glide entering & exiting turn ❑	Glide with speed entering & exiting turn ❑
	(3) Control and technique of turn	❑	Limited ❑	Good ❑	Excellent ❑
Bwd 2-ft sit glide ❑ M ❑ B ❑ S ❑ G	**(1) Sit position achieved (knee bend)**	❑	**< 180° knee bend** ❑	**< 180° but > 90° knee bend** ❑	**< or = 90° knee bend** ❑
	(2) Speed and flow demonstrated	❑	Minimal speed into & out of sit glide ❑	Good speed into sit glide but glide slows at exit ❑	Full speed into and exiting sit glide ❑
	(3) Duration of sustained glide in sit position	❑	1 second minimum ❑	2 seconds minimum ❑	3 seconds minimum ❑

CanSkate Element Event: Performance Standards Chart

Stage 3 - Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Fwd circle thrusts (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Percentage of pushes performed from side of the blade**	❑	**At least 50%** ❑	**At least 75%** ❑	**At least 90%** ❑
	(2) Time required to complete one full hockey circle	❑	< 20 seconds ❑	< 15 seconds ❑	< 10 seconds ❑
	(3) Control and rhythm demonstrated	❑	Limited ❑	Good ❑	Excellent ❑
Bwd 2-ft jump ❑ M ❑ B ❑ S ❑ G	**(1) Use of knee bend and arm swing through**	❑	**Some knee bend (< 45°) but minimal arm swing (or vice versa)** ❑	**Adequate knee bend (= 45°) and arm swing evident** ❑	**Full knee/ankle bend (> 45°) and arm swing through** ❑
	(2) Control and balance on landing	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Glide into and out of jump	❑	Slight hesitation into and limited glide on exit of jump ❑	Continuous glide into and out of jump ❑	Glide with speed into and out of jump ❑
2-ft quick turn fwd to bwd & bwd to fwd (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Rotation of turns (both feet on ice)**	❑	**Both turns just short of 180° rotation but > 90°** ❑	**Full 180° rotation on one turn and just short of 180° on the other** ❑	**Full 180° rotation on both turns** ❑
	(2) Control of turns (knee action and shoulder check)	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed throughout turns	❑	Lost majority of speed after first turn ❑	Lost majority of speed after second turn ❑	Speed maintained throughout ❑
Bwd 2-ft sculling ❑ M ❑ B ❑ S ❑ G	**(1) Consecutive sculls**	❑	**6 consecutive sculls** ❑	**8 consecutive sculls** ❑	**10 consecutive sculls** ❑
	(2) Rhythm and knee bend	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed throughout	❑	Minimal speed generated and maintained ❑	Adequate speed generated but not maintained ❑	High speed generated and maintained ❑

CanSkate Element Event: Performance Standards Chart

Stage 4 - Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Bwd circle thrusts (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Percentage of pushes performed from side of the blade**	❑	**At least 50%** ❑	**At least 75%** ❑	**At least 90%** ❑
	(2) Time required to complete one full hockey circle	❑	< 20 seconds ❑	< 15 seconds ❑	< 10 seconds ❑
	(3) Control and rhythm demonstrated	❑	Limited ❑	Good ❑	Excellent ❑
Bwd 360° step turn (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Alternating feet on turn steps (weight transfer throughout)**	❑	**At least 50% of the turn done with alternating steps** ❑	**At least 75% of the turn done with alternating steps** ❑	**At least 90% of the turn done with alternating steps** ❑
	(2) Balance and control throughout turn	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed entering and exiting turn	❑	Slight hesitation entering & limited speed exiting turn ❑	Good speed entering & exiting turn ❑	Excellent speed entering & exiting turn ❑
2-ft jump fwd to bwd & bwd to fwd (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Rotation of jumps (in air)**	❑	**Both jumps just short of 180° rotation but > 90°** ❑	**Full 180° rotation on one jump and just short of 180° on the other** ❑	**Full 180° rotation on both jumps** ❑
	(2) Control and technique of jumps (knee action and shoulder check)	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed throughout jumps	❑	Lost majority of speed after first jump ❑	Lost majority of speed after second jump ❑	Speed maintained throughout ❑
Fwd inside slalom course (8 pylon course – minimum 2.5 metres wide) ❑ M ❑ B ❑ S ❑ G	**(1) Quality of edges/lobes**	❑	**Slight curve with some flats** ❑	**Slight curve throughout** ❑	**Strong and defined curves** ❑
	(2) Consecutive edges	❑	Slalom course of 6 pylons - minimal free foot touch- downs ❑	Slalom course of 6 pylons - no free foot touch-downs ❑	Slalom course of 8 pylons - no free foot touch-downs ❑
	(3) Balance and control of edges	❑	Limited ❑	Good ❑	Excellent ❑

CanSkate Element Event: Performance Standards Chart

Stage 5 - Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Fwd 2-ft side stop (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Perform stop while maintaining controlled posture and equally balanced on both feet**	❑	**Posture breaks & balance not equally distributed** ❑	**Posture maintained, balance not distributed equally (or vice versa)** ❑	**Maintain posture & balance equally distributed** ❑
	(2) Quickness/sharpness of stop (accuracy)	❑	Limited (stop within 1 metre of target). Blade may not be at right angle ❑	Good (stop within 2 blade lengths of target). Blade at right angle ❑	Excellent (stop on target). Blade at sharp right angle ❑
	(3) Able to execute complete stop with speed	❑	Minimal speed entering stop ❑	Moderate speed entering stop ❑	Maximal speed entering stop ❑
Bwd push/glide sequence, full perimeter (clockwise or counterclockwise) ❑ M ❑ B ❑ S ❑ G	**(1) Time taken to complete one full lap of rink (perimeter)**	❑	**< 45 seconds** ❑	**< 40 seconds** ❑	**< 35 seconds** ❑
	(2) Consecutive blade pushes, alternating feet	❑	At least 50% ❑	At least 75% ❑	At least 90% ❑
	(3) Knee bend technique & rhythm (bend, push...)	❑	Limited ❑	Good ❑	Excellent ❑
Fwd power jump* *Type of skate must be taken into consideration when evaluating standard (hockey vs. figure) ❑ M ❑ B ❑ S ❑ G	**(1) Form & technique of the jump**	❑	**Minimal swing-through action (arms & free leg)** ❑	**Visible swing-through action (arms & free leg)** ❑	**Full swing-through action (arms & free leg)** ❑
	(2) Height of jump relative to the size of skater	❑	Limited ❑	Good ❑	Excellent ❑
	(3) Speed of entry and exit	❑	Slight hesitation into and limited glide on exit of jump ❑	Continuous glide into and out of jump ❑	Glide with speed into and out of jump ❑
Fwd crosscuts in figure-8 pattern ❑ M ❑ B ❑ S ❑ G	**(1) Percentage of pushes performed correctly with edge pushing technique (crossover, push under)**	❑	**At least 50%** ❑	**At least 75%** ❑	**At least 90%** ❑
	(2) Time required to complete one full figure-8 (2 hockey circles)	❑	< 30 seconds ❑	< 25 seconds ❑	< 20 seconds ❑
	(3) Control and rhythm demonstrated	❑	Limited ❑	Good ❑	Excellent ❑

CanSkate Element Event: Performance Standards Chart

Stage 6- Elements	Desired Performance Level	Merit	Bronze	Silver	Gold
Fwd 1-ft side stop (left OR right) ❑ M ❑ B ❑ S ❑ G	**(1) Balance throughout the 1-ft stop**	❑	**Lift foot immediately prior to stop and set down immediately after** ❑	**Moderate 1-foot glide before the turn and able to balance on 1 foot after stop** ❑	**Strong 1-ft glide prior to stop and balanced on 1 foot after stop** ❑
	(2) Quickness/sharpness of stop (accuracy)	❑	Limited (stop within 1 metre of target). Blade may not be at right angle ❑	Good (stop within 2 blade lengths of target). Blade at right angle ❑	Excellent (stop on target). Blade at sharp right angle ❑
	(3) Able to execute complete stop with speed	❑	Minimal speed entering stop ❑	Moderate speed entering stop ❑	Maximal speed entering stop ❑
Bwd perimeter skating (draw for direction) ❑ M ❑ B ❑ S ❑ G	**(1) Time taken to complete one full lap of rink (perimeter)**	❑	**< 35 seconds** ❑	**< 30 seconds** ❑	**< 25 seconds** ❑
	(2) Percentage of pushes that are performed correctly with edge pushing technique	❑	At least 50% ❑	At least 75% ❑	At least 90% ❑
	(3) Control and form demonstrated while achieving speed	❑	Limited ❑	Good ❑	Excellent ❑
Fwd 180° step turn (mohawk) (RFI-LBI OR LFI-RBI) ❑ M ❑ B ❑ S ❑ G	**(1) Length of sustained glide on entry and exit edge**	❑	**At least 1 second** ❑	**At least 2 seconds** ❑	**At least 3 seconds** ❑
	(2) Entry used to begin first edge of the turn	❑	Stationary ❑	Basic forward glide ❑	Crosscuts ❑
	(3) Flow demonstrated through the element	❑	Limited ❑	Good ❑	Excellent ❑
Fwd outside edges ❑ M ❑ B ❑ S ❑ G	**(1) Quality of edges/lobes**	❑	**Slight curve with some flats** ❑	**Slight curve throughout** ❑	**Strong and defined curves** ❑
	(2) Consecutive edges	❑	Slalom course of 6 pylons - minimal free foot touch- downs ❑	Slalom course of 6 pylons - no free foot touch-downs ❑	Slalom course of 8 pylons - no free foot touch-downs ❑
	(3) Balance and control of edges	❑	Limited ❑	Good ❑	Excellent ❑

CANSKATE ELEMENT EVENT

CANSKATE

This certificate is proudly presented for honourable achievement to

_____

Congratulations on achieving the Stage _____, _____ *Award.*

DATE:_____ **LOCATION:**_____ **HOST CLUB:**_____

teaching
CANADIANS
to skate since
1887

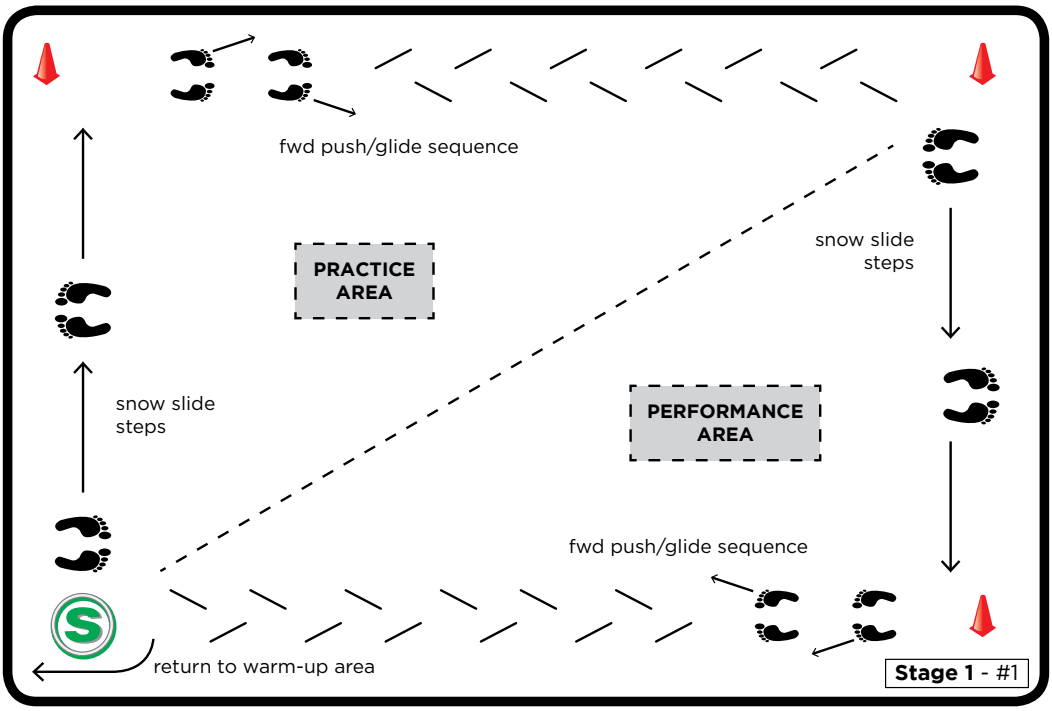
SKATECANADA

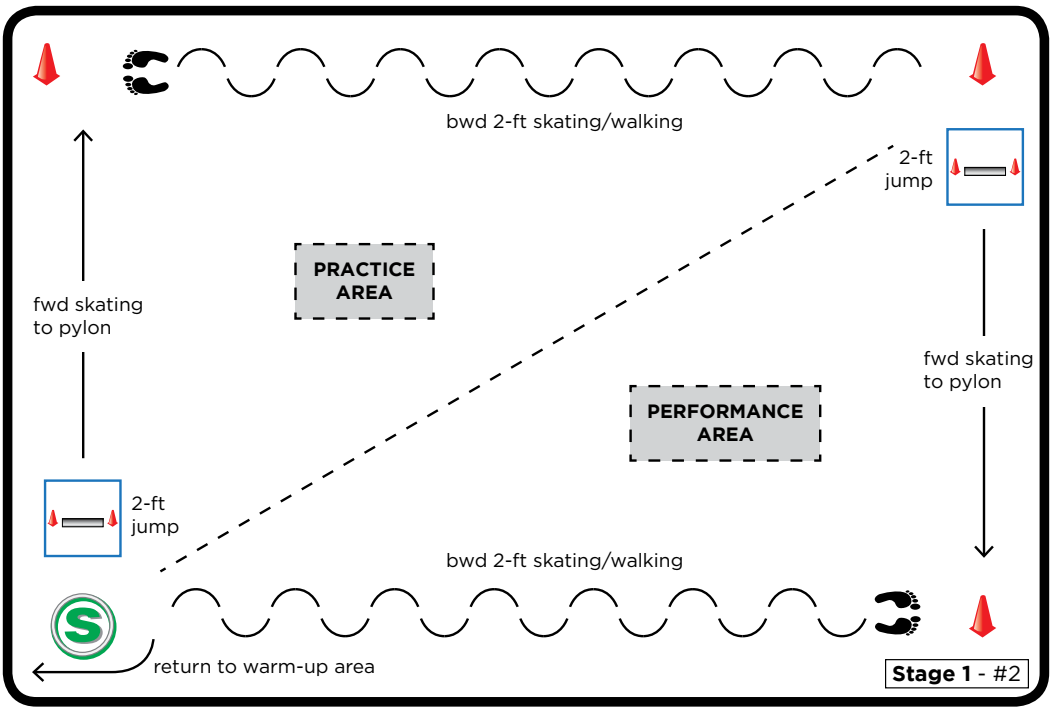
Skate Canada President
Benoît Lavoie

CANSKATE ELEMENT EVENT CIRCUIT TEMPLATES

Stage 1:

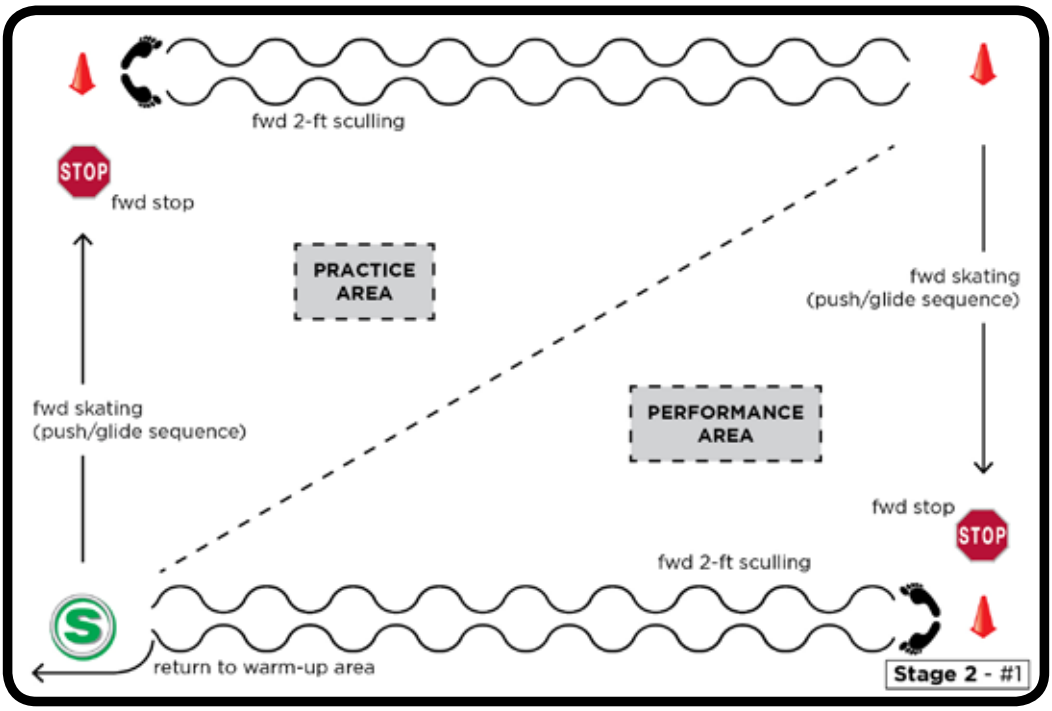
- Snow slide steps
- Fwd push/glide sequence
- 2-ft jump
- Bwd 2-ft skating/walking

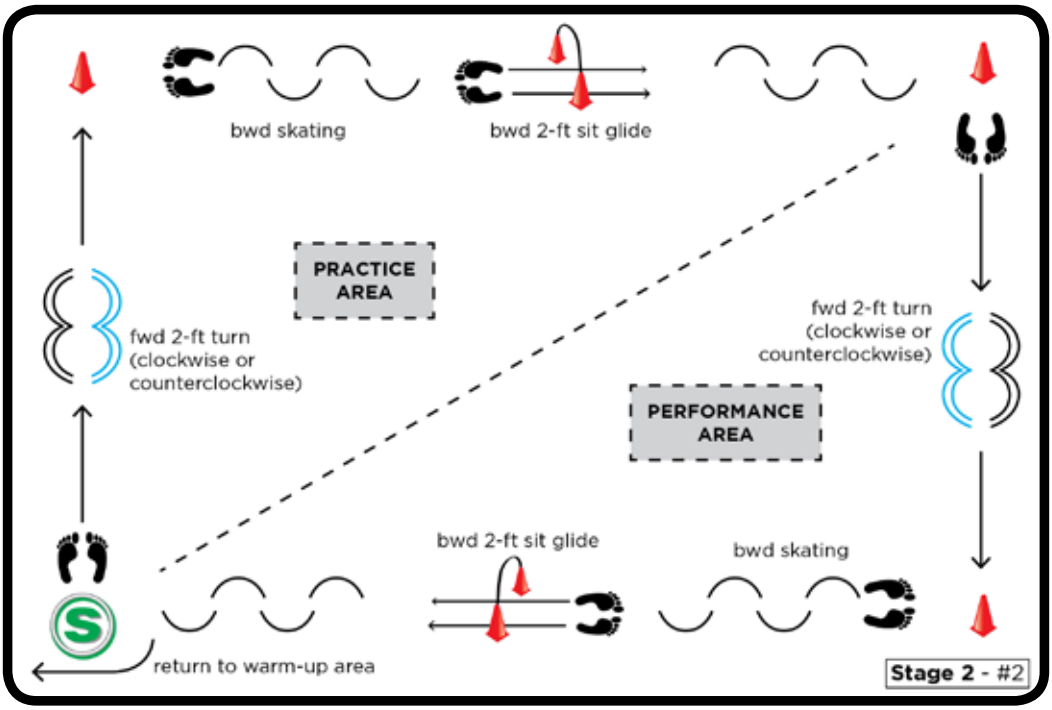




Stage 2:

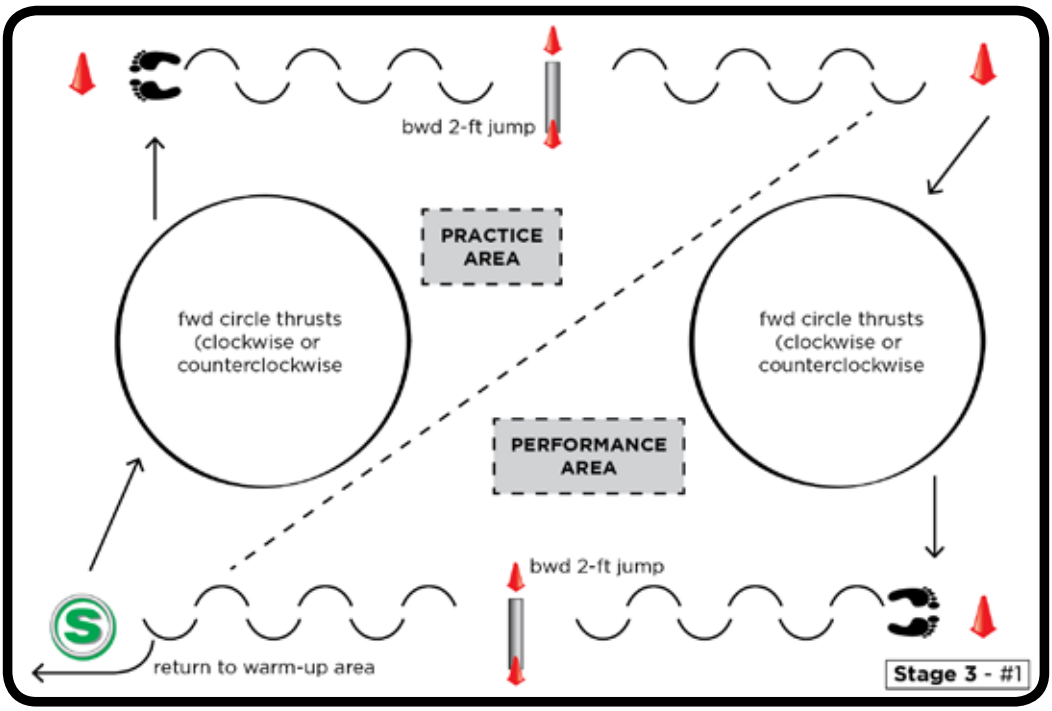
- Fwd stop
- Fwd 2-ft sculling
- Fwd 2-ft turn (CW or CCW - skater's choice)
- Bwd 2-ft sit glide

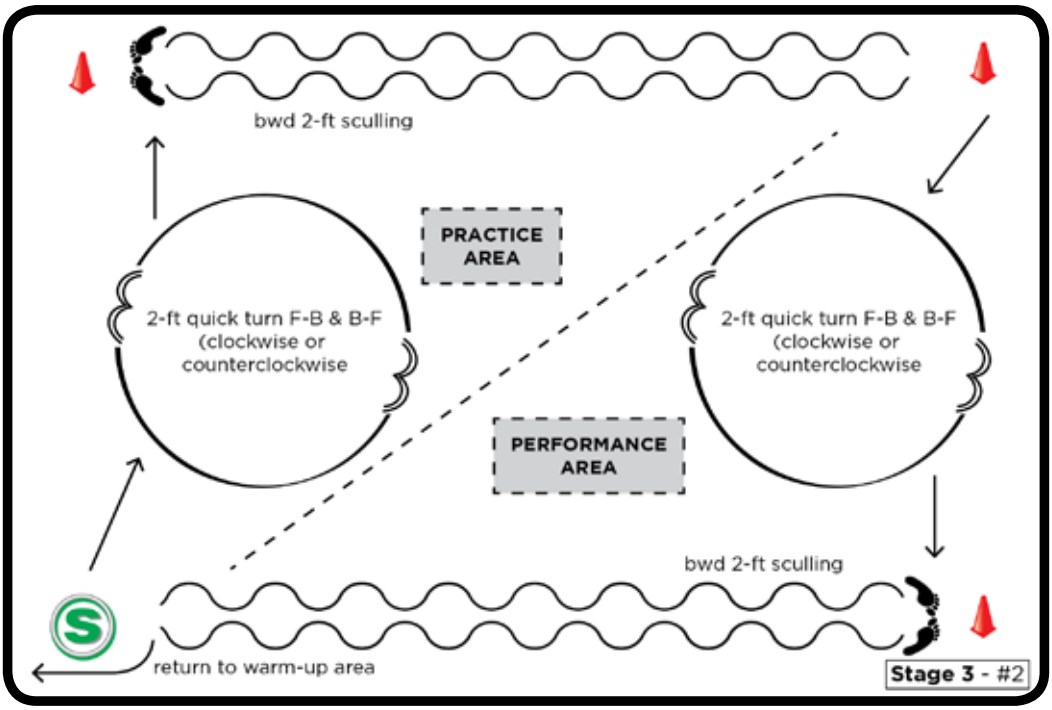




Stage 3:

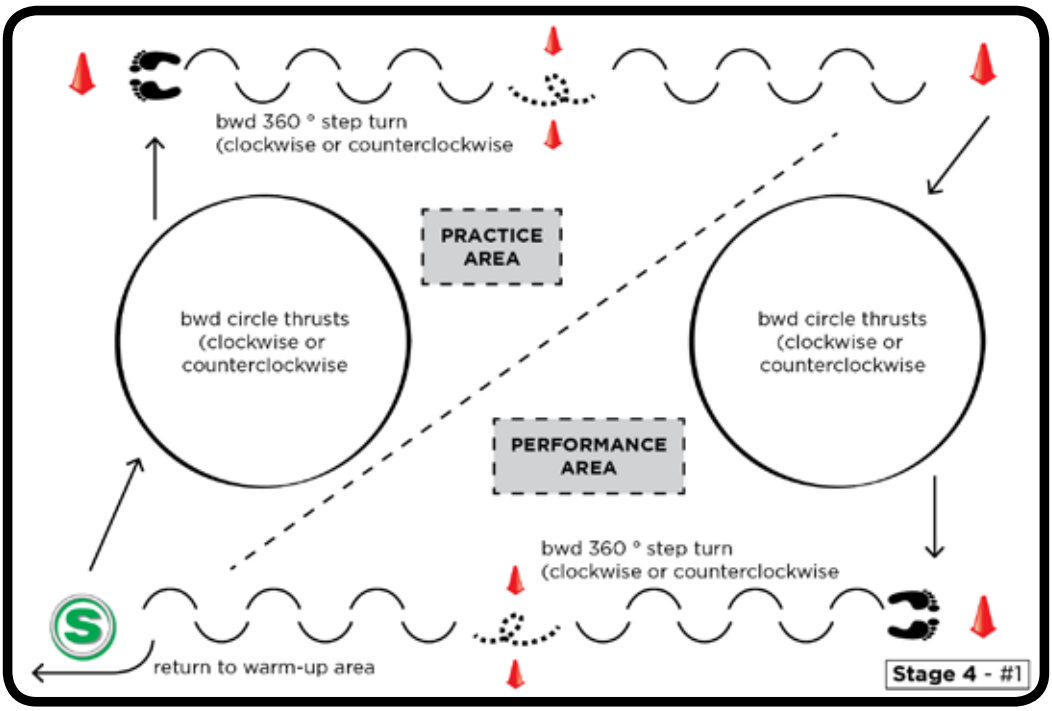
- Fwd circle thrusts (CW or CCW - skater's choice)
- Bwd 2-ft jump
- 2-ft quick turn fwd to bwd & bwd to fwd (CW or CCW - skater's choice)
- Bwd 2-ft sculling

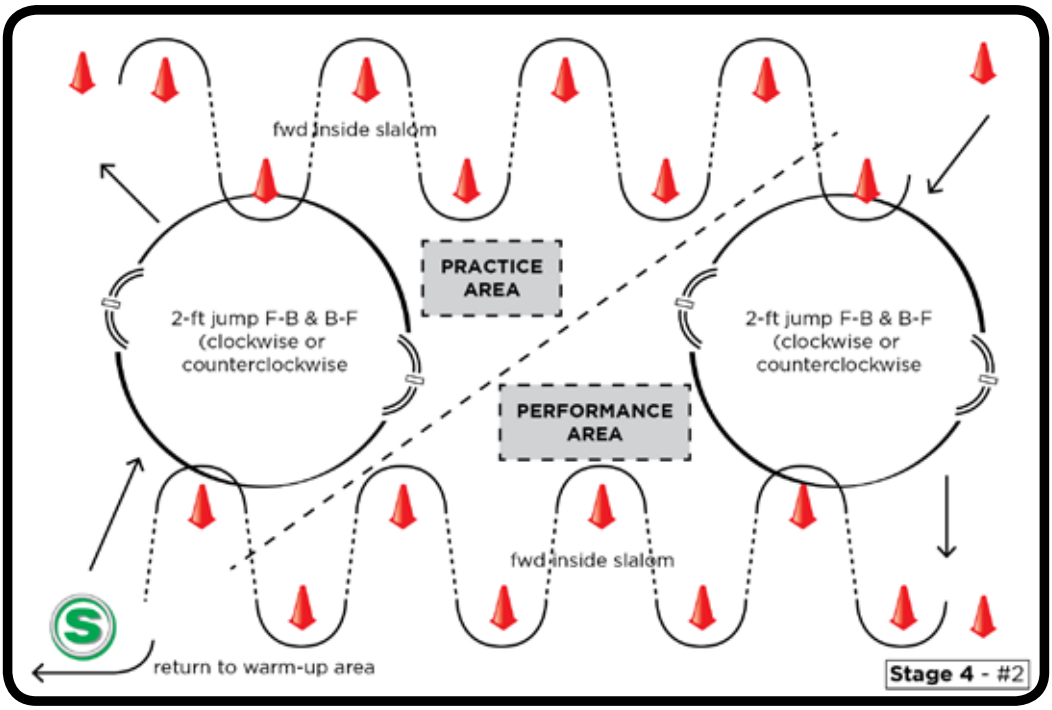




Stage 4:

- Bwd circle thrusts (CW or CCW - skater's choice)
- Bwd 360° step turn (CW or CCW - skater's choice)
- 2-ft jump fwd to bwd & bwd to fwd (CW or CCW - skater's choice)
- Fwd inside slalom

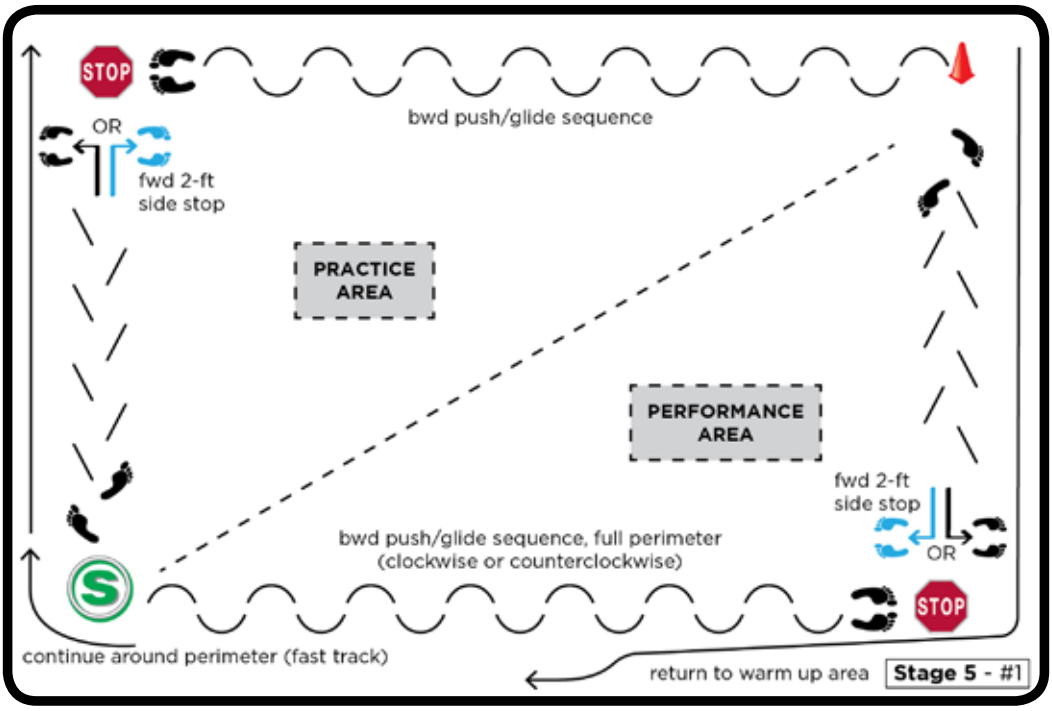


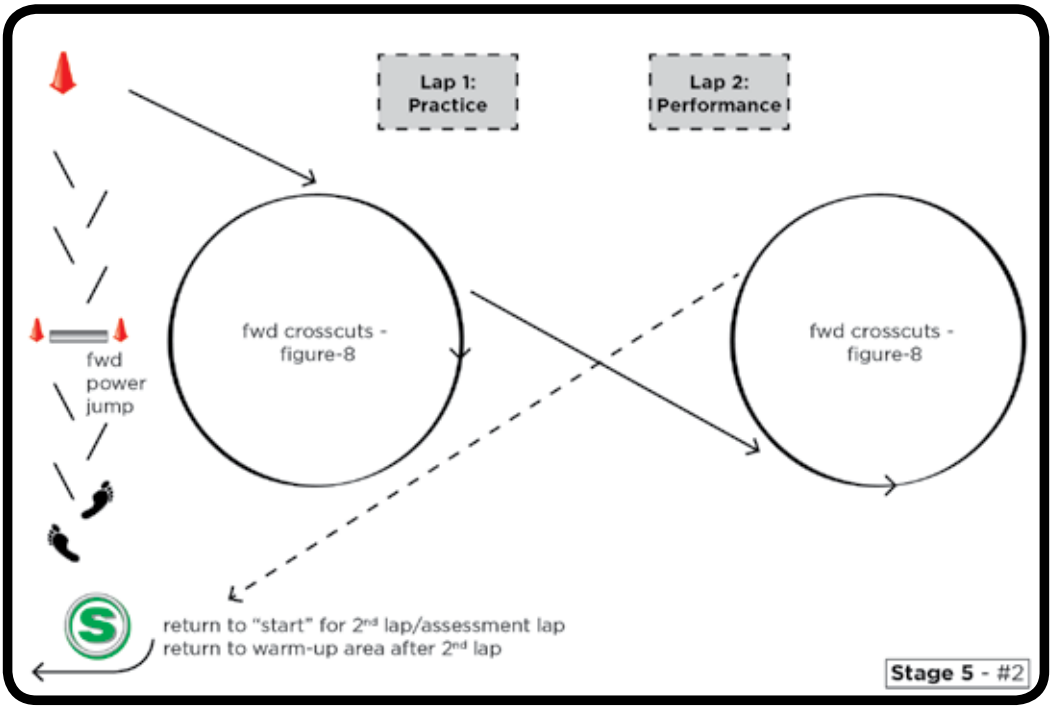


Stage 5:

- Fwd 2-ft side stop (CW or CCW - skater's choice)
- Bwd push/glide sequence, full perimeter* (CW or CCW - skater's choice)
- Fwd power jump
- Fwd crosscuts in figure-8 pattern

***Note**: Due to time limitations, skaters will not do a full "practice lap" of the Fast Track. Instead, part of the circuit has been created so skaters have the opportunity to practice a component of the full skill (bwd consecutive push/glide).

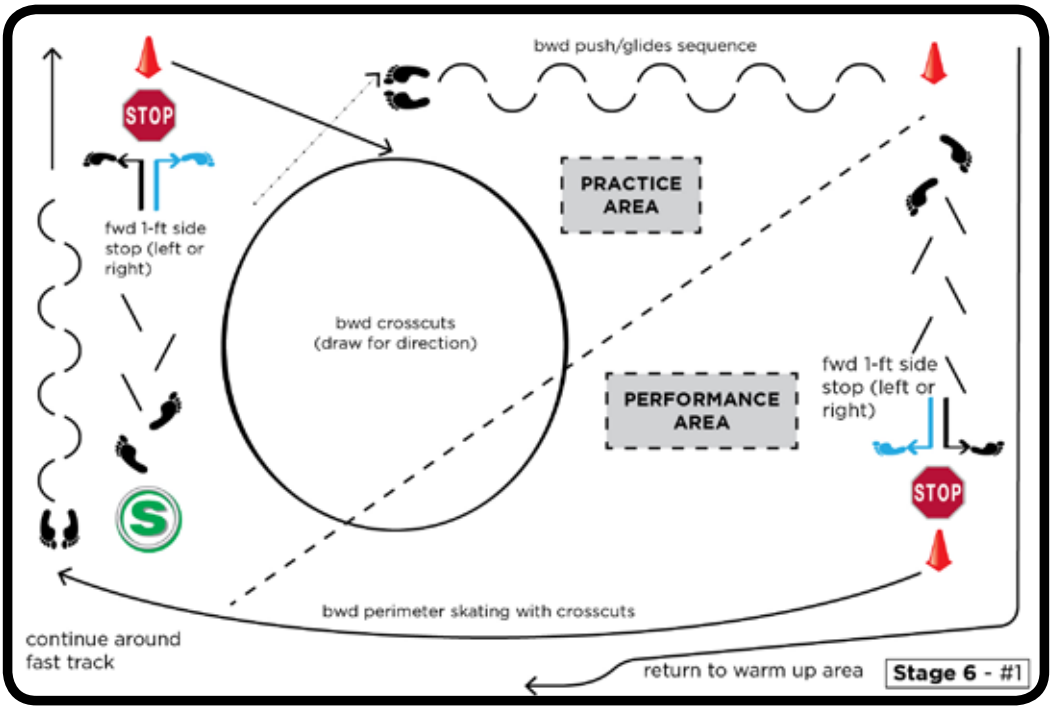


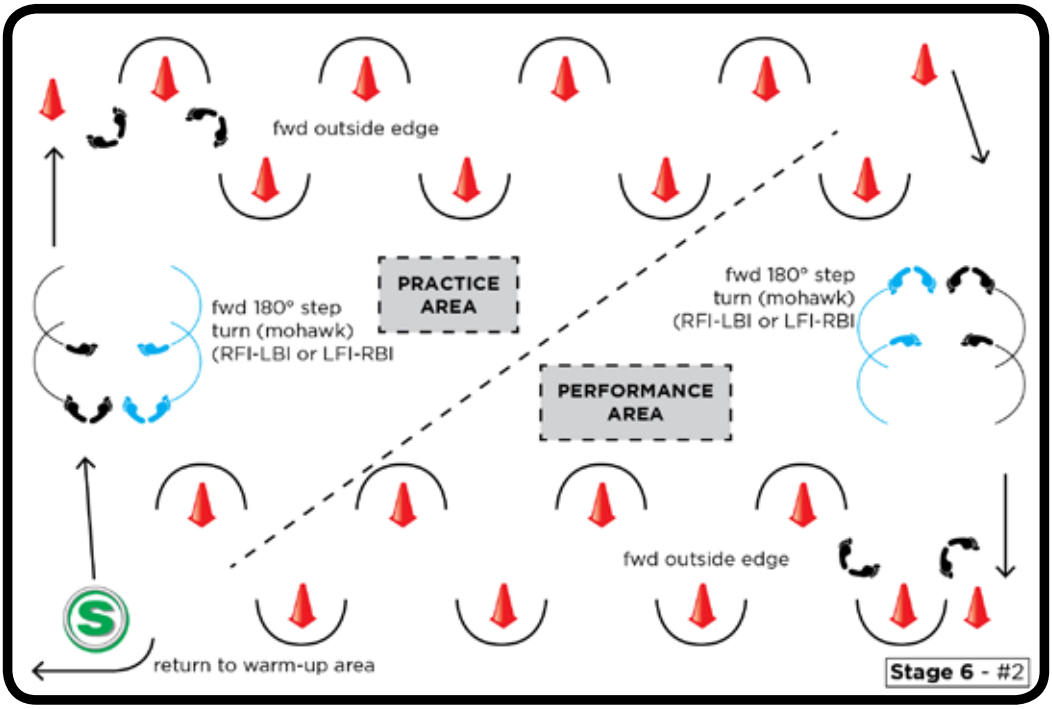


Stage 6:

- Fwd 1-ft side stop (L or R - skater's choice)
- Bwd perimeter skating with crosscuts* (CW or CCW – determined by draw)
- Fwd 180° step turn (mohawk) (RFI-LBI or LFI-RBI - skater's choice)
- Fwd outside edges

***Note**: Due to time limitations, skaters will not do a full "practice lap" of the Fast Track. Instead, the first part of the circuit has been created so skaters have the opportunity to practice the components of the skill (bwd crosscuts and bwd push/glide).





AGENDA

CanSkate Element Event
Pre-Event Assessors Meeting
Date:
Time:
Location:

WELCOME AND GENERAL EVENT OVERVIEW

Distribute hard copies of event schedule, event assignments, performance standards charts, circuit templates and discuss format and progression of event. (Note: This information should have been sent electronically two weeks prior to the event so that the assessment panel has time to prepare).

EVENT ASSIGNMENTS AND SCHEDULE

Review event assignments and ensure that roles have been allocated (referee, scribe and timer) and duties are clearly understood.

CIRCUIT TEMPLATES AND TEACHING AIDS

Discuss circuit set up and required teaching aids (assessment panel is in charge of setting up performance circuits in a timely manner).

STANDARDS OF PERFORMANCE

Go over any performance standard questions/comments that may have come up (assessors should have reviewed the assessment standards charts prior to the pre-event meeting and come prepared to discuss).

EVENT VOLUNTEERS

Identify key organizing committee members and clarify their roles on the assessment panel (results runner, data specialist, ice captain) to ensure that the event runs smoothly and on schedule.

CANSKATE ELEMENT EVENT PARENT/PARTICIPANT INFORMATION AND ENTRY FORM

Host Club:
Date:
Location:

EVENT PHILOSOPHY AND GENERAL INFORMATION

The CanSkate Element Event is an initiative developed by Skate Canada in support of the organization's ongoing implementation of the Long-Term Athlete Development Model. The event has been formatted to introduce participants to the "competition" component of sport while providing them with the opportunity to showcase their skills in a fun and interactive environment.

The focus of the event is on individual skill improvement and therefore performances are not ranked. Instead of the traditional podium presentations for placing first, second and third, all skaters receive a certificate indicating their overall performance levels (Gold, Silver, Bronze or Merit). The award levels are based on the execution and assessment of four individual elements performed in a circuit format. Each element is evaluated using three predetermined performance features. Each skater receives a full overview of his/her performance on a "performance standards chart" which is provided to the skater along with the award certificate.

SCHEDULE

A draft event schedule is attached. Each group is on the ice for approximately 20 minutes (this includes group warm-up, practice time, two assessment circuits and a group bow/finale). Skaters must arrive at the arena no later than 30 minutes prior to their warm-up times. Overall performance award certificates are presented approximately 30 minutes following the completion of each event group and will take place (insert location).

CATEGORY SPECIFICATIONS

The following categories will be included in the CanSkate Element Event:

- Stage 1
  - Must not have passed the complete Stage 1 badge.
- Stage 2
  - Must have passed Stage 1 but not the complete Stage 2 badge.
- Stage 3
  - Must have passed Stage 2 but not the complete Stage 3 badge.
- Stage 4
  - Must have passed Stage 3 but not the complete Stage 4 badge.
- Stage 5
  - Must have passed Stage 4 but not the complete Stage 5 badge.
- Stage 6
  - Must have passed Stage 5 but not the complete Stage 6 badge.

Skaters have the option of skating up one stage with approval from a Skate Canada coach.

The participants execute elements according to their categories. Four elements are performed in each category. The required elements are defined as follows:

- Stage 1:
  - Snow slide steps
  - Fwd push/glide sequence
  - 2-ft jump
  - Bwd 2-ft skating/walking
- Stage 2:
  - Fwd stop
  - Fwd 2-ft sculling
  - Fwd 2-ft turn (CW or CCW - skater's choice)
  - Bwd 2-ft sit glide
- Stage 3:
  - Fwd circle thrusts (CW or CCW - skater's choice)
  - Bwd 2-ft jump
  - 2-ft quick turn fwd to bwd & bwd to fwd (CW or CCW - skater's choice)
  - Bwd 2-ft sculling
- Stage 4:
  - Bwd circle thrusts (CW or CCW - skater's choice)
  - Bwd 360° step turn (CW or CCW - skater's choice)
  - 2-ft jump fwd to bwd & bwd to fwd (CW or CCW - skater's choice)
  - Fwd inside slalom
- Stage 5:
  - Fwd 2-ft side stop (CW or CCW - skater's choice)
  - Bwd push/glide sequence, full perimeter (CW or CCW - skater's choice)
  - Fwd power jump
  - Fwd crosscuts - figure-8
- Stage 6:
  - Fwd 1-ft side stop (L or R - skater's choice)
  - Bwd perimeter skating with crosscuts (CW or CCW – determined by draw)
  - Fwd 180° step turn (mohawk) (RFI-LBI or LFI-RBI - skater's choice)
  - Fwd outside edges

CANSKATE ELEMENT EVENT ENTRY FORM

Host Club:
Date:
Location:

Skater: _____ _____
(first name) *(last name)*

Category: _____
(stage)

Coach Approval: _____ _____
(If skating up a stage) *(print name)* *(signature)*

Entry fee: *(Insert entry fee)*

Please return entry form and fee to: *(Insert contact information including name and address)*

Please make cheques payable to: *(Insert applicable name)*

SECTION 7
TECHNICAL RESOURCES

CANSKATE SKILLS
DESCRIPTIONS AND PERFORMANCE STANDARDS

PRE-CANSKATE

Skill	Description	Performance Standards
fall down & get up	Stand, then bend knees and fall to ice in controlled manner. Kneel, then bring one knee up and place foot in front of body. Transfer weight onto front foot and use 1 or 2 hands to push down on front knee or ice to help rise to a balanced upright position on 2 feet.	• Rise from ice to a balanced upright position on 2 feet unassisted
balance on 2 feet	Stand with feet shoulder-width apart and balance body weight evenly on 2 feet unassisted.	• Balance on 2 feet unassisted minimum 3 seconds
move forward	Advance forward using march, walk or push-type motion while maintaining upright posture.	• Cover minimum ½ the width of the ice unassisted
make snow	Stand with feet shoulder-width apart, perpendicular to direction of movement. Bend knees and slide one foot or both feet outward applying enough pressure to shave the ice. Bring feet back together.	• Apply enough pressure to shave ice • Foot is skater's choice (left, right, both)
move backward	Advance backward using march, walk or push-type motion while maintaining upright posture.	• Cover minimum 1/3 the width of the ice unassisted
2-ft twist	Stand with knees bent and rotate shoulders and hips approx. 90° one way and then 180° the other way. Emphasis placed on the "down/up/ down" action (unweighting of the blade).	• Knee bend must be evident
360° march	Alternate the transfer of weight from one foot to the other while turning full circle around the spot.	• Full 360° turn • Maintain balanced upright posture • Direction is skater's choice (clockwise/counterclockwise)
2-ft jump	Stand with knees bent and apply pressure downwards. Using arm swing, push off the ice so that both feet leave the ice. Land on 2 feet and return to start position with knees bent. Emphasis placed on the "bend/ up/ bend" action.	• Both feet leave the ice (minimal height required) • Balanced landing

STAGE 1

	Skill	Description	Performance Standards
Balance - 1	fall down & get up	From stationary or from moving upright position, bend knees and fall to ice in controlled manner. Kneel, then bring one knee up and place foot in front of body. Transfer weight onto front foot and use 1 or 2 hands to push down on front knee or ice to help rise to a balanced upright position on two feet.	• Rise from ice to a balanced upright position on 2 feet unassisted
	fwd push/glide sequence	Forward skating with consecutive push/glide sequence (L/R/L/R/L/R) using side of blade. Emphasis on even strides to encourage rhythm.	• Alternating feet, minimum 4 pushes • Push, 2-ft glide, push, 2-ft glide acceptable
	fwd 2-ft glide	Forward skating followed by glide on 2 feet while maintaining an upright posture.	• May be on straight line or curve • Glide held minimum 1 second
	fwd 2-ft sit glide	Forward skating followed by glide on 2 feet in sit position (upper body leans forward and knees bend between 135°-90° angle to introduce the "sit" position).	• Knee bend range of 135° – 90° • Glide held minimum 1 second
Control - 1	snow slide steps	Feet shoulder-width apart, perpendicular to direction of movement. For right foot slides: both knees bend, left foot stays in place while right foot slides laterally applying enough pressure to shave ice. Once right foot has travelled as far as it can go, step left foot to right foot and repeat in same direction.	• Minimum 4 consecutive slide steps (per foot) • Perform on both feet (left and right)
	bwd 2-ft skating/ walking	Introduce the feeling of skating backward with "C" pushes or teeter-totter movements in smooth motion with bent knees.	• Transfer of weight evident • Cover minimum ½ the width of the ice
	bwd 2-ft glide	Backward skating followed by a glide on 2 feet while maintaining upright posture.	• May be on straight line or curve • Glide held minimum 1 second
Agility - 1	2-ft turn	Stand with weight evenly distributed on both feet. Bend knees and rotate upper body and torso. As the knees rise up, rotate hips and feet 180° in same direction as upper body rotation. Emphasis placed on "down/up" knee action.	• Full 180° turn • Both directions (clockwise/ counterclockwise) • Knee bend evident
	2-ft jump	Stand with knees bent and apply pressure downward. Using arm swing, push off the ice so that both feet leave the ice. Land on 2 feet and return to start position with knees bent. Emphasis placed on the "bend/up/bend" action.	• Both feet leave the ice (minimal height required) • Balanced landing
	fwd skating perimeter of ice	Forward skating around perimeter of ice using both feet equally (bend/ push/bend/push).	• Stride rhythm evident • Minimum 1 full lap of ice • Direction is skater's choice (clockwise/counterclockwise)

STAGE 2

	Skill	Description	Performance Standards
Balance - 2	fwd 2-ft sculling	From forward skating or from stationary position, bend knees and bring heels together. Toes face outward while pressure is applied downward initiating forward motion as feet move outward. At maximum, lobes of sculls are slightly wider than shoulder width. Knees rise up to close the scull and toes draw together. Emphasis placed on "down/up/down/up" rhythm.	• Demonstrate knee and ankle bend • Minimum 6 consecutive sculls
	fwd 2-ft to 1-ft glide	Forward skating followed by a glide on 2 feet to 1 foot.	• Each glide held minimum 1 second (2-ft glide, 1 second and 1-ft glide, 1 second) • Perform on both feet (left and right) • May be on straight line or curve
	fwd push/glide sequence	Forward skating with even push/glide sequence (L/R/L/R/L/R) using side of blade. Arms used freely to increase coordination and natural rhythm.	• Cover minimum full width of ice or comparable • Bend/push required • Progression from stage 1: more power and speed
	fwd 1-ft glide with speed	Forward skating with speed followed by a glide on 1 foot.	• Glide held minimum 2 seconds • Perform on both feet (left and right) • May be on straight line or curve
Control - 2	fwd stop	From forward 2-ft glide, bend knees and use right, left or both feet to apply pressure to the ice in forward and out motion while turning the toe(s) inward slightly. Stopping with left, right and both feet should be trained and practiced.	• Complete stop • Snow from stop evident • Only one stop required (right, left or both feet)
	bwd 2-ft sit glide	Backward skating followed by glide on 2 feet in sit position (upper body leans forward and knees bend between 135°-90° angle to introduce the "sit" position).	• Knee bend range of 135°-90° • Glide held minimum 1 second
	bwd 2-ft to 1-ft glide	Backward skating followed by a glide on 2 feet to 1 foot. Introduce feeling of gliding backward on 1 foot and transferring weight.	• Sustained glide not necessary • Transfer of weight evident (2-ft to 1-ft) • Perform on both feet (left and right)
	bwd push/glide sequence	Backward skating with even push/glide sequence (L/R/L/R/L/R) using side of blade. May use 2-ft backward pushing technique or a combination of "C" pushes and 1- ft glides. Arms used freely to increase coordination and natural rhythm.	• Transfer of weight evident • Small 1-ft or 2-ft glides may be used between pushes • Initiate and sustain backward movement more than ½ the width of the ice or comparable

Agility - 2	fwd 2-ft turn	Forward skating followed by 2-ft glide (feet hip-width apart or narrower). Bend knees and rotate upper body and torso. Knees rise up and weight moves towards front of blade as hips and feet rotate 180° in same direction as upper body rotation. Exit turn with backward 2-ft glide. Emphasis placed on “down/up/down” knee action.	• 180° turn completed • Forward skating entry and backward skating exit • Sustained glide out of turn not necessary
	bwd 2-ft turn	Backward skating followed by 2-ft glide (feet hip-width apart or narrower). Bend knees and rotate upper body and torso. Knees rise up and weight moves towards middle-back of blade as hips and feet rotate 180° in same direction as upper body rotation. Exit turn with forward 2-ft glide. Emphasis placed on “down/up/down” knee action.	• 180° turn completed • Backward skating entry and forward skating exit • Sustained glide out of turn not necessary
	fwd 180° glide turn	From forward skating, glide on 2 feet, bend knees and lean into curve to create a 180° U-turn. Exit with forward skating.	• Good control and balance throughout glide • Complete U-turn • Both directions (clockwise/ counterclockwise) • Some knee bend evident
	fwd 2-ft jump	From forward skating, glide on 2 feet, bend knees and apply pressure downward. Push off using arms and knees in explosive manner so that both feet leave the ice. Land on 2 feet and return to start position/glide with bent knees. Emphasis placed on “bend, up, bend” knee and ankle action.	• Balanced 2-ft landing • 2-ft glide in and out of jump • Some knee bend evident in and out of jump

STAGE 3

	Skill	Description	Performance Standards
Balance - 3	fwd stationary blade push	Stand and place feet in T, V or L position (does not have to be precise). Apply pressure to the back foot and push off using side of blade. Shift weight to front foot and glide on that foot.	• Glide held minimum 2 seconds • Perform on both feet but 2-second glide requirement only needed on 1 foot (left or right) • Push off from side of blade • May be on a straight line or curve
	fwd 2-ft slalom	Set pylons in straight line. From forward skating, glide on 2 feet, apply pressure into the ice and use knee bend rhythm (down/up, down/up) to navigate through slalom course. Arms used freely to aid in upper body twist action.	• Slalom course minimum 6 pylons • Demonstrate good control and knee action
	fwd circle thrusts	From forward skating on circle, glide on 2 feet no wider than shoulder-width apart. Using side of blade, apply pressure to outside foot and push off while maintaining weight on the inside foot. Glide on inside foot for approx. 1 second before returning to 2-ft glide. Repeat action using knee bend on each push.	• Push off from side of the blade • Full circle (size of circle should match size and strength of skater) • Both directions (clockwise/ counterclockwise)
	walking crosscuts	Stand with feet placed perpendicular to desired direction of travel. Transfer weight onto one foot and cross other foot over. From crossed position, step the original standing foot from behind to resume start position with feet parallel to each other.	• Perform both ways (L over R & R over L) • Demonstrate 3 – 5 consecutive walking crosscuts in same direction • Feet parallel to each other and perpendicular to line of travel
	fwd 2-ft to 1-ft curve glide	Forward skating on a curve followed by a glide on 2 feet. Transfer weight onto either inside or outside foot and glide on 1 foot while leaning into curve.	• Good balance and control required • Minimum 1-ft glide held 3 seconds • Perform on both feet (left and right)

Control - 3	fwd stop with speed	Accelerate speed from forward skating, glide on 2 feet and bend knees. Use right, left or both feet to apply pressure to the ice in a forward and out motion while turning the toe(s) inward slightly. Stopping with left, right and both feet should be trained and practiced.	• Demonstrate 2 different complete stops with speed (right foot, left foot or 2-ft snowplow) • Good control and balance throughout
	bwd 2-ft sculling	From backward skating or from stationary position, bend knees and bring toes together. Heels face outward while pressure is applied downward initiating backward motion as feet move outward. At maximum, lobes of sculls are slightly wider than shoulder-width. Knees rise up to close the scull and heels draw together. Emphasis placed on “down/up/down/up” rhythm.	• Demonstrate knee and ankle bend • Minimum 6 consecutive sculls
	bwd 2-ft to 1-ft glide	Backward gliding on 2 feet followed by a backward glide on 1 foot.	• Each glide held minimum 1 second (2-ft glide, 1 second and 1-ft glide, 1 second) • Perform on both feet (left and right) • May be on straight line or curve
	bwd push/glide sequence	Backward skating with even push/glide sequence (L/R/L/R/L/R) using side of blade. Arms used freely to increase coordination and natural rhythm.	• Transfer of weight evident • Small 1-ft or 2-ft glides may be used between pushes • Initiate and sustain backward movement for full width of ice or comparable
	bwd 1-ft glide	Backward skating with speed followed by a glide on 1 foot.	• Glide held minimum 2 seconds • Perform on both feet (left and right) • May be on straight line or curve • Demonstrate good balance

Agility - 3	fwd 2-ft quick turn	Forward skating followed by 2-ft glide (feet hip-width apart or narrower). Bend knees and rotate upper body and torso. Knees rise up and weight moves towards front of blade as hips and feet rotate a quick 180° in same direction as upper body rotation. Exit turn with backward 2-ft glide. Emphasis placed on “down/up/down” knee action.	• Full 180° turn • Demonstrate good balance and control throughout • Direction is skater’s choice (clockwise/ counterclockwise) • May be on straight line or curve • Small hesitation going into the turn permitted
	bwd 2-ft quick turn	Backward skating followed by 2-ft glide (feet hip-width apart or narrower). Bend knees and rotate upper body and torso. Knees rise up and weight moves towards middle-back of blade as hips and feet rotate a quick 180° in same direction as upper body rotation. Exit turn with forward 2-ft glide. Emphasis placed on “down/up/down” knee action.	• Full 180° turn • Demonstrate good balance and control throughout • Direction is skater’s choice (clockwise/ counterclockwise) • May be on straight line or curve • Small hesitation going in to the turn permitted
	fwd 360° step turn	Forward skating followed by full-circle turn using steps (alternating feet) exit with forward skating. Must train skill in both directions. The number of steps used will vary from skater to skater, however transfer of weight during turn must be evident.	• Full 360° turn • Demonstrate balance and control throughout • Momentum maintained in and out of turn • Direction is skater’s choice (clockwise/ counterclockwise)
	bwd 2-ft jump	From backward skating, glide on 2 feet, bend knees and apply pressure downward. Push off using arms and knees in explosive manner so that both feet leave the ice. Land on 2 feet and return to start position/glide with bent knees. Emphasis placed on “bend/up/bend” knee and ankle action.	• Balanced 2-ft landing position • Perform 2-ft glide in and out of jump
	fast fwd perimeter skating	Fast forward skating around perimeter of ice using both feet equally (bend/push/bend/push). Arms used freely to encourage natural body rhythm and speed.	• Demonstrate even rhythm using each foot equally (forward consecutive push/glide sequence) • Both directions (clockwise/ counterclockwise)

STAGE 4

	Skill	Description	Performance Standards
Balance - 4	fwd crosscuts	From forward circle thrust, outside foot crosses over inside foot establishing a “mini” 2-ft glide in crossed position. Inside foot pushes underneath with the side of the blade and then steps beside outside foot. Repeat action using knee bend and blade pushes.	• Small glide in crossed-foot position demonstrated minimum 50% of the skill • Perform full circle (size of circle should match size and strength of skater) • Both directions (clockwise/ counterclockwise)
	FI slalom	Set pylons in staggered line approximately 2.5 metres apart. Enter course from forward skating. At each pylon, pick up inside foot and lean towards pylon to create a 1-ft curve around. Once the curve is complete, proceed to next pylon using forward skating and pick up the opposite foot. As skater becomes proficient at this skill there will be fewer steps between pylons.	• Demonstrate good balance and control • Slalom course minimum 6 pylons • Course should be approximately 2.5 metres wide
	FO slalom	Set pylons in staggered line approximately 2.5 metres apart. Enter course from forward skating. At each pylon, pick up outside foot and lean towards pylon to create a 1-ft curve around. Once the curve is complete, proceed to next pylon using forward skating and pick up the opposite foot. As skater becomes proficient at this skill there will be fewer steps between pylons.	• Demonstrate good balance and control • Slalom course minimum 6 pylons • Course should be approximately 2.5 metres wide
	fwd drag	Generate speed from forward skating, glide on 2 feet, bend knees and step into a lunge position. Front knee bends at a 90° angle and back leg extends straight with free foot placed perpendicular to line of travel (inside of foot closest to ice) to encourage free leg turn out, flexibility, balance and strength.	• Demonstrate proper lunge position • Foot is skater’s choice (left or right) • Lunge/drag held minimum 2 seconds • Position may be assisted with hands on knee
	fwd spiral	Skating forward, glide on 2 feet and establish balance. Shift weight onto one foot and lift other foot up and back. Lean body forward so that torso is parallel to the ice while free leg extends up to hip level or higher (90° position).	• Spiral position held minimum 2 seconds • Foot is skater’s choice (left or right)
	drop-down drill	Accelerate speed while skating forward, drop to ice in safe and controlled manner, regain balance on the ice, rise and resume forward skating. Variations of skill encouraged (e.g. fall on buttocks, slide on stomach, knee spin, etc.)	• Demonstrate good balance and control • Maintain forward momentum throughout
	fwd “v” start	Stand with feet in V position. With short, quick steps initiate forward skating (“running” with blades still turned out in V position). Lengthen stride with each step until natural push/glide stride rhythm has been reached.	• Execute with good rhythm and acceleration • Minimum 4 consecutive V steps/ runs

Control - 4	bwd stop	From backward 2-ft glide, bend knees and use right, left or both feet to apply pressure to the ice in backward and out motion while turning the toe(s) outward slightly. Stopping with left, right and both feet should be trained and practiced.	• Full and complete stop • Shave ice/make snow on stop • Foot is skater's choice (left, right or both)
	bwd circle thrusts	From backward skating on circle, glide on 2 feet no wider than shoulder-width apart. Using side of blade, apply pressure to outside foot and push outwards and forwards while maintaining weight on inside foot. Glide on inside foot for approx. 1 second before returning to 2-ft glide. Repeat action using knee bend on each push.	• Demonstrate C pushes/cuts • Full circle (size of circle should match size and strength of skater) • Both directions (clockwise/ counterclockwise)
	bwd 2-ft slalom	Set pylons in straight line. From backward skating, glide on 2 feet, apply pressure into the ice and use knee bend rhythm (down/up, down/up) to navigate through slalom course. Arms used freely to aid in upper body twist action.	• Slalom course minimum 6 pylons • Demonstrate good control and knee action
	bwd 1-ft glide with speed	Backward skating with speed followed by a glide on 1 foot.	• Glide held minimum 4 seconds • Perform on both feet (left and right) • May be on straight line or curve
	fwd 1-ft glide from blue line to blue line	Skate forward starting at one end of ice and accelerate speed. Glide on 2 feet then glide on 1 foot in a straight line from one blue line to the next.	• Generate enough speed to glide full distance with flow • Maintain balance throughout • Perform on both feet (left and right)
	speed drill #1	From a stationary position, skate forward from goal line to 1st blue line in 9 seconds or less. Both feet used equally, alternating push/glide sequence. Arms are used freely while the core of the body is held still.	• Execute skill in 9 seconds or less

Agility - 4	fwd 1-ft turn	From stationary position, push off onto curve gliding on one foot. Using a combination of knee bend ("unweighting", down/up/down action) and upper body lean, execute a 1-ft turn from forward to backward with 1-ft glide exit. Both feet and both edges must be trained.	• Glide held minimum 1 second in or out of turn • Perform one inside and one outside turn • Foot is skater's choice (left or right)
	bwd 360° step turn	Backward skating followed by full-circle turn using steps (alternating feet), exit with backward skating. Must train skill in both directions. The number of steps will vary from skater to skater, however transfer of weight during turn must be evident.	• Full 360° turn • Demonstrate balance and control throughout • Momentum maintained in and out of turn • Direction is skater's choice (clockwise/ counterclockwise)
	fwd to bwd 2-ft jump	From forward skating, glide on 2 feet and bend knees. Push off using arms and knees in explosive manner so that both feet leave the ice and rotate 180°. Land backward on 2 feet with bent knees and exit with backward skating. Emphasis placed on "bend/up/bend" knee and ankle action.	• Demonstrate balance and control • Full 180° turn in air • Must skate in and out of jump • Direction is skater's choice (clockwise/ counterclockwise) • May be on straight line or curve
	bwd to fwd 2-ft jump	From backward skating, glide on 2 feet and bend knees. Push off using arms and knees in explosive manner so that both feet leave the ice and rotate 180°. Land forward on 2 feet with bent knees and exit with forward skating. Emphasis placed on "bend/up/bend" knee and ankle action.	• Demonstrate balance and control • Full 180° turn in air • Must skate in and out of jump • Direction is skater's choice (clockwise/counterclockwise) • May be on straight line or curve
	2-ft spin	Begin with knees bent and arms extended laterally. Using a combination of knee action and hip and shoulder twist initiate a spin on two feet while posture remains upright and feet are maximum hip-width apart. The arms draw in to "hug" the body during rotation. May initiate spin from a stationary position or from a forward 2-ft glide.	• Minimum 2 rotations • Direction is skater's choice (clockwise/counterclockwise)
	2-ft sit spin	Begin with knees bent and arms extended laterally. Using a combination of knee action and hip and shoulder twist initiate a 2-ft spin with feet maximum hip-width apart and knees bent to approximately 90° sit position. The arms may be stretched out in front for balance during rotation. May initiate spin from a stationary position or from a forward 2-ft glide.	• Minimum 1 rotation in sit position • Execute sit position (approx. 90° knee bend) • Direction is skater's choice (clockwise/counterclockwise)

STAGE 5

	Skill	Description	Performance Standards
Balance - 5	fwd crosscuts – figure-8	From forward circle thrust, outside foot crosses over inside foot establishing a mini 2-ft glide in crossed position. Inside foot pushes underneath with the side of the blade and then steps beside outside foot. Repeat action using knee bend and blade pushes. Skill executed in a figure-8 pattern (crosscuts in both directions).	• Demonstrate blade pushes minimum 50% of the skill in both directions • Perform complete figure-8 • Execute good timing and rhythm, "push, cross, push, cross"
	FI edges	From stationary position, push off onto curve on 1 foot, glide and hold inside edge for half circle (curve size approximately equal to skater's height). Repeat skill on other foot. Free leg and arms held in controlled and comfortable position.	• Demonstrate reasonable balance and control • Execute push-off with power from side of blade • Execute minimum 4 consecutive edges, alternating feet
	fwd push/glide sequence	Forward skating with even push/glide sequence (L/R/L/R/L/R) using side of blade. Knee bend used to generate power from the push and free leg extends on each glide (the nature of the extension will change depending on type of skates - figure or hockey). Arms used freely to increase coordination and natural rhythm.	• Exhibit solid pushing technique using side of blade • Generate adequate power and speed • Full length of ice alternating feet
	fwd perimeter skating with jumps	Forward skating around perimeter using consecutive push/glide sequence with a jump of any nature over the blue, red and goal lines. A variety of jumps may be used (e.g. 2-ft jump, power jump, forward to backward, etc.).	• Use equal pushes, alternating feet • Demonstrate balance and control • Any manner of jump permitted • Direction is skater's choice (clockwise/counterclockwise)
	inside spread eagle	2-ft glide on a curve. Front foot follows curve on a forward edge and back foot follows same curve on a backward edge. Body leans into the curve on an inside edge with bent or straight knees. Must train skill in both directions to encourage turn out and flexibility.	• Spread eagle position held minimum 1 second • Direction is skater's choice (clockwise/counterclockwise)
	fwd 1-ft slalom	Set pylons in straight line. From forward skating, glide on 1 foot, apply pressure into the ice and use knee bend rhythm (down/up, down/up) to navigate through slalom course. The skater will be executing change of edges through the slalom. Arms used freely to aid in upper body twist action.	• Demonstrate good control and knee action • Slalom course minimum 6 pylons • 1 foot for majority of skill (small step-downs permitted) • Foot is skater's choice (left or right)
	running lateral crossovers	Start from a stationary position with feet placed perpendicular to desired direction of travel. This skill is the same as walking crosscuts from Stage 3 only each cross and step is performed with a light jump similar to running. Feet remain parallel to one another and arms are used freely to maintain balance and coordination.	• Perform 3 consecutive running crossovers • Direction is skater's choice (clockwise/counterclockwise)

Control - 5	fwd 2-ft side stop	From forward skating, glide on 2 feet and bend knees. Rotate body and feet to one side (perpendicular to line of travel) while applying pressure to the blades. Feet remain parallel and must be no wider than shoulder-width apart.	• Full and complete stop • Feet remain parallel throughout stop • Both directions (clockwise/ counterclockwise)
	bwd stop with speed	Accelerate speed while backward skating then glide on 2 feet, bend knees and use right, left or both feet to apply pressure to the ice in backward and out motion while turning the toe(s) outward slightly.	• Acceleration prior to stop • Full stop using side of the blade(s) • Produce snow • Demonstrate 2 different complete stops (left foot, right foot or 2-ft snowplow)
	bwd crosscuts	From backward circle thrust, outside foot crosses over inside foot establishing a mini 2-ft glide in crossed position. Inside foot pushes underneath with the side of the blade and then steps beside outside foot. Repeat action using knee bend and blade pushes.	• Demonstrate crossed-foot position minimum 50% of the skill • Perform full circle • Both directions (clockwise/ counterclockwise)
	BI slalom	Set pylons in staggered line approximately 2.5 metres apart. Enter course from backward skating. At each pylon, pick up inside foot and lean towards pylon to create a 1-ft curve around. Once the curve is complete, proceed to next pylon using backward skating and pick up the opposite foot. As skater becomes proficient at this skill there will be fewer steps between each pylon.	• Demonstrate good balance and control • Slalom course minimum 6 pylons • Slalom course should be approximately 2.5 metres wide
	bwd push/glide sequence	Backward skating with even push/glide sequence (L/R/L/R/L/R) using side of blade. Knee bend used to generate power from the push and increase length of glide.	• Demonstrate good knee action and rhythm. • Sustain continuous backward momentum for full length of the ice
	bwd spiral	Skating backward, glide on 2 feet and establish balance. Shift weight onto one foot and lift other foot up and back. Lean body forward so that torso is parallel to the ice while free leg extends up to hip level or higher (90° position).	• Spiral position held minimum 2 seconds • Foot is skater's choice (left or right)
	speed drill #2	From a stationary position, skate forward from goal line to 2nd blue line in 12 seconds or less. Both feet used equally, alternating push/glide sequence. Arms are used freely while the core of the body is held still.	• Execute skill in 12 seconds or less

Agility - 5	fwd 1-ft turn	From stationary position or from small glide, push off onto curve on 1 foot. Using a combination of knee bend ("unweighting", down/up/down action) and upper body lean, execute a turn on 1 foot from forward to backward with 1-ft glide exit.	• Glide held 1 second into turn and 1 second out of turn • Perform on both feet (left and right) • Perform on both edges (inside and outside)
	fwd 360° glide turn	From forward skating, glide on 2 feet, bend knees and lean into curve to create a tight full-circle turn (option: inside foot may be lifted to execute on 1 foot). Exit with forward skating.	• Sustain good balance and flow • Some adjusting during glide turn acceptable. • Both directions (clockwise/ counterclockwise)
	fwd to bwd 1-ft jump	From forward skating, glide on 1 foot and bend skating knee. Push off using arms and knees in explosive manner so that foot leaves ice and rotates 180°. Land backward on same foot with bent knee and exit with backward skating. Emphasis placed on "bend/up/bend" knee and ankle action.	• Demonstrate good balance and control (take-off and landing) • Landing edge held minimum 2 seconds • Both edges (inside and outside) • Foot is skater's choice (left or right)
	fwd power jump	From forward skating, swing free leg forward to propel into the air off front of skating foot. Land on front of free foot and use it to push forward onto blade of original skating foot. Arms used to aid in "swing-through". Skaters may land on the toe pick or flat of the blade before pushing onto a forward glide.	• Achieve lift-off • Maintain balance
	1-ft spin	From a stationary position or from a forward glide, begin with knees bent and arms extended laterally. Using a combination of knee action and hip and shoulder twist initiate a spin on 1 foot while posture remains upright. The free foot and arms swing in direction of rotation and then draw in to "hug" the body during rotation.	• Minimum 2 rotations on 1 foot • Execute with balance and control • May be initiated from a 2-ft spin
	alternating foot spin	From a stationary position or from a forward glide, initiate a 2-ft or 1-ft spin. While maintaining reasonable balance, rotate on 1 foot then change to the other and then repeat. Travelling is acceptable. Number of rotations on each foot is not important as this skill is an introduction to a back spin.	• Maintain reasonable balance and control • Perform 3 changes of foot • Minimum 2 rotations
	fwd tight glide turns	From forward skating, glide on 2 feet, bend knees and lean into turn (approximately 180°). Inside foot leads the rotation and is held slightly in front, weight shifts onto back foot. This is a short radius turn used instead of stopping and starting, performed at low and medium speeds. Allows skaters to react to changing game situations.	• Series of minimum 6 tight glide turns • Alternate directions (clockwise/ counterclockwise)

STAGE 6

	Skill	Description	Performance Standards
Balance - 6	fwd power crosscuts	From forward circle thrust, outside foot crosses over inside foot, inside foot pushes underneath with the side of the blade and then steps beside outside foot. Repeat action using knee bend and power blade pushes with both feet (bend/push action). Upper body must be held strong, however arms may move freely for balance and coordination. Skill executed in figure-8 pattern or on separate circles.	• Demonstrate proficiency in both directions (clockwise/ counterclockwise) • Execute proper technique using side of the blade • Demonstrate reasonable lean, balance and power
	fwd perimeter skating with crosscuts	Forward skating around perimeter using consecutive push/glide sequence along the sides (length) and crossovers at the ends (width). The torso and core held strong while arms used freely to maintain balance and coordination.	• Demonstrate proficiency in both directions (clockwise/ counterclockwise) • Execute easy rhythm of pushes using side of blade on both feet equally • 1 lap of perimeter
	FO edges	From stationary position, push off onto curve on 1 foot, glide and hold outside edge for half circle (curve size approximately equal to skater's height). Repeat skill on other foot. Free leg and arms held in controlled and comfortable position.	• Demonstrate reasonable balance and control • Execute push-off with power from side of blade • Minimum 4 consecutive edges, alternating feet
	fwd 1-ft slalom	Set pylons in straight line (skill may performed without pylons as well). From forward skating, glide on 1 foot, apply pressure into the ice and use knee bend rhythm (down/up, down/up) to navigate through slalom course. Skater will execute a series of changes of edge. Arms used freely to aid in upper body twist action.	• Demonstrate good control and knee action • Execute minimum 4 changes of edge • Foot is skater's choice (left or right)
	fwd shoot the duck	Skating forward, glide on 2 feet and establish balance. Shift weight onto one foot and extend free foot in front. Bend skating knee, lean body forward and lower into "shoot the duck" position. Rise from position using 2 feet or 1 foot and exit with forward skating.	• Demonstrate balance throughout • Position held minimum 2 seconds (skating knee bend range of 135° – 90°) • Foot is skater's choice (left or right) • Exit skill in upright position (1 foot or 2 feet)
	fwd perimeter skating with side stops	Forward skating around perimeter using consecutive push/glide sequence with side stops (2-ft or 1-ft) at each line (goal, blue, red). Accelerate speed between each stop and alternate direction of stops (turn CW and then turn CCW). The torso and core held strong while arms used freely to maintain balance and coordination.	• Perform minimum 3 stops , alternating direction (clockwise/ counterclockwise) • 1 lap of perimeter
	fwd spiral on a curve	Skating forward, glide on 2 feet and establish balance on curve. Shift weight onto one foot and lift other foot up and back. Lean body forward so that torso is parallel to the ice while free leg extends up to hip level or higher (90° position).	• Demonstrate reasonable balance and control • Glide held minimum 3 seconds (full spiral position held minimum 1 second) • Foot is skater's choice (left or right) • Edge is skater's choice (inside or outside)
	fwd "crossover" acceleration	From stationary position, place feet perpendicular to desired direction of travel. If travelling to the right, pick up left foot, cross it over the right and execute a series of short, quick steps (see V start from Stage 4) before lengthening strides using a strong rhythm.	• Execute smoothly • Direction is skater's choice (L over R/R over L) • Acceleration should be approx. the width of the ice or comparable

Control - 6	fwd 1-ft side stop	From forward skating, glide on 2 feet or 1 foot and bend knees. Shift weight to 1 foot, rotate body and feet to one side (perpendicular to line of travel) while applying pressure to the inside edge of the skating blade.	• Full and complete stop • Foot is skater's choice (left or right)
	fwd 2-ft side stop with speed	Accelerate speed from forward skating, glide on 2 feet and bend knees. Rotate body and feet to one side (perpendicular to line of travel) while applying pressure to the blades. Feet remain parallel and no wider than shoulder-width apart.	• Acceleration prior to stop • Full and complete stop • Feet remain parallel throughout stop • Both directions (clockwise/ counterclockwise)
	BO slalom	Set pylons in staggered line approximately 2.5 metres apart. Enter course from backward skating. At each pylon, pick up outside foot and lean towards pylon to create a 1-ft curve around. Once the curve is complete, proceed to next pylon using backward skating and pick up the opposite foot. As skater becomes proficient at this skill there will be fewer steps between each pylon.	• Demonstrate good balance and control • Slalom course minimum 6 pylons • Slalom course should be approximately 2.5 metres wide
	bwd crosscuts – figure-8	From backward circle thrust, outside foot crosses over inside foot establishing a mini 2-ft glide in crossed position. Inside foot pushes underneath with the side of the blade and then steps beside outside foot. Repeat action using knee bend and blade pushes. Skill executed in a figure-8 pattern (crosscuts in both directions).	• Demonstrate proper cross technique minimum 50% of the skill in both directions • Perform complete figure-8 • Execute good timing and rhythm, "push, cross, push, cross"
	bwd perimeter skating with crosscuts	Backward skating around perimeter using consecutive push/glide sequence along the sides (length) and crossovers at the ends (width). The torso and core held strong while arms used freely to maintain balance and coordination.	• Demonstrate proficiency in both directions (clockwise/ counterclockwise) • Execute easy rhythm of pushes using side of blade • 1 lap of perimeter
	bwd 1-ft slalom	Set slaloms in straight line. From backward skating, glide on 1 foot, apply pressure into the ice and use knee bend rhythm (down/up, down/up) to navigate through slalom course. The skater will execute small changes of edge on one foot. Arms used freely to aid in upper body twist action.	• Demonstrate good control and knee action • Slalom course minimum 6 edges • 1 foot for majority of skill (small step-downs permitted) • Foot is skater's choice (left or right)
	bwd 1-ft spin	May be initiated from a stationary position or from a 2-ft spin. From a stationary position, begin with knees bent and arms extended laterally. Using a combination of knee action and hip and shoulder twist initiate a spin on 1 foot while posture remains upright. The free foot and arms swing in direction of rotation and then draw in to "hug" the body during rotation.	• Minimum 1 rotation • Foot is skater's choice (left or right)
	speed drill #3	From a stationary position, skate forward around full perimeter of ice in 35 seconds or less. Both feet used equally, alternate push/glide sequence. Arms are used freely while the core of the body is held still	• Execute skill in 35 seconds or less

Agility - 6	fwd 180° step turn (FI mohawk)	From stationary position or from 2-ft glide, step onto forward inside edge, extend free foot and then draw it towards inside of skating foot. Form a T or L position with the feet, open toe of free foot and rotate body to face backward while transferring weight onto free foot. Exit turn on opposite foot with backward inside edge (on same curve as entry edge).	• Demonstrate good control throughout • Glide held minimum 1 second going in and out of turn • Perform on both feet (left and right)
	bwd 180° step turn (BO or BI mohawk)	From stationary position or from 2-ft glide, step onto backward inside or outside edge, open toe of free foot and rotate body to face forward while transferring weight onto free foot. Exit turn forward with opposite foot on same curve as entry edge. Must train skill on both feet and edges, BO to FO as well as BI to FI.	• Demonstrate good control throughout • Glide held minimum 1 second going in and out of turn • Perform on both feet (left and right) • Edge is skater's choice (inside or outside)
	2-ft multi turns	From forward 2-ft glide on straight line or curve, bend knees and initiate series of 2-ft turns similar to a "3-turn/bracket" action. Use unweighting technique (down/up/down/up) while feet remain parallel to each other. Skater's body should remain facing in one direction throughout the series of turns. Practice the series of turns with the body facing each way. Skater may then choose the direction that is most comfortable.	• Demonstrate good unweighting technique • Execute series of minimum 6 turns • May take occasional push to maintain flow
	rotating power jump	From FO edge, push off front of blade. Use arms and free leg swing-through to rotate 180° in the air. Land on controlled BO edge of opposite foot (introduce landing position).	• Demonstrate good control throughout • Both entry and exit edge held minimum 1 second • Direction is skater's choice (clockwise/counterclockwise)
	bwd toe-assisted jump	From backward skating, glide on straight line or curve, extend free leg back and insert toe pick firmly into ice. Pull backward, transfer weight onto toe pick and push off ice with a vertical jump. Land on a controlled BO edge or straight line. Skater may land on either foot.	• Landing edge held minimum 1 second • Foot (L or R) for take-off and landing are skater's choice
	bwd 360° 2-ft jump	From backward skating, glide on 2 feet and bend knees. Using arm swing, knee action and hip rotation push off ice and rotate 360° in the air. Land on backward 2-ft glide.	• Demonstrate good control throughout • ¾ to full rotation accepted • Direction is skater's choice (clockwise/counterclockwise)
	fwd 1-ft spin with spiraling edge	Begin with FO edge, execute a 3-turn and then spin on BI edge while rising in the skating knee. The free foot and arms swing in direction of rotation and then draw in to "hug" the body to increase speed of rotation. Step onto BO edge of free foot and execute a landing position for the exit.	• Minimum 2 rotations • Foot is skater's choice (left or right)
	fwd 2-ft reverse pivot turn	Set up a staggered pylon course approximately 3 metres wide. Skating forward, glide on 2 feet and bend knees. Body faces direction of travel while feet quickly flip/pivot onto backward glide travelling in opposite direction of entry (similar to a bracket turn). Exit with backward skating then step forward to repeat turn in opposite direction.	• Demonstrate good control and balance • Both directions (clockwise/counterclockwise)

Pre-CanSkate Lesson Plan #1: (PCS 1)

Group: _____ Date: _____

Introduction: *Hello there! I am so happy to see you all today. Let's start our first day by learning how to get up all by ourselves. Then we can practice our "baby steps" on the ice.*

Lesson Topic:

- Fall down & get up
- Balance on 2 feet
- 360° march

Progressions to be Used:

- Assisted stand on the spot
- Assisted get up (step by step – "Fishies" song)
- Assisted march
- March on spot

Teaching Points to be Reinforced:

- Eye focus up for balance
- Even transfer of weight for marching
- Balance and knee bend for getting up
- Falling – protect head and joints

Notes:

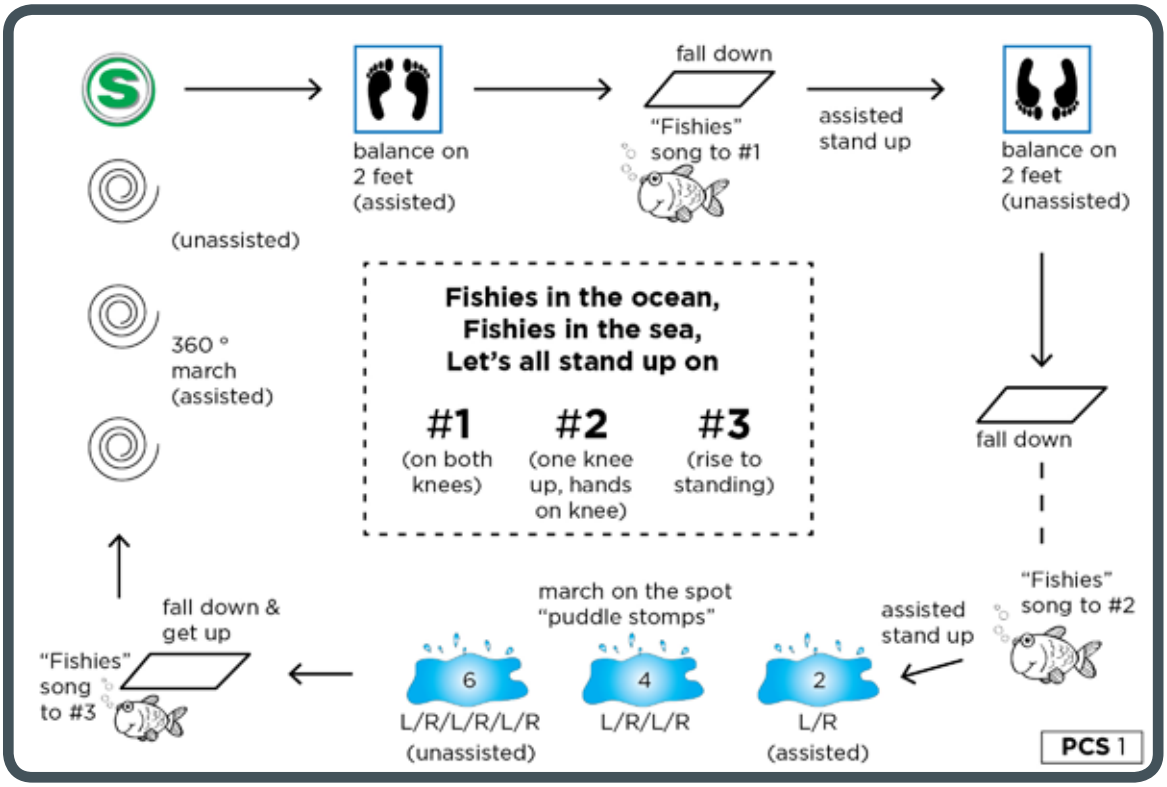
- Include plenty of animation on circuits
- Extra assistance from PAs
- Use large number of teaching aids and props to add variety and colour

Teaching Aids/Props Needed:
Pylons, markers, signs for stationary skills, plush toys (e.g. fish)

Summary to Group:
Praise: *Great job today skaters!*
Remember to: *Take little tiny steps when we are beginning to learn to skate.*
Next Lesson: *We are going to work on twisting and more skating.*

Self-Evaluation Notes:
Things I liked: *Small circuit made it easy to keep an eye on all skaters and interact with everyone.*
Things I can improve: *Make sure that I have one PA for every two skaters if possible for first day.*

PRE-CANSKATE (PCS 1)



Pre-CanSkate Lesson Plan #2: (PCS 2)

Group: _____ Date: _____

Introduction: *Hi skaters, welcome back. It is great to see you! I am so excited because today we are going to twist and skate!*

Lesson Topic:

- Move forward
- 2-ft twist
- Review: fall down & get up

Progressions to be Used:

- March on the spot
- Assisted 2-ft twists (hold 2 hands, 1 hand)
- Assisted move forward

Teaching Points to be Reinforced:

- Bend knees for twist
- Use of both feet for moving/skating forward

Notes:

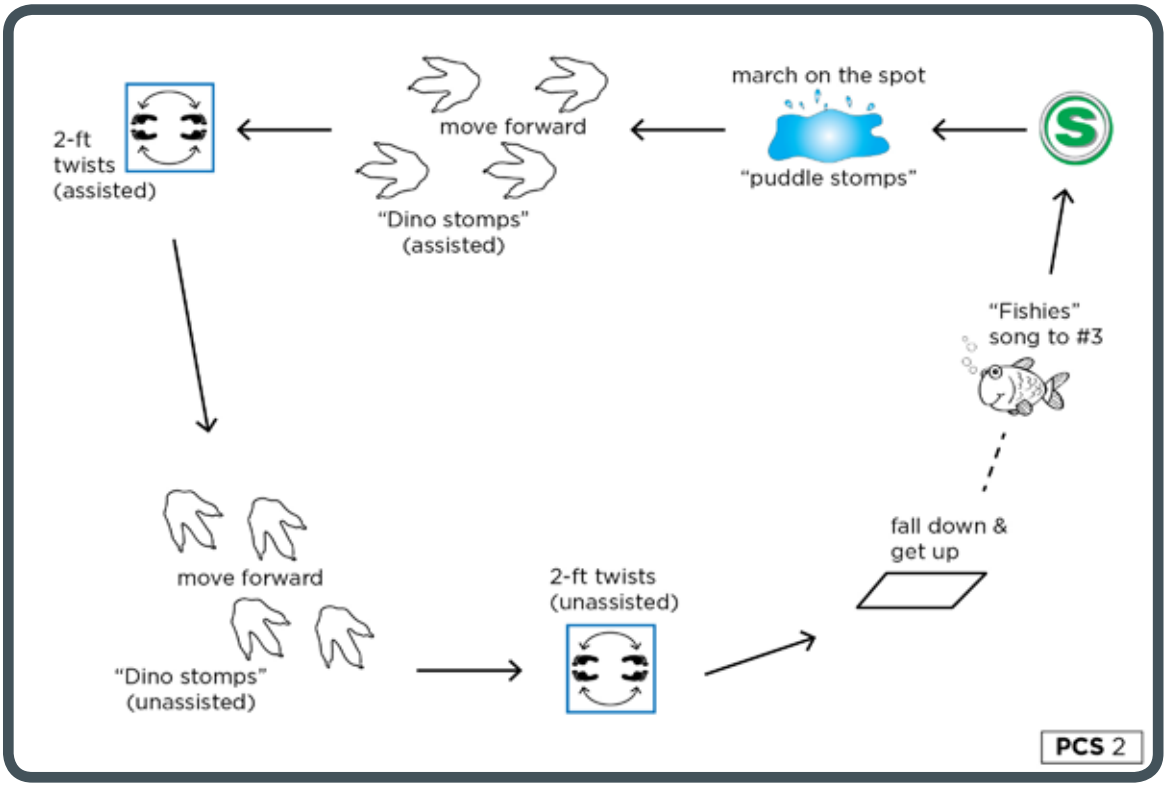
- Include plenty of animation on circuits
- Extra assistance from PAs
- Use large number of teaching aids and props to add variety and colour
- Circuit size can grow to match strength and ability of group

Teaching Aids/Props Needed:
Pylons, markers, signs for stationary skills, plush toys (e.g. dinosaurs)

Summary to Group:
Praise: *Excellent work today everyone!*
Remember to: *Take little tiny steps when we are beginning to learn to skate.*
Next Lesson: *We are going to work on our jumps.*

Self-Evaluation Notes:
Things I liked: *Small circuit made it easy to keep an eye on all skaters and interact with everyone.*
Things I can improve: *Make sure I have one PA for every two skaters, if still needed.*

PRE-CANSKATE (PCS 2)



Pre-CanSkate Lesson Plan #3: (PCS 3)

Group: _____ Date: _____

Introduction: *Welcome skaters! Great to see you all again. Today we are going to pretend we are jumping on a trampoline!*

Lesson Topic:

- 2-ft jump
- Review: fall down & get up, move forward, 2-ft twists

Progressions to be Used:

- Assisted 2-ft jump (hold 2 hands, 1 hand)

Teaching Points to be Reinforced:

- Start and end jump on bent knees
- Eye focus up

Notes:

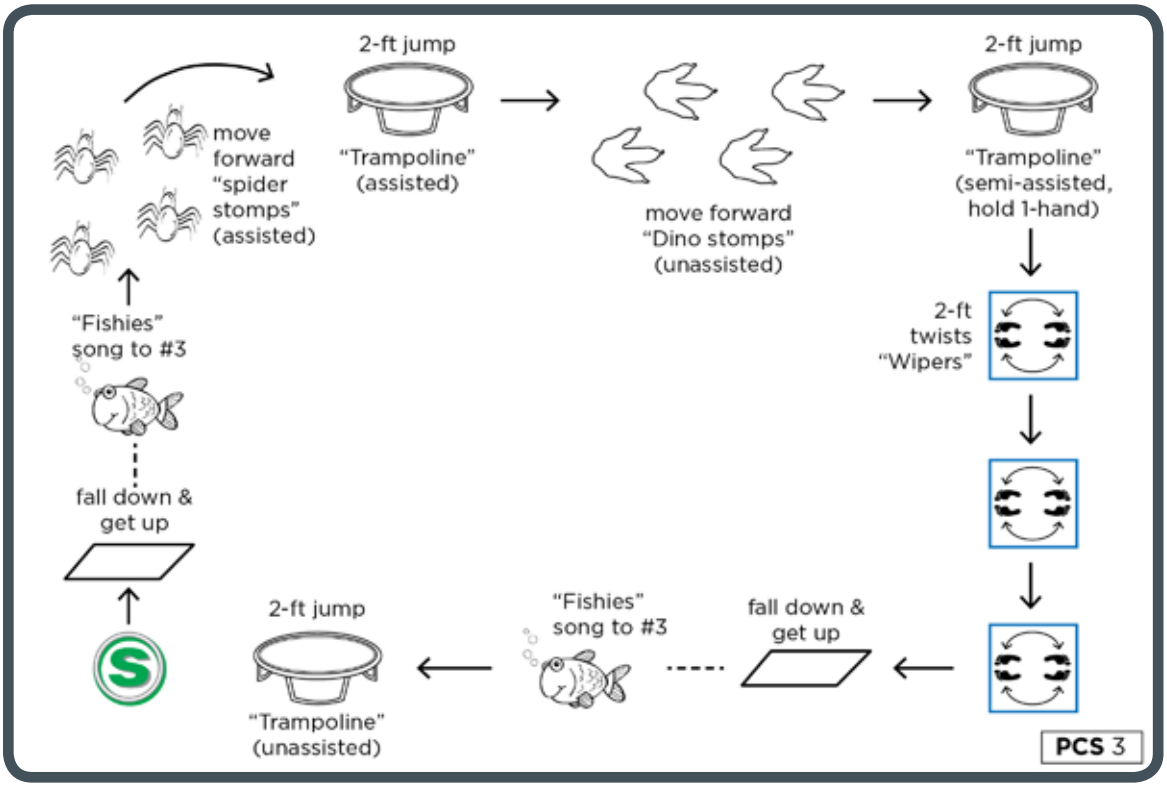
- Include plenty of animation on circuits
- Extra assistance from PAs
- Use large number of teaching aids and props to add variety and colour
- Circuit size can grow to match strength and ability of group

Teaching Aids/Props Needed:
Pylons, markers, signs for stationary skills, plush toys (e.g. frogs)

Summary to Group:
Praise: *What a fantastic group of skaters!*
Remember to: *Keep your eyes up when you jump.*
Next Lesson: *We are going to learn how to skate backwards!*

Self-Evaluation Notes:
Things I liked: *The addition of the review skills allowed us to continue practicing.*
Things I can improve: *Add a little more distance between elements on circuit to increase opportunity for skaters to develop stride and glide.*

PRE-CANSKATE (PCS 3)



Pre-CanSkate Lesson Plan #4: (PCS 4)

Group: _____ Date: _____

Introduction: *Hello skaters! Is everyone ready for a great lesson today? We are going to drive our cars and then back them into the garage!*

Lesson Topic:

- Move backward
- Review: 2-ft jump, move forward

Progressions to be Used:

- Move forward
- Assisted move backward

Teaching Points to be Reinforced:

- Eye focus up
- Transfer of weight

Notes:

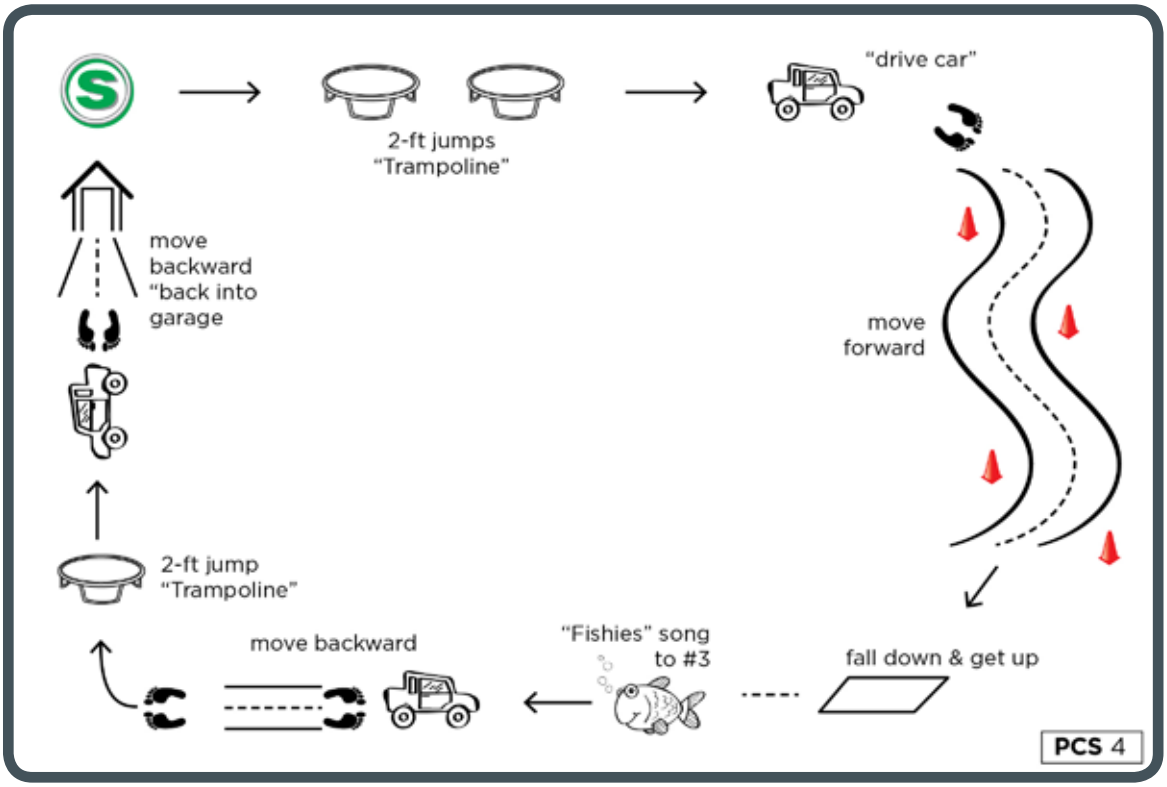
- Include plenty of animation on circuits
- Extra assistance from PAs
- Use large number of teaching aids and props to add variety and colour
- Circuit size can grow to match strength and ability of group

Teaching Aids/Props Needed:
Pylons, markers, signs for stationary skills, plush toys, steering wheels

Summary to Group:
Praise: *Great skating today everyone!*
Remember to: *Keep your eyes up when we are backing up the car.*
Next Lesson: *We are going to make snow!*

Self-Evaluation Notes:
Things I liked: *The addition of the review skills so that we can keep practicing.*
Things I can improve: *Add even more distance between elements on circuits to continue developing stride and glide.*

PRE-CANSKATE (PCS 4)



Pre-CanSkate Lesson Plan #5: (PCS 5)

Group: _____ Date: _____

Introduction: *Brrrr, it is chilly out here. What do you say we build a snowman today? Follow me and we will make some snow!*

Lesson Topic:

- Make snow
- Review: move backward, 2-ft twist

Progressions to be Used:

- Assisted make snow (either hold hands or assist the foot with the action)
- Bend knees

Teaching Points to be Reinforced:

- Eye focus up
- Pressure on the ice

Notes:

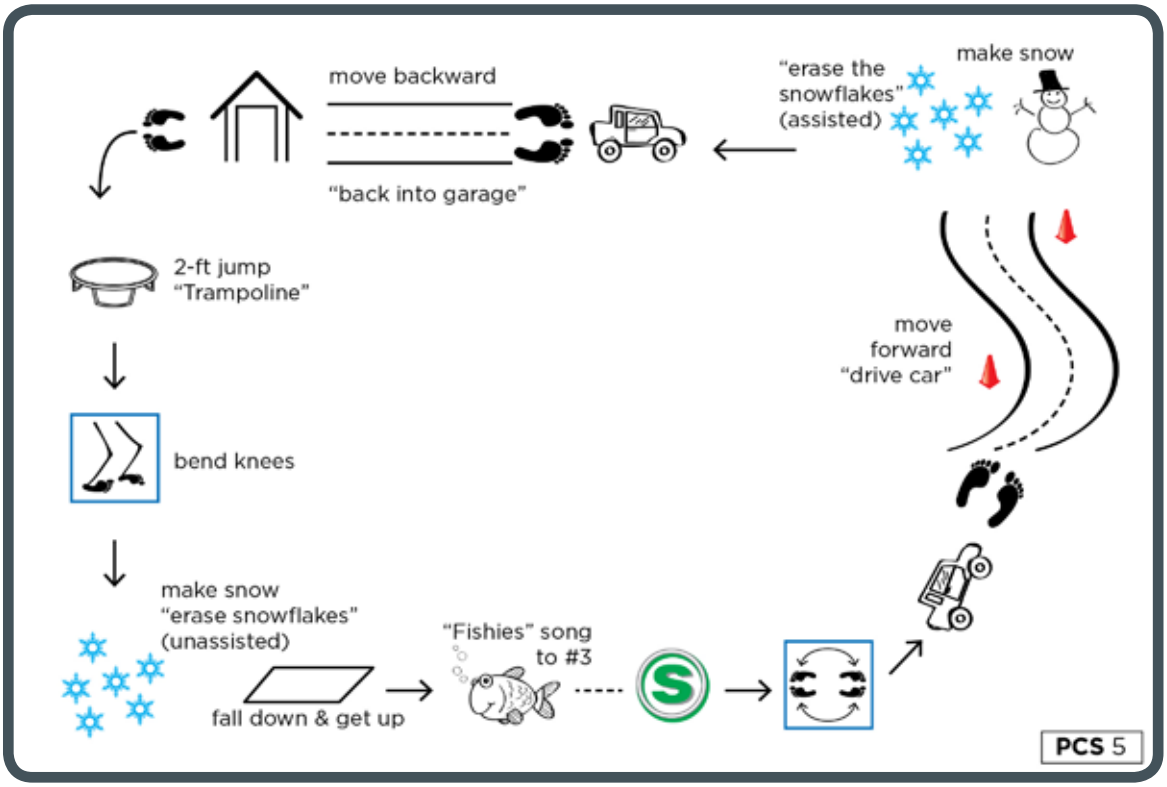
- Include plenty of animation on circuits
- Extra assistance from PAs
- Use large number of teaching aids and props to add variety and colour
- Circuit size can grow to match strength and ability of group

Teaching Aids/Props Needed:
Pylons, markers, signs for stationary skills, plush toys, steering wheels

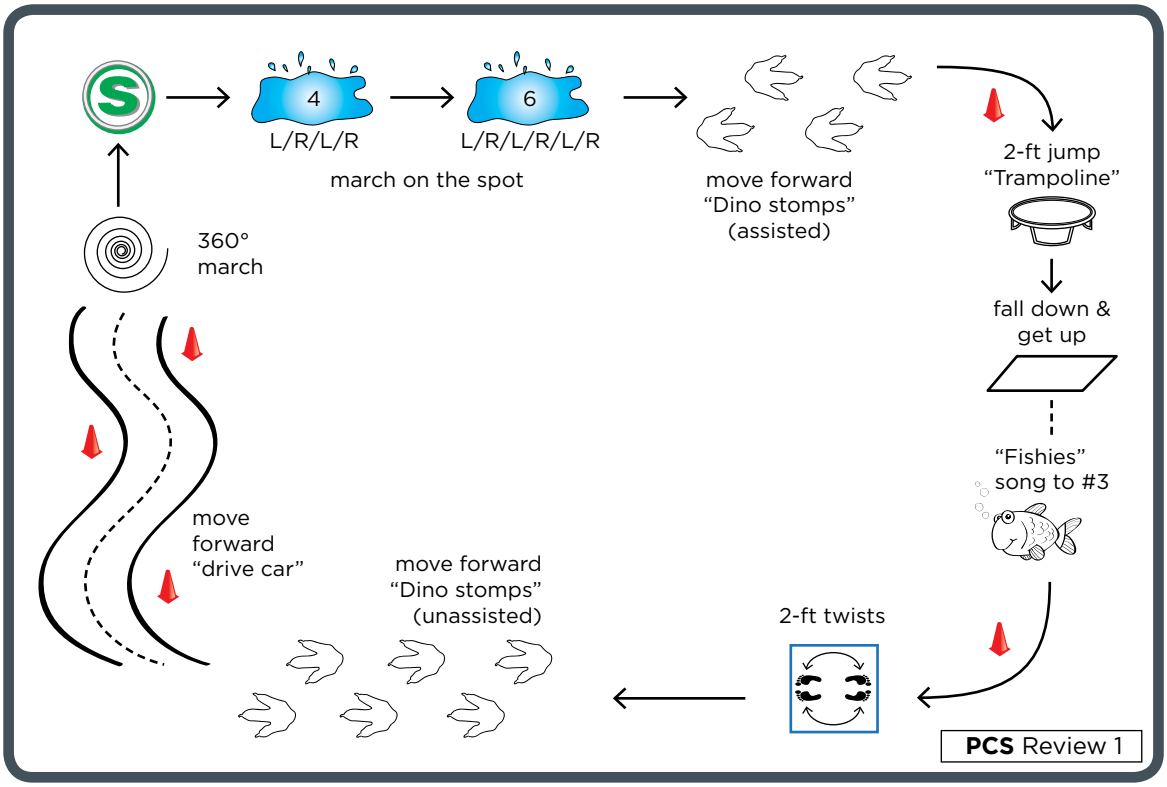
Summary to Group:
Praise: *Wow, super work today skaters!*
Remember to: *Keep pushing until you have made snow.*
Next Lesson: *We will review everything we have learned.*

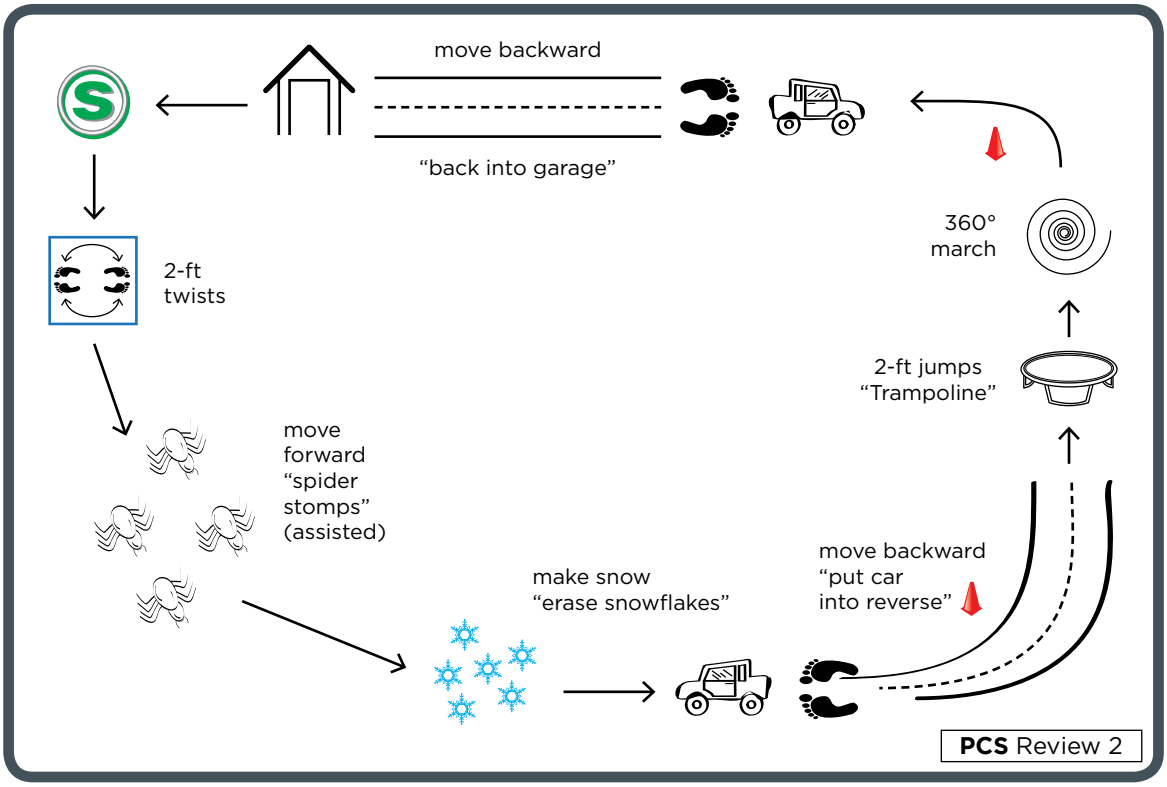
Self-Evaluation Notes:
Things I liked: *The addition of the review skills so that we can keep practicing.*
Things I can improve: *Continue increasing the distance between elements on circuit to encourage development of stride and glide.*

PRE-CANSKATE (PCS 5)



PRE-CANSKATE (PCS REVIEW)





PROGRESS

Report

Coach's Signature _____ Date _____

STAGE BADGE PASSING CRITERIA
All three Fundamental Area ribbons Balance, Control and Agility must be awarded in order to receive a stage badge.

WHAT'S NEXT?

THE STARSKATE PROGRAM

- Learn more advanced figure skating skills in free skate, dance, skating skills and interpretive
- Choose group, semi-private or private lessons taught by professional coaches
- Earn badges and other incentives
- Be tested against a national standard by specially trained evaluators (optional)
- Serves as an entry into the Skate Canada competitive program by qualifying skaters for various levels of events

OTHER PROGRAM OPTIONS

- Synchronized skating
- CanPowerSkate

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CANSKATE

REPORT CARD

SKATER'S NAME

SKATE CANADA NUMBER

SESSION DATE

CLUB

teaching CANADIANS to skate since 1887

SKATECANADA

PROGRESS

Report

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	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
BALANCE	**SKATE FORWARD** ❍ Fall down & get up ❍ Fwd push/glide sequence ❍ Fwd 2-foot glide ❍ Fwd 2-foot sit glide	**SKATE FORWARD** ❍ Fwd 2-foot sculling ❍ Fwd 2-foot to 1-foot glide ❍ R ❍ L ❍ Fwd push/glide sequence **EXTREME** ❍ Fwd 1-foot glide with speed ❍ R ❍ L	**SKATE FORWARD** ❍ Fwd stationary blade push (T, V or L) ❍ R ❍ L ❍ Fwd 2-foot slalom ❍ Fwd circle thrusts ❍ CW ❍ CCW ❍ Walking crosscuts ❍ R ❍ L **EXTREME** ❍ Fwd 2-foot to 1-foot curve glide ❍ R ❍ L	**SKATE FORWARD** ❍ Fwd crosscuts ❍ CW ❍ CCW ❍ Fwd inside slalom ❍ Fwd outside slalom **EXTREME** ❍ Fwd drag **SPINS & SPIRALS** ❍ Fwd spiral **HOCKEY & RINGETTE** ❍ Drop down drill ❍ Fwd "V" start	**SKATE FORWARD** ❍ Fwd crosscuts - figure 8 ❍ Fwd inside edges ❍ Fwd push/glide sequence **EXTREME** ❍ Fwd perimeter stroking with jumps ❍ Inside spread eagle ❍ Fwd 1-foot slalom **HOCKEY & RINGETTE** ❍ Running lateral crossovers	**SKATE FORWARD** ❍ Fwd power crosscuts ❍ CW ❍ CCW ❍ Fwd perimeter skating with crosscuts ❍ CW ❍ CCW ❍ Fwd outside edges ❍ Fwd 1-foot slalom **EXTREME** ❍ Fwd shoot the duck ❍ Fwd perimeter skating with side stops **SPINS & SPIRALS** ❍ Fwd spiral on a curve **HOCKEY & RINGETTE** ❍ Fwd "crossover" acceleration
	4/4 check marks required Date:	4/4 check marks required Date:	5/5 check marks required Date:	5/7 check marks required Date:	5/7 check marks required Date:	6/8 check marks required Date:
CONTROL	**STOP** ❍ Snow slide steps ❍ R ❍ L **SKATE BACKWARD** ❍ Bwd 2-foot skating/walking ❍ Bwd 2-foot glide	**STOP** ❍ Fwd stop **SKATE BACKWARD** ❍ Bwd 2-foot sit glide ❍ Bwd 2-foot to 1-foot glide ❍ R ❍ L **EXTREME** ❍ Bwd push/glide sequence	**STOP** ❍ Fwd stop with speed ❍ R ❍ L ❍ Both **SKATE BACKWARD** ❍ Bwd 2-foot sculling ❍ Bwd 2-foot to 1-foot glide ❍ R ❍ L ❍ Bwd push/glide sequence **EXTREME** ❍ Bwd 1-foot glide ❍ R ❍ L	**STOP** ❍ Bwd stop **SKATE BACKWARD** ❍ Bwd circle thrusts ❍ CW ❍ CCW ❍ Bwd 2-foot slalom **EXTREME** ❍ Bwd 1-foot glide with speed ❍ Fwd 1-foot glide from blue line to blue line **SPEED** ❍ Skate goal line to 1st blue line in 9 seconds or less	**STOP** ❍ Fwd 2-foot side stop ❍ CW ❍ CCW ❍ Bwd stop with speed ❍ R ❍ L ❍ Both **SKATE BACKWARD** ❍ Bwd crosscuts ❍ CW ❍ CCW ❍ Bwd inside slalom ❍ Bwd push/glide sequence **SPINS & SPIRALS** ❍ Bwd spiral **SPEED** ❍ Skate goal line to 2nd blue line in 12 seconds or less	**STOP** ❍ Fwd 1-foot side stop ❍ Fwd 2-foot side stop with speed ❍ CW ❍ CCW **SKATE BACKWARD** ❍ Bwd outside slalom ❍ Bwd crosscuts – figure 8 ❍ Bwd perimeter skating with crosscuts ❍ CW ❍ CCW **EXTREME** ❍ Bwd 1-foot slalom **SPIN & SPIRALS** ❍ Bwd 1-foot spin **SPEED** ❍ Skate perimeter of ice in 35 seconds or less
	3/3 check marks required Date:	3/4 check marks required Date:	5/5 check marks required Date:	5/6 check marks required Date:	6/7 check marks required Date:	6/8 check marks required Date:
AGILITY	**TURN** ❍ 2-foot turn ❍ CW ❍ CCW **JUMP** ❍ 2-foot jump **EXTREME** ❍ Fwd skating perimeter of ice	**TURN** ❍ Fwd 2-foot turn ❍ Bwd 2-foot turn ❍ Fwd 180˚ glide turn ❍ CW ❍ CCW **JUMP** ❍ Fwd 2-foot jump	**TURN** ❍ Fwd 2-foot quick turn ❍ Bwd 2-foot quick turn ❍ Fwd 360˚ step turn **JUMP** ❍ Bwd 2-foot jump **EXTREME** ❍ Fast fwd perimeter skating ❍ CW ❍ CCW	**TURN** ❍ Fwd 1-foot turn (small curve) ❍ FI ❍ FO ❍ Bwd 360˚ step turn **JUMP** ❍ Fwd to bwd 2-foot jump ❍ Bwd to fwd 2-foot jump **SPINS & SPIRALS** ❍ 2-foot spin ❍ 2-foot sit spin	**TURN** ❍ Fwd 1-foot turn (large curve) ❍ LFI ❍ LFO ❍ RFI ❍ RFO ❍ Fwd 360˚ glide turn ❍ CW ❍ CCW **JUMP** ❍ Fwd to bwd 1-foot jump ❍ FI ❍ FO ❍ Fwd power jump **SPINS & SPIRALS** ❍ 1-foot spin ❍ Alternating foot spin **HOCKEY & RINGETTE** ❍ Fwd tight glide turns	**TURN** ❍ Fwd 180˚ step turn (mohawk) ❍ R ❍ L ❍ Bwd 180˚ step turn (mohawk) ❍ R ❍ L ❍ 2-foot multi-turns **JUMP** ❍ Rotating power jump ❍ Bwd toe-assisted jump ❍ Bwd 360˚ 2-foot jump **SPIN & SPIRALS** ❍ Fwd 1-foot spin with spiraling edge **HOCKEY & RINGETTE** ❍ Fwd 2-foot reverse pivot turn ❍ CW ❍ CCW
	3/3 check marks required Date:	4/4 check marks required Date:	5/5 check marks required Date:	5/6 check marks required Date:	6/7 check marks required Date:	6/8 check marks required Date:
DATE PASSED:	**STAGE 1 BADGE:** **DATE:**	**STAGE 2 BADGE:** **DATE:**	**STAGE 3 BADGE:** **DATE:**	**STAGE 4 BADGE:** **DATE:**	**STAGE 5 BADGE:** **DATE:**	**STAGE 6 BADGE:** **DATE:**

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I can...

- ❍ Balance on 2 feet
- ❍ Fall down and get up
- ❍ Move forward
- ❍ Move backward
- ❍ March around the spot
- ❍ Make snow
- ❍ Jump on the spot
- ❍ 2-foot twist on the spot

COMMENTS _____

_____

_____

_____

_____

❍ **SKATER IS NOW READY FOR CANSKATE SKILLS.**

_____ _____

Coach's Signature Date

CANSKATE

BALANCE

NOTES

1	2	3	4	5	6	7	8	9	10		
										Fall down & get up	STAGE 1
										Fwd push/glide sequence	
										Fwd 2-ft glide	
										Fwd 2-ft sit glide	
										4/4 **RIBBON**	
										Fwd 2-ft sculling	STAGE 2
										Fwd 2-ft to 1-ft glide ❑ R ❑ L	
										Fwd push/glide sequence	
										Fwd 1-ft glide with speed ❑ R ❑ L	
										4/4 **RIBBON**	
										Fwd stationary blade push (T, V or L) ❑ R ❑ L	STAGE 3
										Fwd 2-ft slalom	
										Fwd circle thrusts ❑ CW ❑ CCW	
										Walking crosscuts ❑ R ❑ L	
										Fwd 2-ft to 1-ft curve glide ❑ R ❑ L	
										5/5 **RIBBON**	
										Fwd crosscuts ❑ CW ❑ CCW	STAGE 4
										FI slalom	
										FO slalom	
										Fwd drag	
										Fwd spiral	
										Drop-down drill	
										Fwd "V" start	
										5/7 **RIBBON**	

CANSKATE

BALANCE

NOTES

	1	2	3	4	5	6	7	8	9	10
STAGE 4										
Fwd crosscuts ❑ CW ❑ CCW										
FI slalom										
FO slalom										
Fwd drag										
Fwd spiral										
Drop-down drill										
Fwd "V" start										
5/7 **RIBBON**										
STAGE 5										
Fwd crosscuts - figure 8										
FI edges										
Fwd push/glide sequence										
Fwd perimeter skating with jumps										
Inside spread eagle										
Fwd 1-ft slalom										
Running lateral crossovers										
5/7 **RIBBON**										
STAGE 6										
Fwd power crosscuts ❑ CW ❑ CCW										
Fwd perimeter skating with crosscuts ❑ CW ❑ CCW										
FO edges										
Fwd 1-ft slalom										
Fwd shoot the duck										
Fwd perimeter skating with side stops										
Fwd spiral on a curve										
Fwd "crossover" acceleration										
6/8 **RIBBON**										

CANSKATE

CONTROL

NOTES

		1	2	3	4	5	6	7	8	9	10
STAGE 1	Snow slide steps ❑ R ❑ L										
	Bwd 2-ft skating/walking										
	Bwd 2-ft glide										
	3/3 **RIBBON**										
STAGE 2	Fwd stop										
	Bwd 2-ft sit glide										
	Bwd 2-ft to 1-ft glide ❑ R ❑ L										
	Bwd push/glide sequence										
	3/4 **RIBBON**										
STAGE 3	Fwd stop with speed (2/3) ❑ R ❑ L ❑ 2-ft										
	Bwd 2-ft sculling										
	Bwd 2-ft to 1-ft glide ❑ R ❑ L										
	Bwd push/glide sequence										
	Bwd 1-ft glide ❑ R ❑ L										
	5/5 **RIBBON**										
STAGE 4	Bwd stop										
	Bwd circle thrusts ❑ CW ❑ CCW										
	Bwd 2-ft slalom										
	Bwd 1-ft glide with speed ❑ R ❑ L										
	Fwd 1-ft glide from blue line to blue line ❑ R ❑ L										
	Speed Drill #1: Skate goal line to 1st blue line in 9 seconds or less										
	5/6 **RIBBON**										

CANSKATE

CONTROL

NOTES

	1	2	3	4	5	6	7	8	9	10
STAGE 4	Bwd stop									
	Bwd circle thrusts ❑ CW ❑ CCW									
	Bwd 2-ft slalom									
	Bwd 1-ft glide with speed ❑ R ❑ L									
	Fwd 1-ft glide from blue line to blue line ❑ R ❑ L									
	Speed Drill #1: Skate goal line to 1st blue line in 9 seconds or less									
	5/6 **RIBBON**									
STAGE 5	Fwd 2-ft side stop ❑ CW ❑ CCW									
	Bwd stop with speed (2/3) ❑ R ❑ L ❑ 2-ft									
	Bwd crosscuts ❑ CW ❑ CCW									
	BI slalom									
	Bwd push/glide sequence									
	Bwd spiral									
	Speed Drill #2: Skate goal line to 2nd blue line in 12 seconds or less									
	6/7 **RIBBON**									
STAGE 6	Fwd 1-ft side stop									
	Fwd 2-ft side stop with speed ❑ CW ❑ CCW									
	BO slalom									
	Bwd crosscuts - figure 8									
	Bwd perimeter skating with crosscuts ❑ CW ❑ CCW									
	Bwd 1-ft slalom									
	Bwd 1-ft spin									
	Speed Drill #3: Skate full perimeter of ice in 35 seconds or less									
	6/8 **RIBBON**									

CANSKATE

AGILITY

NOTES

	1	2	3	4	5	6	7	8	9	10
STAGE 1	2-ft turn ❑ CW ❑ CCW									
	2-ft jump									
	Fwd skating perimeter of ice									
	3/3 **RIBBON**									
STAGE 2	Fwd 2-ft turn									
	Bwd 2-ft turn									
	Fwd 180° glide turn ❑ CW ❑ CCW									
	Fwd 2-ft jump									
	4/4 **RIBBON**									
STAGE 3	Fwd 2-ft quick turn									
	Bwd 2-ft quick turn									
	Fwd 360° step turn									
	Bwd 2-ft jump									
	Fast fwd perimeter skating ❑ CW ❑ CCW									
	5/5 **RIBBON**									
STAGE 4	Fwd 1-ft turn (small curve) ❑ FI ❑ FO									
	Bwd 360° step turn									
	Fwd to bwd 2-ft jump									
	Bwd to fwd 2-ft jump									
	2-ft spin									
	2-ft sit spin									
	5/6 **RIBBON**									

CANSKATE

AGILITY

NOTES

	1	2	3	4	5	6	7	8	9	10
STAGE 4										
Fwd 1-ft turn (small curve) ❑ FI ❑ FO										
Bwd 360° step turn										
Fwd to bwd 2-ft jump										
Bwd to fwd 2-ft jump										
2-ft spin										
2-ft sit spin										
5/6 **RIBBON**										
STAGE 5										
Fwd 1-ft turn (large curve) ❑ RO ❑ RI ❑ LO ❑ LI										
Fwd 360° glide turn ❑ CW ❑ CCW										
Fwd to bwd 1-ft jump ❑ FO ❑ FI										
Fwd power jump										
1-ft spin										
Alternating foot spin										
Fwd tight glide turns										
6/7 **RIBBON**										
STAGE 6										
Fwd 180° step turn (FI mohawk) ❑ R ❑ L										
Bwd 180° step turn (BO or BI mohawk) ❑ R ❑ L										
2-ft multi-turns										
Rotating power jump										
Bwd toe-assisted jump										
Bwd 360° 2-ft jump										
Fwd 1-ft spin with spiraling edge										
Fwd 2-ft reverse pivot turn ❑ CW ❑ CCW										
6/8 **RIBBON**										

CANSKATE

GROUP TRACKING SHEET

	NAME																									
STAGE 1																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										
STAGE 2																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										
STAGE 3																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										
STAGE 4																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										
STAGE 5																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										
STAGE 6																										
Balance Date:																										
Control Date:																										
Agility Date:																										
Badge Date:																										

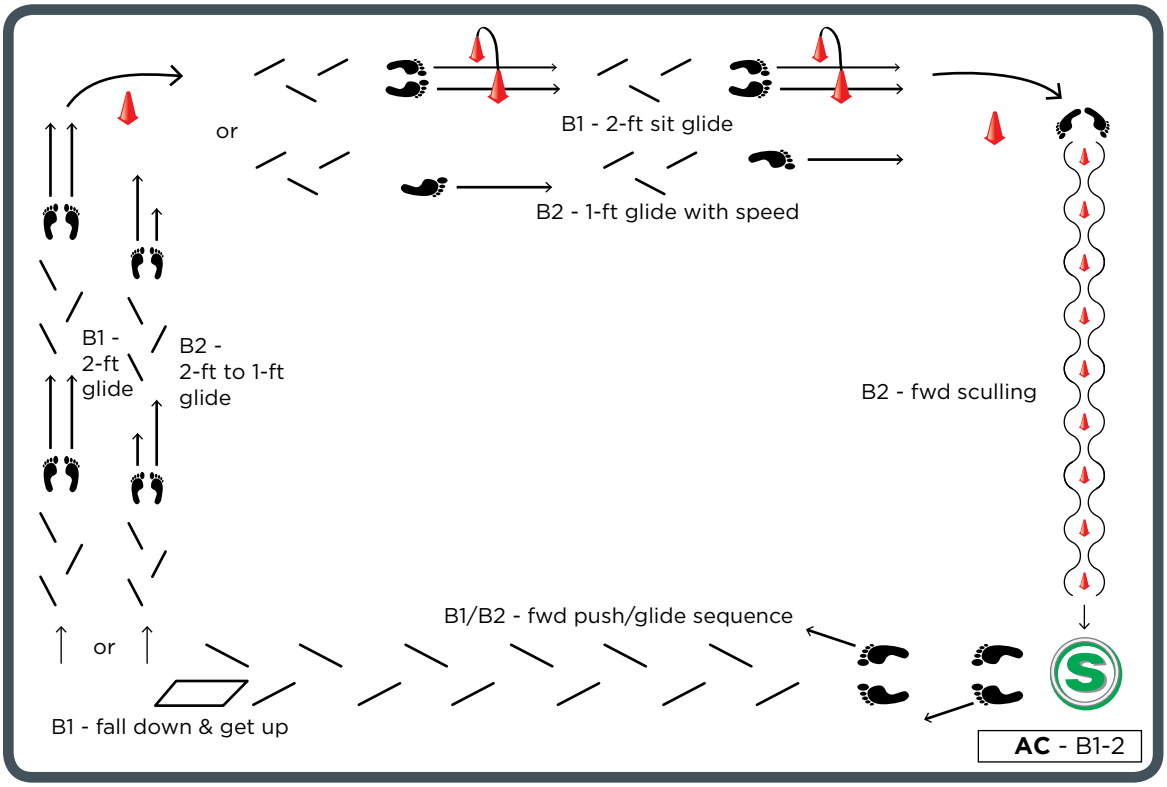
CANSKATE

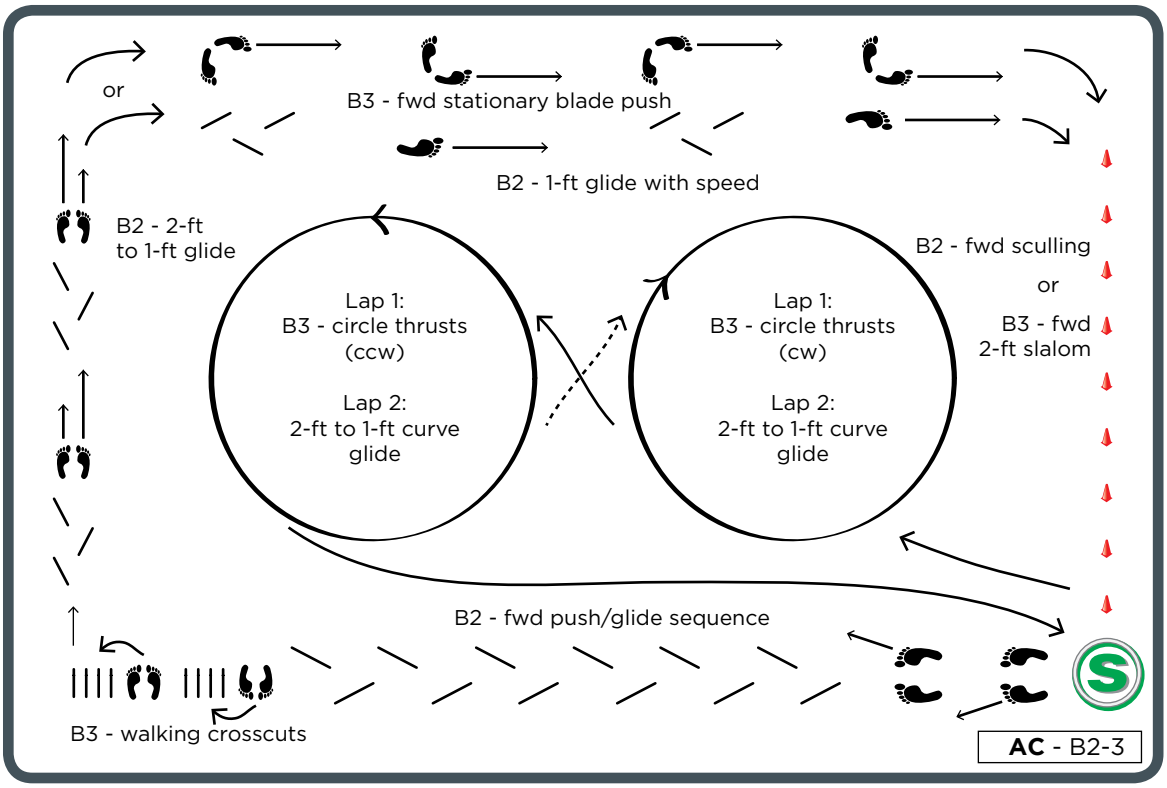
PRE-CANSKATE

NOTES

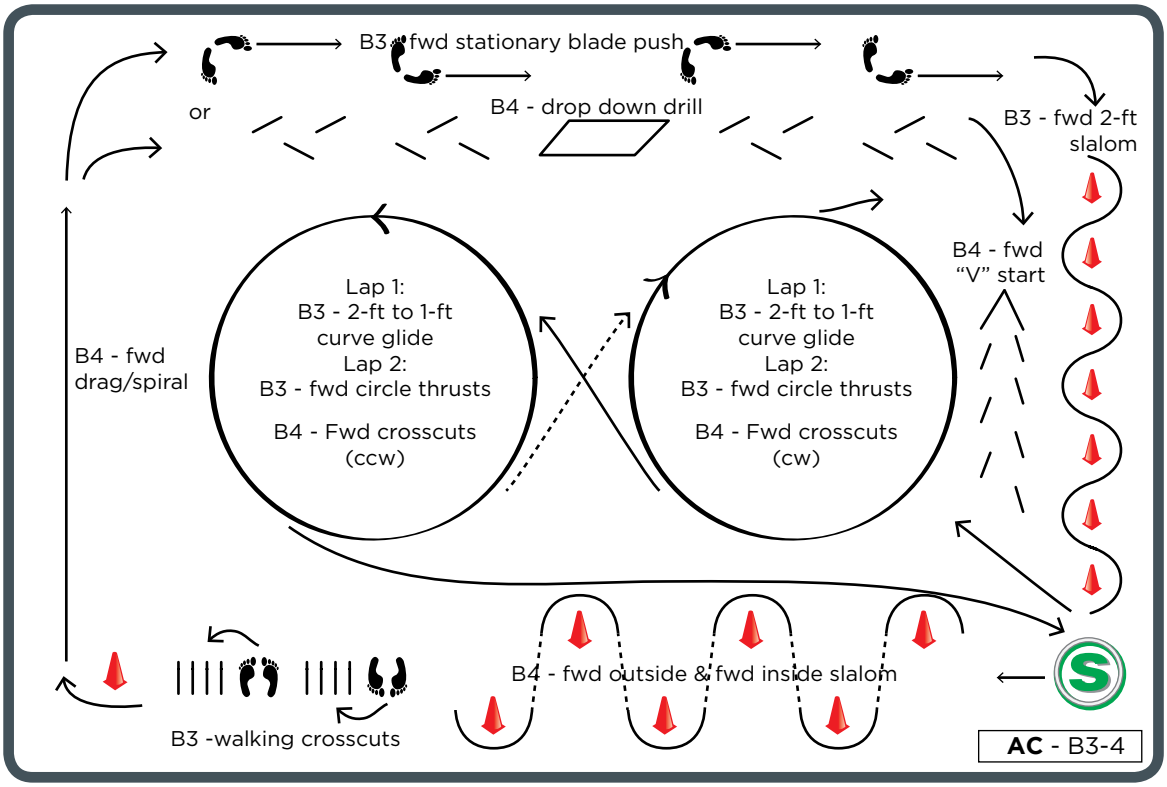
	1	2	3	4	5	6	7	8	9	10
Balance on 2 feet										
Fall down & get up										
Move forward										
Move backward										
360° march										
Make snow										
2-ft jump										
2-ft twist										
PRE-CANSKATE RIBBON										

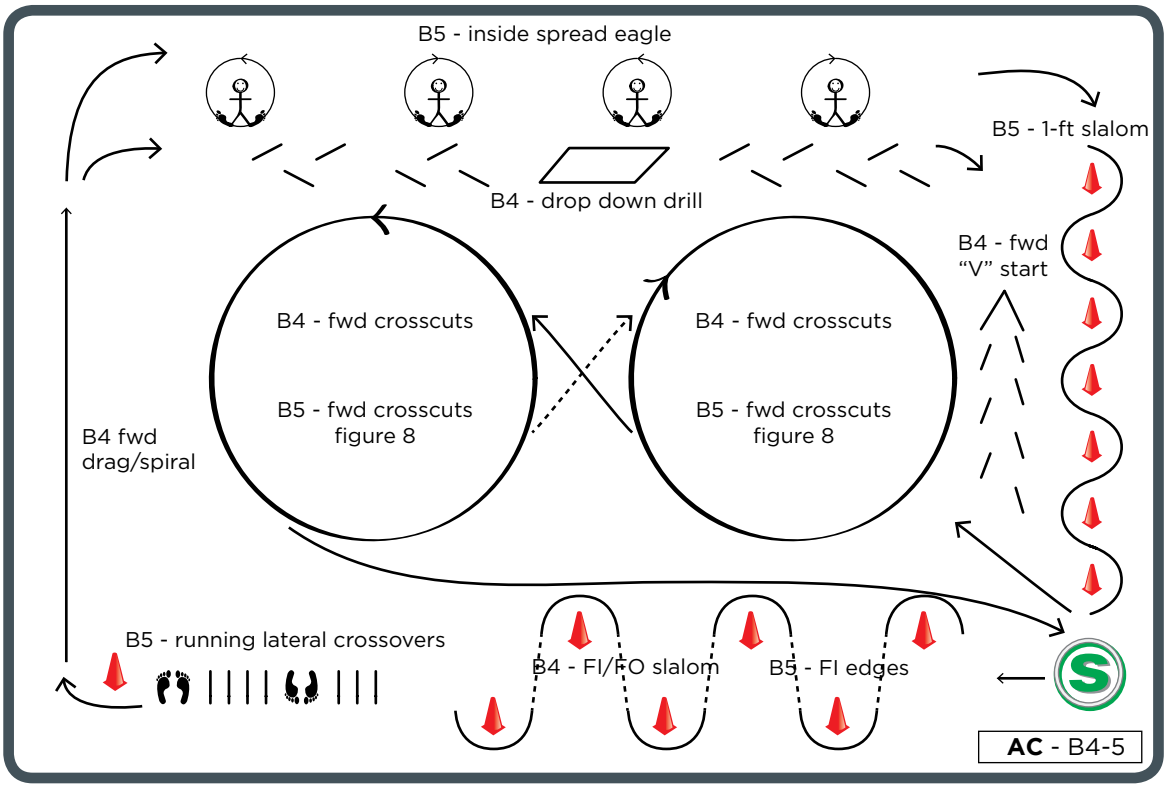
ASSESSMENT CIRCUIT: BALANCE



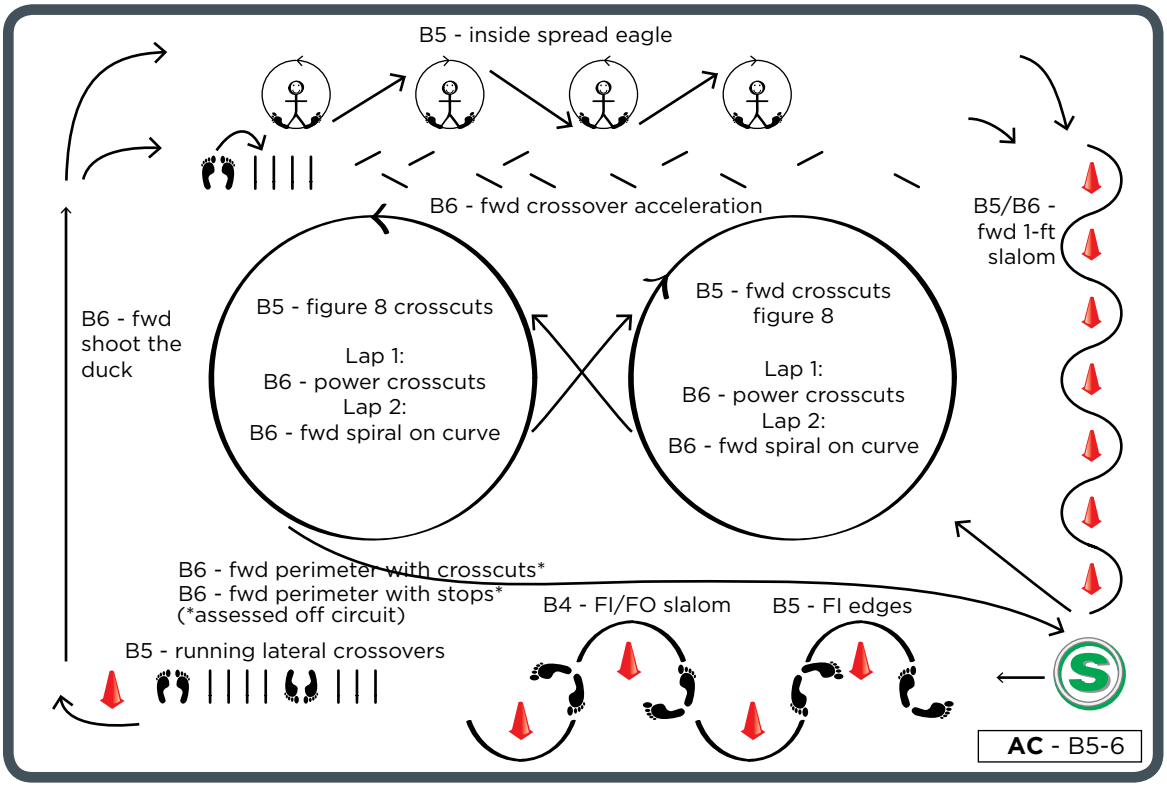


ASSESSMENT CIRCUIT: BALANCE

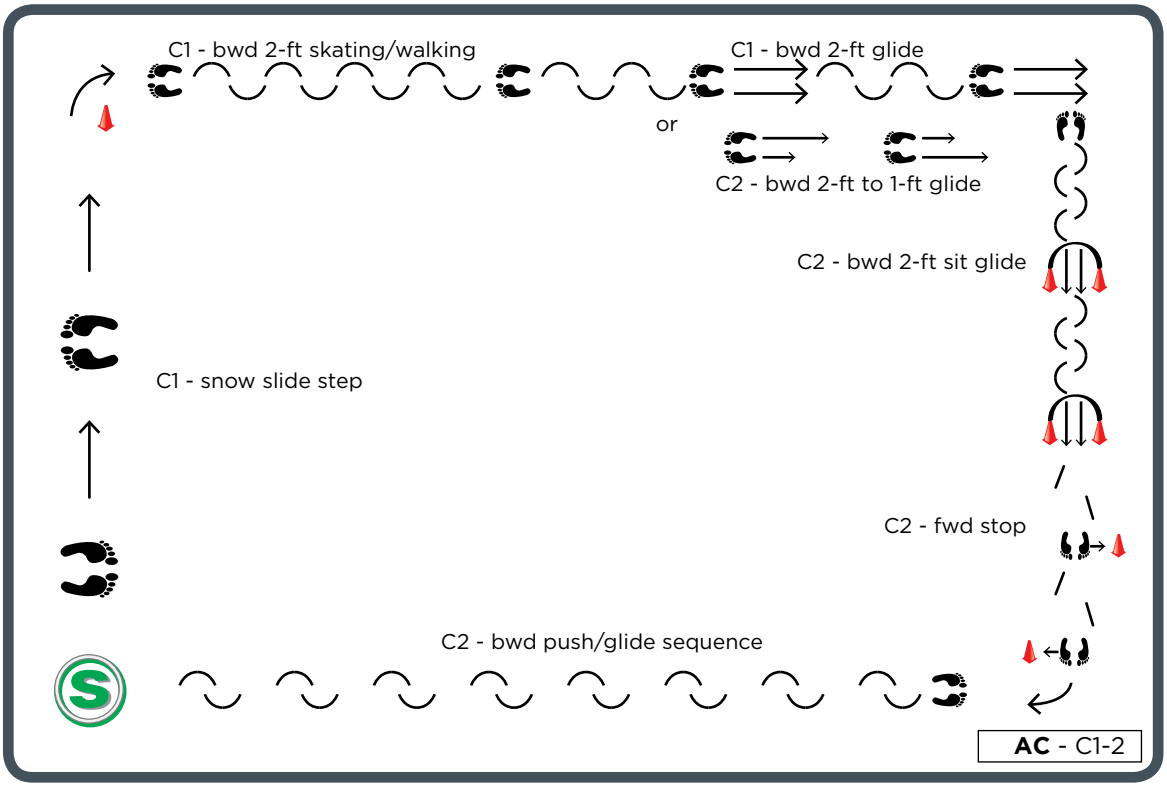


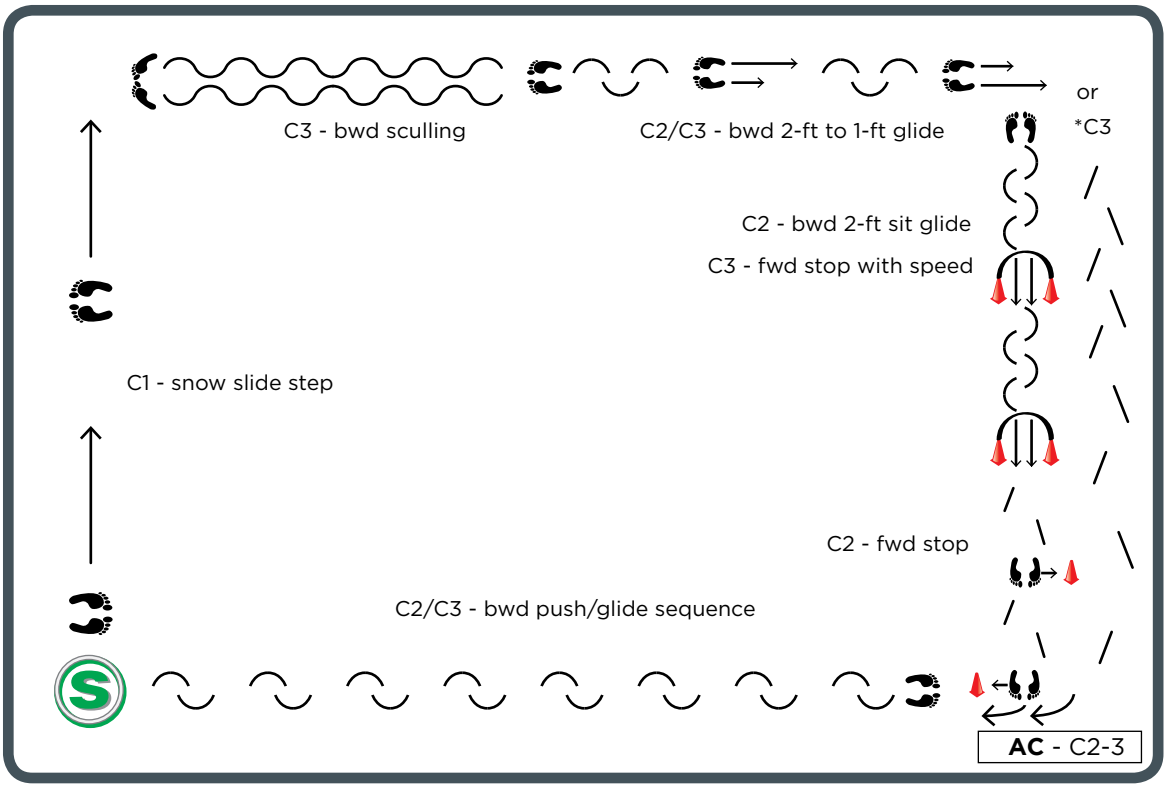


ASSESSMENT CIRCUIT: BALANCE

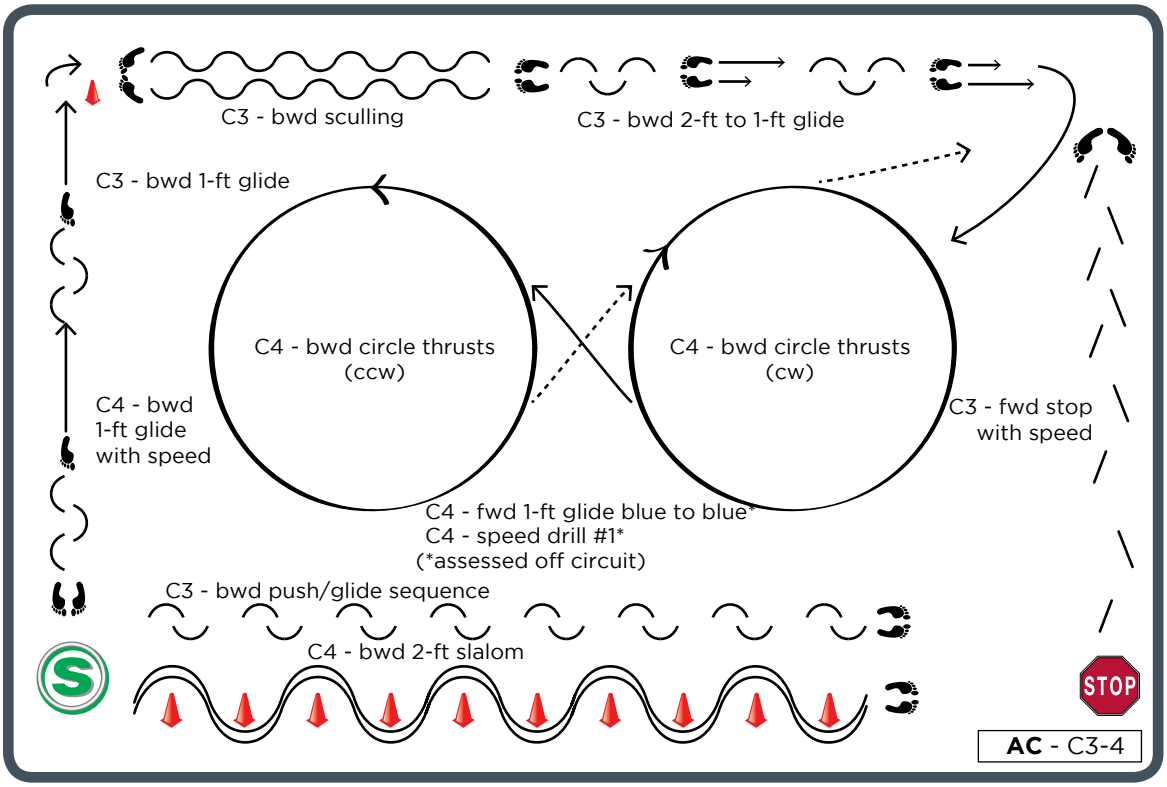


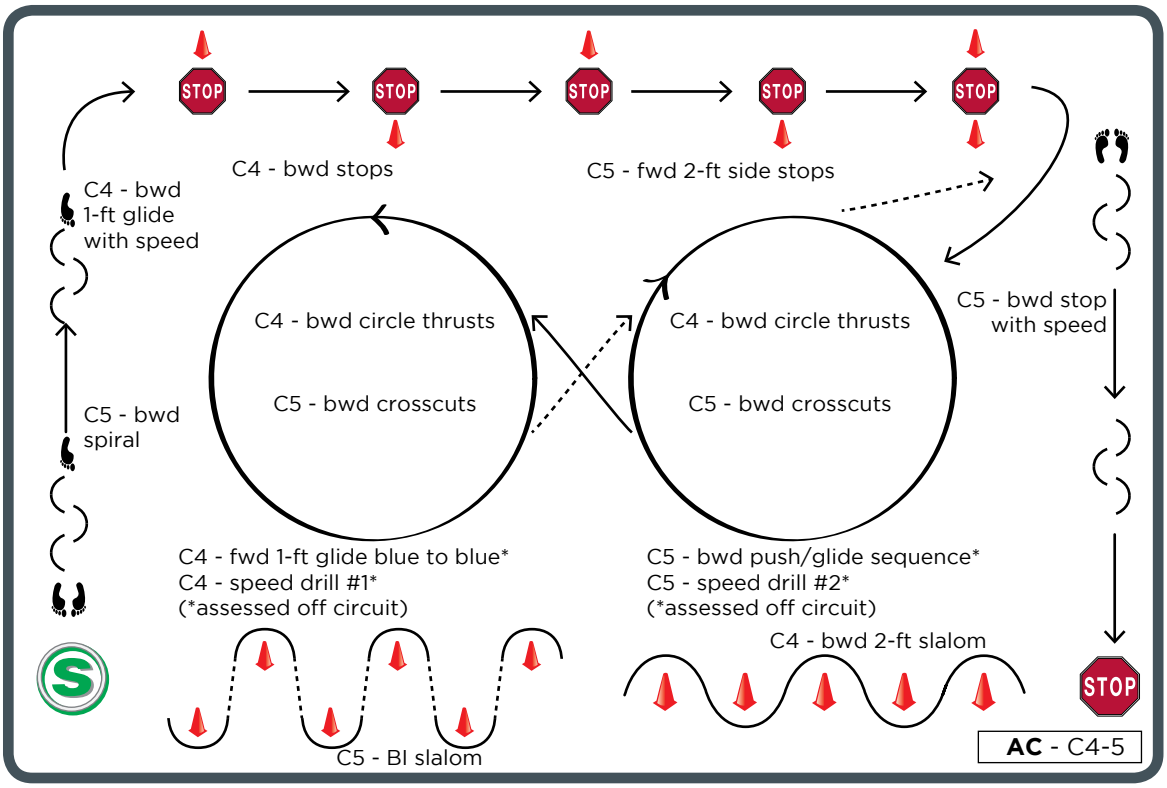
ASSESSMENT CIRCUIT: CONTROL



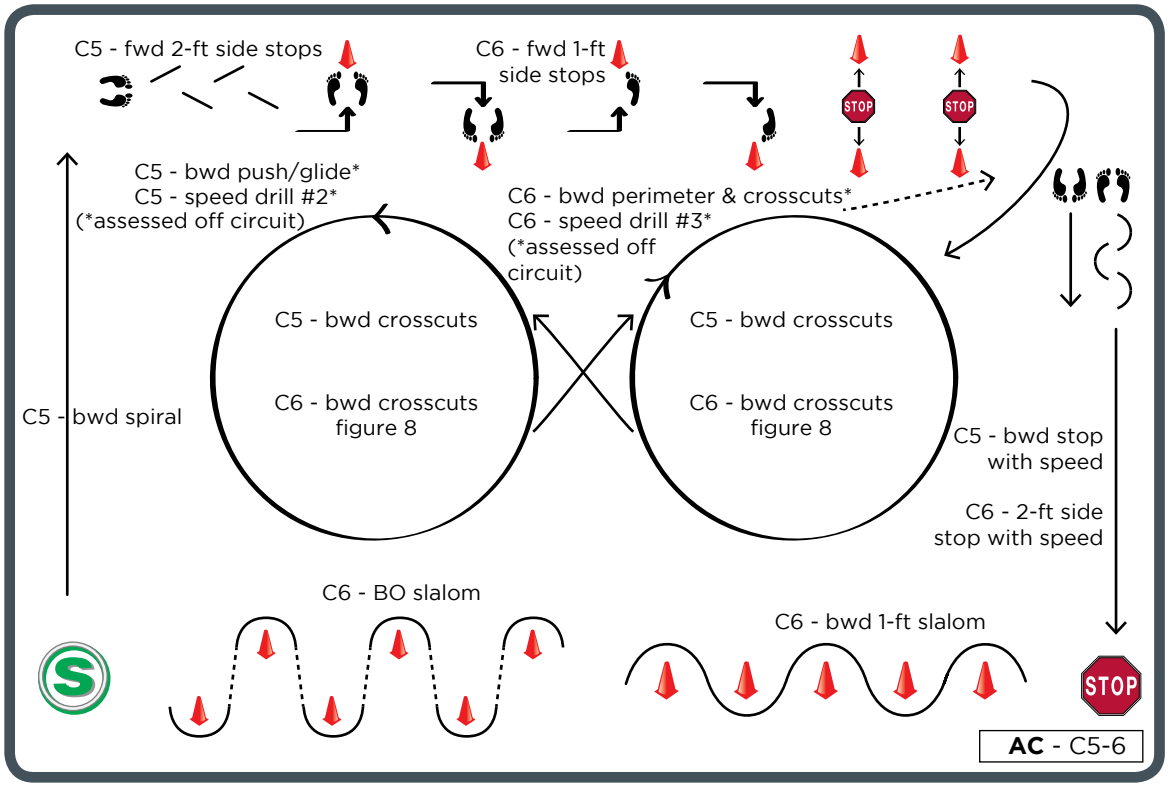


ASSESSMENT CIRCUIT: CONTROL

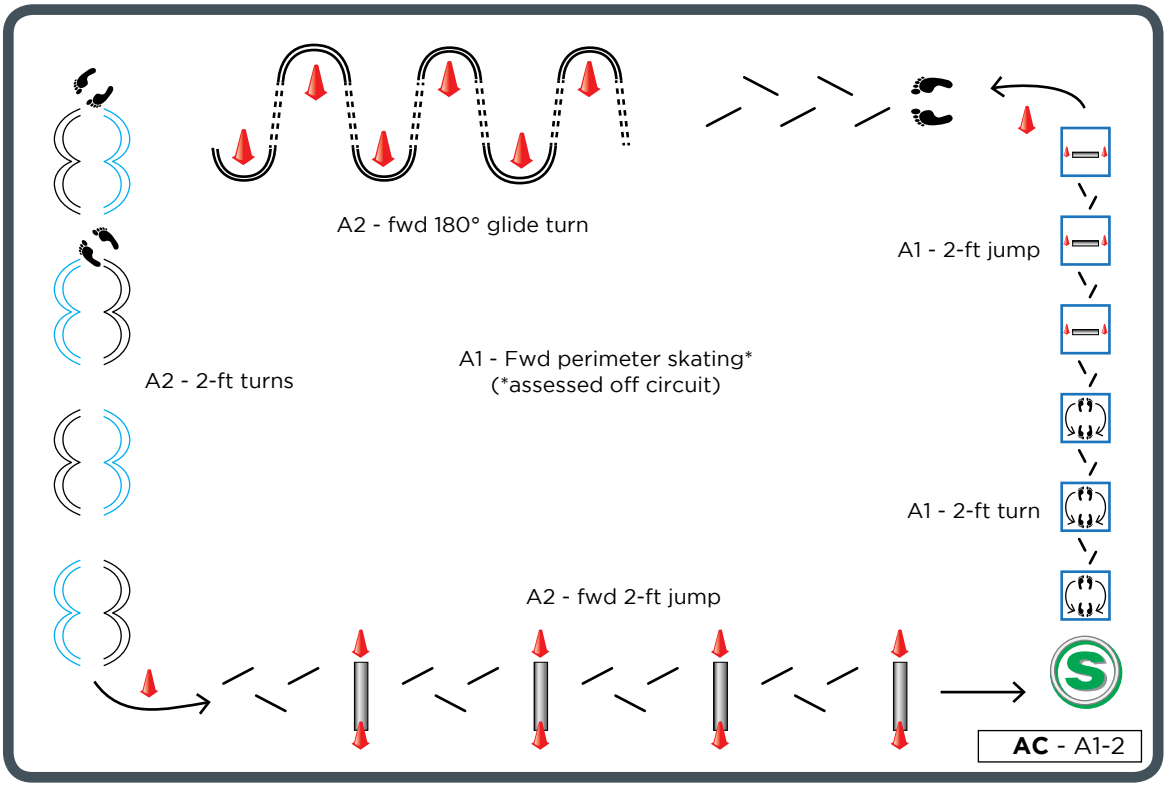


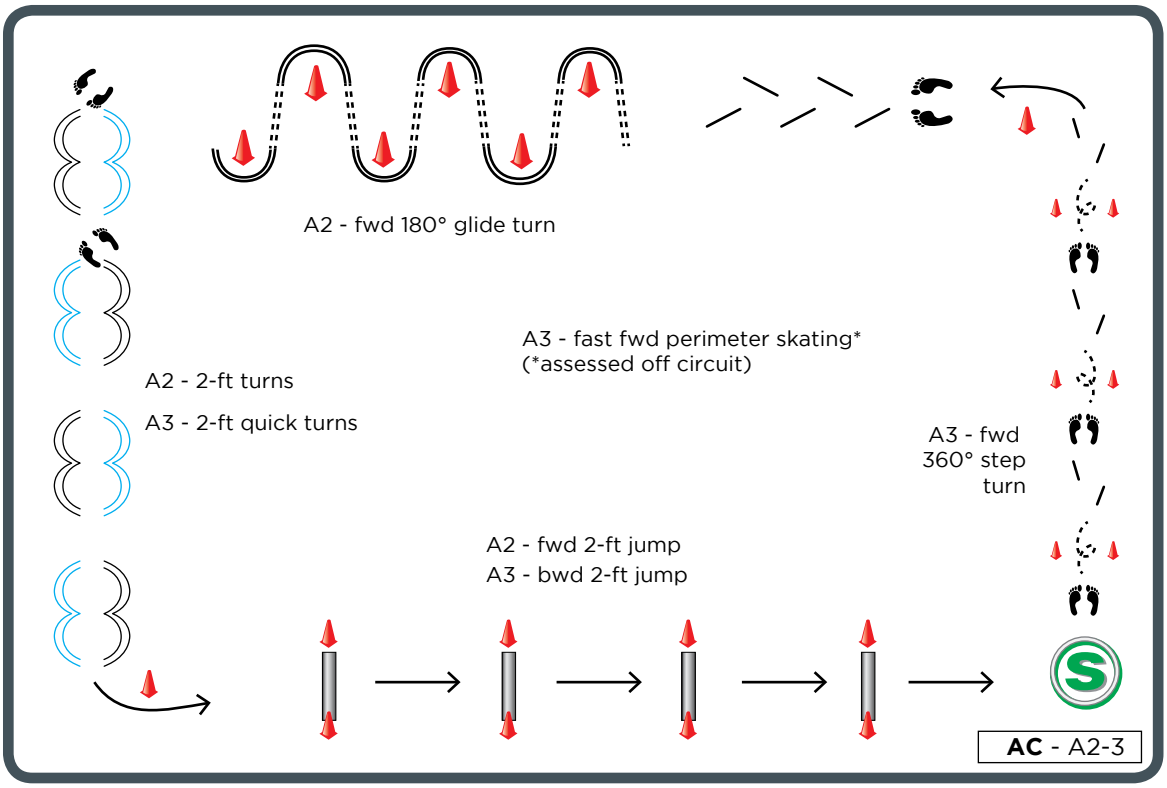


ASSESSMENT CIRCUIT: CONTROL

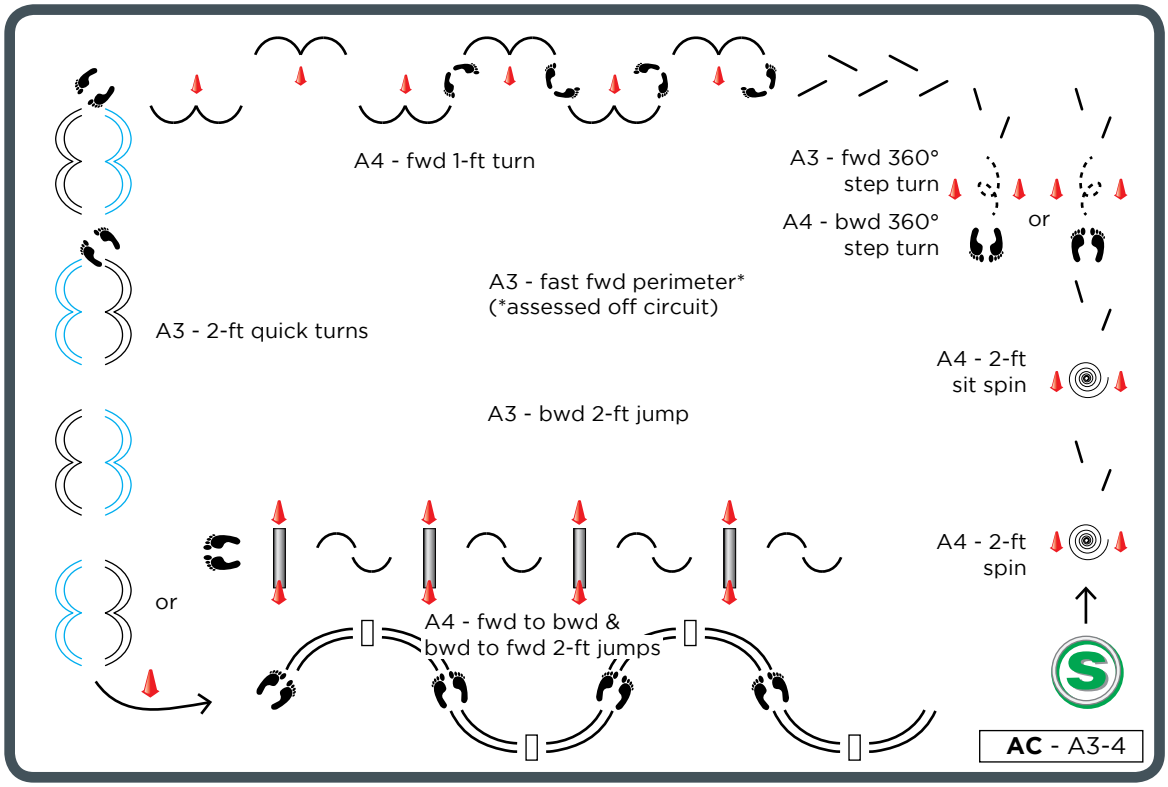


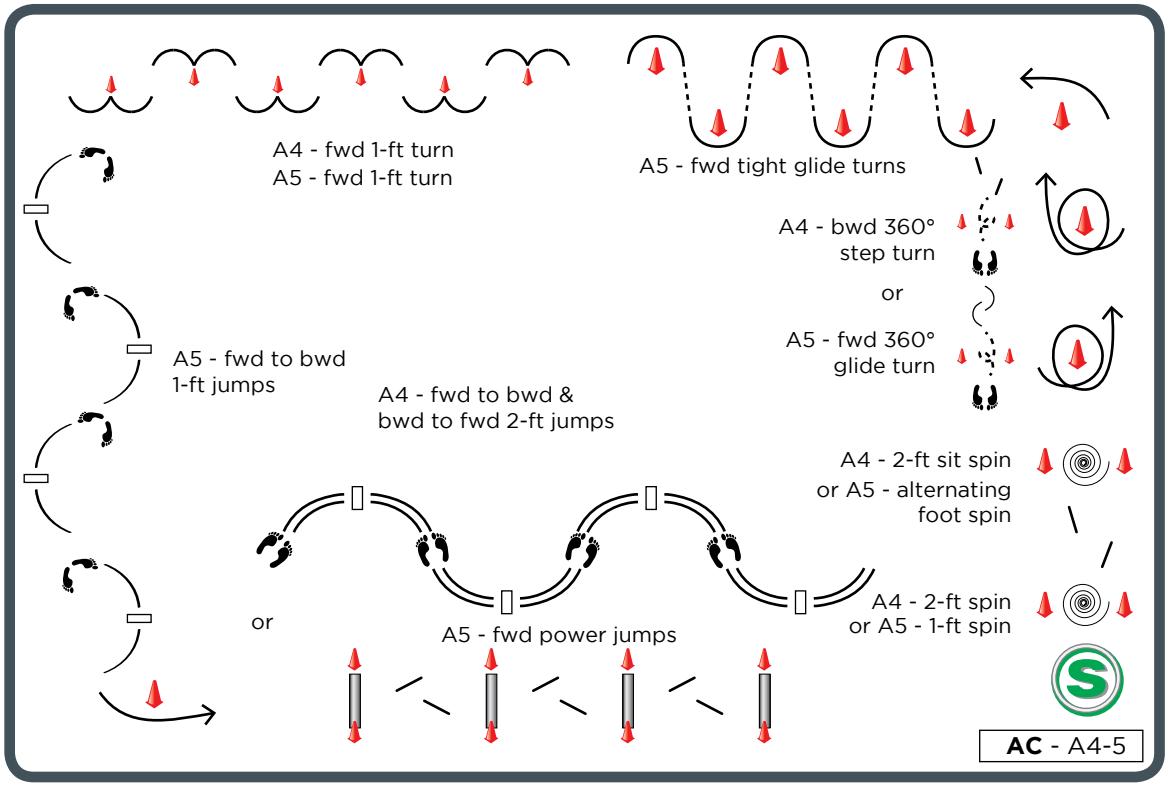
ASSESSMENT CIRCUIT: AGILITY



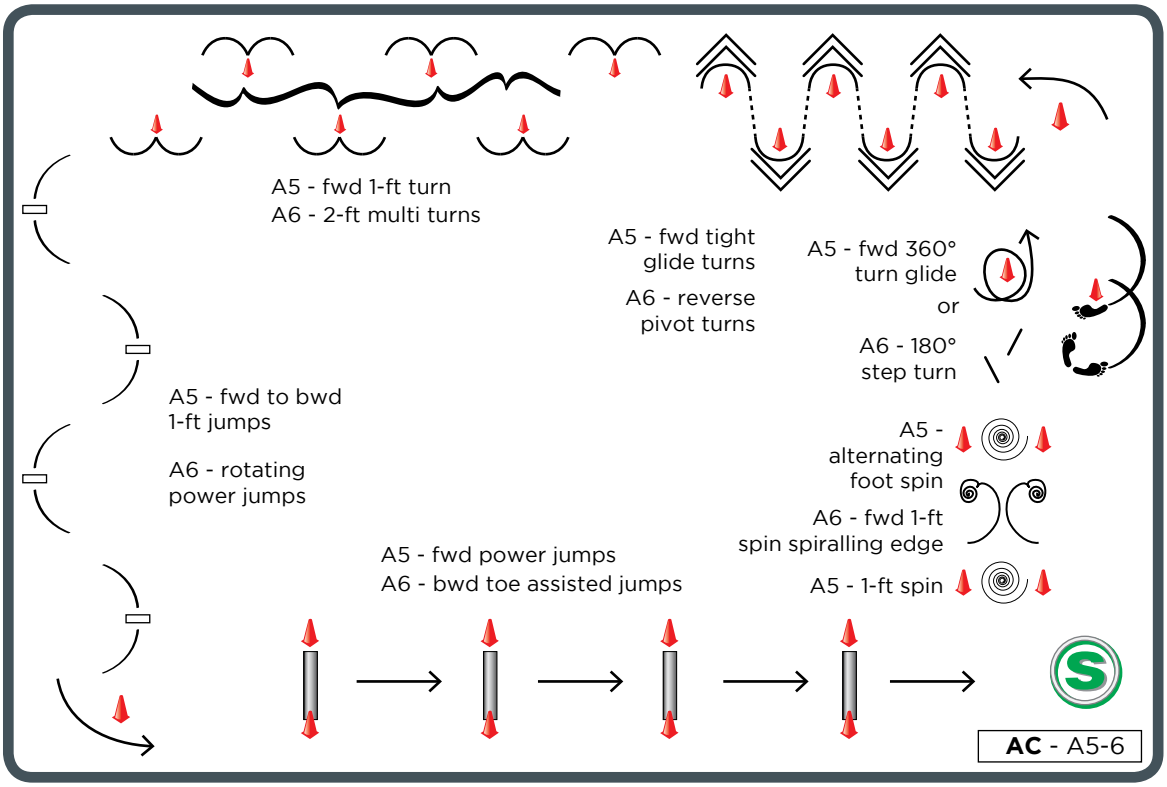


ASSESSMENT CIRCUIT: AGILITY

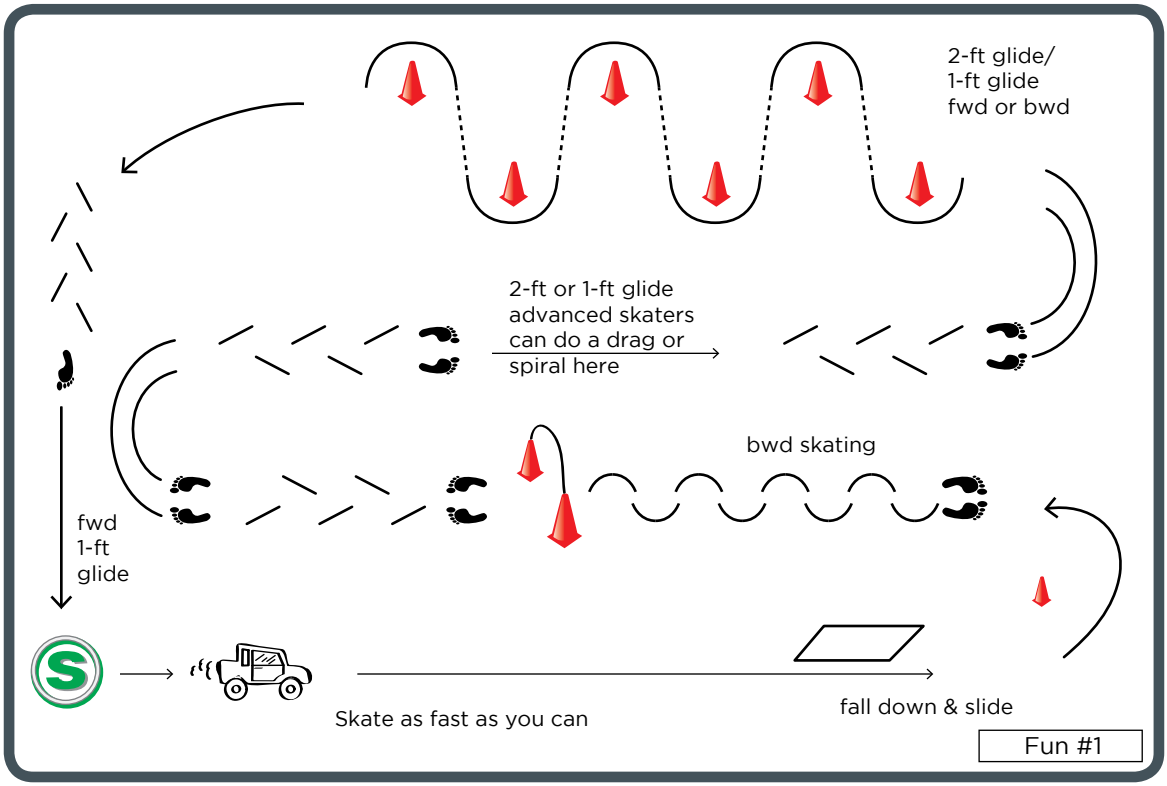




ASSESSMENT CIRCUIT: AGILITY



FUN CIRCUIT


2-ft glide/
1-ft glide
fwd or bwd
2-ft or 1-ft glide
advanced skaters
can do a drag or
spiral here
bwd skating
fwd
1-ft
glide
Skate as fast as you can
fall down & slide
Fun #1

NAME TAG TEMPLATE

Front

Skate Canada Skating Club

Name

CANSKATE | teaching CANADIANS to skate since 1887 | SKATECANADA

Skate Canada Skating Club

Name

CANSKATE | teaching CANADIANS to skate since 1887 | SKATECANADA

Skate Canada Skating Club

Name

CANSKATE | teaching CANADIANS to skate since 1887 | SKATECANADA

Skate Canada Skating Club

Name

CANSKATE | teaching CANADIANS to skate since 1887 | SKATECANADA

Back

CANSKATE

My CanSkate Progress:

	Balance	Control	Agility	Stage Badge
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
Stage 6				

CANSKATE

My CanSkate Progress:

	Balance	Control	Agility	Stage Badge
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
Stage 6				

CANSKATE

My CanSkate Progress:

	Balance	Control	Agility	Stage Badge
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
Stage 6				

CANSKATE

My CanSkate Progress:

	Balance	Control	Agility	Stage Badge
Stage 1				
Stage 2				
Stage 3				
Stage 4				
Stage 5				
Stage 6				

APPENDICES

CANSKATE SESSION - SUGGESTED SONGS

Warm-Up & Group Activity (action/high energy songs):

	Title	Artist
1	I Like To Move It	Reel 2 Real
2	Up	Shania Twain
3	Twist	Chubby Checker
4	Follow the Leader	Limbo Leaders
5	Hoe Down Throw Down	Miley Cirus
6	Feeling Hot, Hot, Hot	Buster Poindexter
7	Casper Slide (Cha Cha)	Various
8	Locomotion	Kylie Monogue
9	Freeze Frame	J. Giles
10	I'm All Shook Up	Elvis
11	At the Hop	Danny and the Juniors
12	YMCA	Village People
13	Shakeable You	Imagination Movers (younger skaters)
14	Mover Music	Imagination Movers (younger skaters)
15	Can You Do It	Imagination Movers (younger skaters)
16	Put Your Hands Up	Danzel
17	Splish Splash	Bobby Darin
18	Let's Get Loud	Jennifer Lopez
19	Let's Go	Suzie McNeil
20	Thunderstruck	AC/DC
21	Rubber Band	Skate Canada (downloadable from website)
22	Far Out	Skate Canada (downloadable from website)
23	Full On	Skate Canada (downloadable from website)
24	Jungle Gum	Skate Canada (downloadable from website)
25	Zig Zag	Skate Canada (downloadable from website)
26	Ooey Gooey	Skate Canada (downloadable from website)
27	Beat Krazy	Skate Canada (downloadable from website)
28	Sailors Hornpipe	Skate Canada (downloadable from website)
29	Oh Yeah!	Skate Canada (downloadable from website)
30	That Winning Feeling	Skate Canada (downloadable from website)

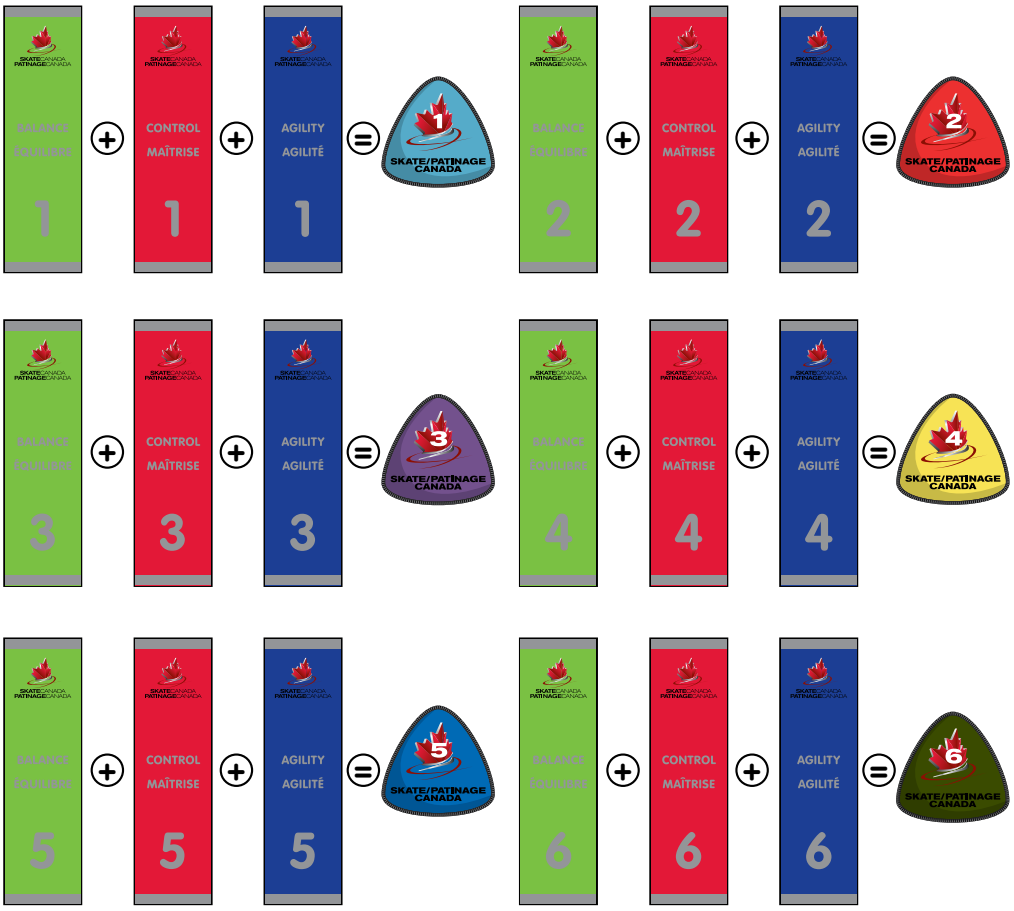
Lesson Time: Soft background music, instrumental, children's dance music, themed tracks (use for special theme days – holiday, beach, western, etc.)

Cool-down:

	Title	Artist
1	Ain't No Mountain High Enough	Diana Ross
2	The Lion Sleeps Tonight	The Tokens
3	The Climb	Miley Cirus
4	Time to Say Goodbye	Andrei Bocceli and Sarah Brightman
5	Waving Flag	Chani or K'Naan
6	Rainbow Connection	Sarah McLachlan or Kermit (younger skaters)
7	What a Wonderful World	Rod Stewart or Louis Armstrong
8	Bye Bye Bye	'N Sync
9	Goodnight Sweetheart (it's time to go)	The Platters
10	Believe	Suzie McNeil

SKATECANADA

CANSKATE AWARDS



CANSKATE PROGRAM INFORMATION

CanSkate, Skate Canada's flagship program is one of the most sought-after skating programs in Canada. CanSkate was developed by experts to teach the fundamentals of skating in a progressive manner. Designed for beginners of all ages, the focus is on fun, participation and basic skill development. Participants earn ribbons and badges as skills are mastered. Skaters are taught in a group lesson format by Skate Canada professional coaches and supported by trained program assistants. CanSkate is the foundational and feeder program for all other Skate Canada club and community ice sport programs.

The CanSkate learning environment is enhanced through fun, music and colourful teaching aids and props along with praise and feedback from coaches. This unique intro-to-ice environment is designed to stimulate and maintain interest and enthusiasm among skaters, allowing participants to gain the physical competency and confidence to remain active for life!

CANSKATE PROGRAM OBJECTIVES

- To provide participants and families with a safe, welcoming and inclusive first experience to the sport of skating
- To develop skating and motor skills through natural learning phases (introduction, acquisition, retention/mastery)
- To use skill progression and repetition throughout the stages to introduce physical literacy and establish quality basic skating skills
- To foster personal achievements and satisfaction through skill acquisition, reward and recognition
- To evoke an interest in life-long participation in skating

PROGRAM STRUCTURE AND AWARDS

The CanSkate program curriculum is organized into six progressive stages of learning. Each stage is broken down into three Fundamental Areas:

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

The awards consist of:

- Three Fundamental Area ribbons for each stage
- Six stage badges

To pass a stage badge skaters must achieve all Fundamental Area ribbons (Balance, Control and Agility) from the corresponding stage. The skill requirements for each Fundamental Area are indicated on the report card.

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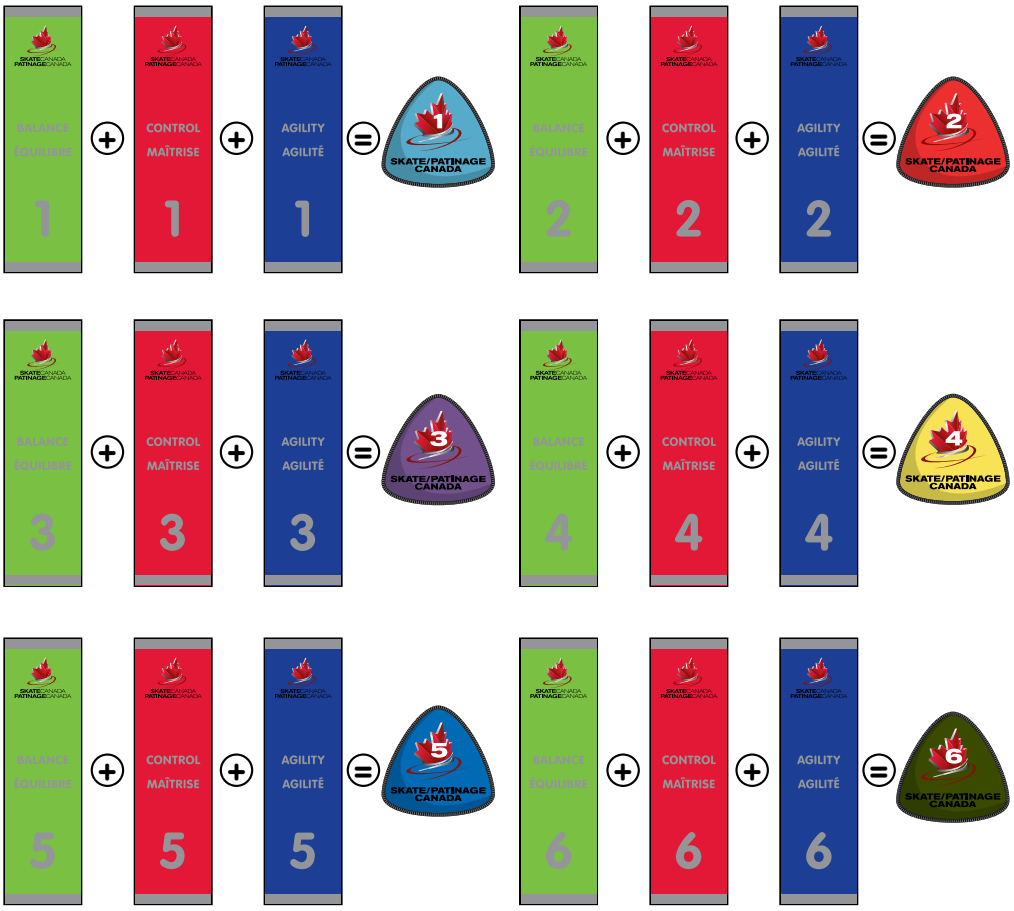
CANSKATE AWARDS



SAFETY AND EQUIPMENT

Clubs and schools should develop a handout to provide participants with appropriate safety and equipment tips prior to their first session.

SAMPLE PARENT LETTER TEMPLATE

Skaters attending our sessions will have more fun and advance faster if they are properly and safely equipped. This means making sure that:

- Skates fit comfortably
- There is room for toes to wiggle slightly
- Heels do not lift inside the skate more than ¼ inch
- An adult finger can fit in the top of the boot when done up.
- Excess laces are tucked or tied up so that they do not hang loose or drag on the ice

EQUIPMENT CARE

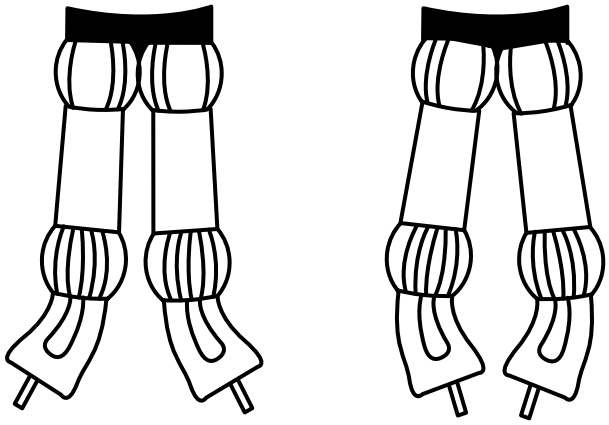
To protect the skate blades, skate guards should be worn in any area that is not protected by rubber mats. At the end of every session the blades should be wiped with a dry cloth to prevent rusting. Skate sharpening should be done periodically. We recommend _____ skate shop (provide phone number, website, business cards or leaflets).

HELMETS

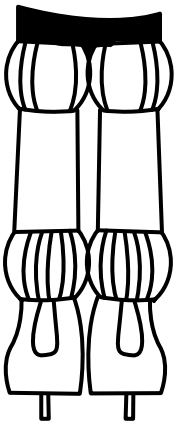
A CSA approved hockey helmet must be worn by all skaters at or below Stage 5 (please see Skate Canada Helmet Policy for further details).

CLOTHING

Skaters should dress warmly for our sessions; however, some items such as long drawstrings, scarves, dangling coat belts, etc. can be a hazard on the ice and should be avoided if possible. We recommend wearing mittens or gloves to keep skaters warm.



Poorly Equipped Skater



Properly Equipped Skater

AGENDA

CanSkate Parent Information Session
First Day/Week of Skating
Date:
Time:
Location:

1. **Welcome**

   Distribute hard copies of schedules, program overview, helmet policy, equipment and safety information, etc. (Note: Provide the website address if this information is available electronically.)

2. **Introductions: The CanSkate team**

   - Coaches – *insert info re: who they are and how they are identified on the ice*
   - Program assistants (PAs) – *insert info re: who they are and how they are identified on the ice*
   - CanSkate coordinators – *insert info re: who they are and how they can be contacted*

3. **Overview of the program and format**

   - Objective of CanSkate: to teach the basics of skating for all ice sports
   - Emphasis on good technique
   - Program contains six stages – *explain that by the end of Stage 6 skaters have learned all the skills necessary to enter the ice sport of their choice*
   - Grouping skaters - *include explanation re: possibility of skaters being moved from group to group at times to even out numbers or to allow for skater development*
   - Session format - *explain breakdown of session components (warm-up, lesson time, group activity and cool-down).*

4. **Overview of how skaters progress and are assessed**

   - Assessment is ongoing
   - Skaters collect ribbons and badges

5. **Helmet policy, safety and equipment**

   Review the documents that are available (Helmet Policy and Equipment and Safety)

6. **Facility information**

   - Dressing rooms
   - Rink/building information
   - Club office and member information (mail box, bulletin board, etc.)

7. **Club information**

   - Special dates, where to find information, website and other programs offered at the club, etc.

8. **Questions**

   Allow time for questions and discussion.

9. **Thank you**

   Insert details regarding the next parent information session and review how to contact the club/ coach if there are any further questions.

SKATECANADA

(INSERT CLUB NAME HERE)
CUSTOMER SATISFACTION SURVEY
(INSERT DATE HERE)

CANSKATE

Instructions: Please complete survey and return to_____. ***(DESIGNATE AN AREA OR A PERSON)***

Please check the program(s) in which you are/your child is currently registered:

_____ CanSkate _____ Adult CanSkate _____ SynchroSkate

_____ CanPowerSkate _____ Adult CanPowerSkate _____ Adult SynchroSkate

_____ STARSkate _____ Adult STARSkate _____ CompetitiveSkate

1. **Is this your/your child's first time skating with our club?**
   _____Yes _____ No
   If not, how long have you/your child been participating?
   _____ year(s)

2. **Did you/your child enjoy your/their skating lessons this season?**
   _____Yes _____No _____ Not sure

3. **What specifically did you/your child like about the program?**

_____

_____

4. **What areas of the program (on-ice or off-ice), if any, could be improved?**

_____

_____

5. **Did the program schedule meet your/your child's needs this season?**
   _____Yes _____ Somewhat _____ No
   If not, please provide suggestions for improvement:

6. **Did the quality of coaching meet your expectations?**
   _____Yes _____Somewhat _____No
   Comments/suggestions: _____

_____

7. **Did the club's methods of communication** – ***(LIST THE METHODS HERE e.g. parent info sessions, newsletters, e-mail updates, bulletin boards, etc.)*** meet your needs and keep you informed of club news, schedule changes, etc.?
   _____ Yes _____No
   If not, please provide suggestions for improvement: _____

_____

8. **Please add any other comments/suggestions that you may have:**_____

_____

Thank you for helping us to improve our programming and customer service!

GLOSSARY OF TERMS

TERM	DEFINITION
assessment circuits	Assessment circuits are circuits that have been designed to present the skills to be assessed on that day. It is not necessary for all skills to be on the circuit, only the ones being assessed.
assessment days	These are casual assessment opportunities allowing coaches to separate their teaching role and their assessing role.
assessment panel	A panel of three assessors used during a CanSkate element event
CanSkate	Skate Canada's flagship learn-to-skate program that is geared to beginners of all ages, CanSkate offers basic skating instruction taught in a group-lesson format by Skate Canada professional coaches and assisted by trained program assistants. CanSkate is the foundational and feeder program for all other Skate Canada club and community ice sport programs.
CanSkate coach trained	The professional coach is referred to in several different ways. The CanSkate coach is an individual whose status in the National Coach Certification Program (NCCP) is CanSkate Coach Trained or higher and who has completed the most recent updates as required by Skate Canada. When the coach is referred to by any other title it is assumed that they meet this minimum requirement. The coach may also be referred to as the professional coach, CanSkate coach or simply coach.
CanSkate coordinator	This is a volunteer or paid position. The individual holding this position is responsible for the administrative details of CanSkate.
circuit	A course that has a start but no end as it is a continuous pattern of skills for skaters to follow during their lesson time at the stations.
circuit in circuit	Two circuits , one inside the other (inner circuit and outer circuit)
cool-down	A period of time at the end of a physical activity to cool down and stretch the muscles and return the heart rate back to its normal pace.
Element Event	The purpose of this event is to provide skaters with the opportunity to showcase their skills in a fun and interactive environment.
Fast Track	A term used to indicate the perimeter of the ice. The Fast Track can be used in a number of different ways. Coaches must use the Fast Track during the warm-up and cool-down of a session. The Fast Track may also be used at any time during a lesson period to work skills or develop speed. In well-established sessions, the Fast Track may be used as an attachment to the Fun Zone as a tool to develop power, speed and rhythm.
Fun Zone	This is a term used to describe a station or area on the ice that is used for review or practice purposes. The Fun Zone should have more props, teaching aids and visual impact than the regular teaching or review stations to help keep skaters' interest and motivation levels high.
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

key words	Words used to help describe the teaching points or proper technique of a skill. Examples include: - bend - push - glide - down/up/down etc.
LTAD	Refers to long-term athletic development. LTAD focuses on how athletes train and develop skills to reach their goals and potential whether it be to reach the international podium or be an active participant for life.
LTAD stages	Learn to Skate/Learn to Train/Learn to Compete/Train to Compete/ Learn-Live to Win/Active for Life
NCCP	National Coach Certification Program
PA	A short form used to indicate a program assistant.
physical literacy	Competency in fundamental movement skills (run, jump, throw, swim) and motor skills (agility, balance, coordination and speed), as well as basic sport skills
program delivery standards	Standards required for Skate Canada clubs to operate high quality CanSkate programs.
progression circuit	A circuit that is designed with progressions to lead up to the actual skill that the coach is teaching that lesson. A progression circuit allows the coach to break down the skill into smaller steps. It also allows the skaters to practice the progressions, thus encouraging the steps to get better. A circuit will also enable the skill to be repeated for better and quicker skill acquisition. Use a progression circuit when teaching a new skill. Start with the simplest progressions and work up to the harder progressions and end the circuit with the actual skill. Ensure to include lots of areas to practice on the circuit for the skaters.
session format	The on-ice layout plan for a CanSkate session.
skill circuit	A circuit designed to practice any skills of choice. The skills do not have to be related to each other. Order of skills does not matter. Use a skill circuit to evaluate skills already taught. This is an excellent way to increase muscle memory or develop quality of skills for acquisition and advancement.
skills descriptions and performance standards	Descriptions of all the skills in the CanSkate program and the level of performance needed at each stage to complete each skill successfully.
skill progressions	Parts of a skill which have been broken down into smaller steps
station	An area of the ice that is designated for a certain purpose. Examples of stations include: teaching station, review station, Balance station, Agility station, etc.
warm-up	A period of time allotted to warming up the muscles and joints of the body and raise the heart rate to prepare an athlete for more rigorous physical activity
windows of trainability	Sensitive periods in development when the body is more responsive to specific training.

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