

# BHS ICE SKATING:

Review/Skill Sheet

PERS/SOC RESP/SAFETY (20)	/4	/4	/4	/4	/4	
SKILL (12/24):		APPLICATION 2 (4):				
APPLICATION 1 (4):		APPLICATION 3 (4):				
KNOWLEDGE (6)						
<b>TOTAL (50):</b>						

NAME \_\_\_\_\_

## **SKILL 1:** Skating Forward

- Is able to glide forward on the bottom edge of one skate.
- Gains momentum by pushing off using the inside edge of the skate.
- Bends knees & extends legs throughout the push and glide.

## **SKILL 2:** Ability to Stop

- Falls in a way that prevents injuries, gets up using the one knee method.
- Is able to perform a one-foot "Snow Plow" stop in a practice setting
- Is able to perform a two-foot, "Snow Plow" stop in a practice setting

## **SKILL 3:** Backward Skating

- Gains momentum by pushing off using the inside edge of the skate.
- Gains balance by staying low, bending knees, extending arms.
- Is able to maneuver through a straight path while skating backwards.

## **SKILL 4:** Cross-over Skating

- Glides on a circle, using inside edge of outside foot for momentum.
- Crosses outside skate over inside and transfers weight to outside edge of skate.
- Is able to perform a full front crossover at least 3 X's in a row in a practice setting



**TOTAL SKILL: /12 or 24**

## **APPLICATION 1: Application of Skills**

- 4** Students apply effective skills safely with dynamic balance, fluid transitions, sustained rhythm, and speed appropriate to the situation (e.g., quality of surface, crowd size) Students apply effective skills (e.g., starting, striding, turning, edging, stopping, and skating backward) with few, if any, observable errors in technique.
- 3** Students apply effective skills safely with balance and speed appropriate to the situation. Students apply effective skills with errors in technique.
- 2** Students perform skills showing some elements of correct technique, but application is ineffective and inconsistent.
- 1** Students attempt skills but technique is not yet sufficient, resulting in consistently ineffective performance.

## **APPLICATION 2: Personal Challenge, Decision Making, and Preparation**

- 4** Students consistently demonstrate a willingness to engage in the activity and challenge themselves to high levels of performance. They consistently demonstrate the ability to make timely and appropriate decisions to negotiate the task. Students also make appropriate choices during their preparation for the activity (e.g., selection of appropriate equipment and clothing). Students perform without hesitation or reminders from others.
- 3** Students engage in the activity but do not consistently challenge themselves to high levels of performance. They may hesitate and/or seek confirmation before demonstrating the ability to make appropriate decisions to negotiate the task. Students may also hesitate and/or seek confirmation when making choices during their preparation for the activity.
- 2** Students engage in the activity, but skills are not developed to a level whereby they can be utilized to challenge higher levels of performance and/or to make timely and appropriate decisions to adjust to changing circumstances. Students may make inappropriate equipment and/or clothing choices. Students may need reminders and/or assistance from others in order to participate.
- 1** Students focus primarily on basic skill performance and therefore are not ready to apply skills in a way to challenge high levels of performance or make appropriate adjustments. Students need direction and/or assistance to participate.

## **APPLICATION 3: Application of Safety Procedures, Etiquette and Conventions of Activity**

- 4** Students apply appropriate safe practices by following school district operating and safety procedures. Students also apply proper etiquette and conventions (e.g., right-of-way, terminology) for the activity with no observable errors.
- 3** Students apply appropriate safe practices by following school district operating and safety procedures. Students also apply proper etiquette and conventions, but with errors and/or hesitation.
- 2** Students demonstrate a general understanding of the concepts of safe practices/procedures plus etiquette and conventions, but may need reminders and/or assistance from others in order to participate.
- 1** Students lack the knowledge or inclination to demonstrate appropriate safe practices/procedures and/or etiquette and conventions. Students need direction and/or supervision to participate.

**TOTAL APPLICATION: /12**

## TYPES OF EQUIPMENT:



**HOCKEY SKATES:**  
Round, smooth curve in front and back



**FIGURE SKATES:**  
"Teeth" on front curve, straight edge in back



**SPEED SKATES:**  
Long straight blade

## TYPES OF ICE SKATING:

- FIGURE SKATING;
- HOCKEY;
- SPEED SKATING

## SPORTS OF ICE:

- HOCKEY



- CURLING



## PARTS OF THE ICE SKATE



- Boot
- Laces
- Blade
- Outside Edge
- Inside Edge
- Bottom Edge

RT FOOT

## CROSSOVER SKATING:

- Inside foot slides back, pressure outside edge
- Outside foot comes to front, pressure on inside edge.



## STOPPING:

### Snow Plow Stop:

- \*1 or 2 foot
- \*Sit back, Hands out
- \*Knees bent
- \*Pressure on inside edge of skate



### Hockey Stop:

- \* 2 foot
- \*Sit back, Hands out
- \*Knees bent
- \*Pressure on inside edge of front foot, outside edge of back foot.



## Vocabulary:

**Boards:** The wooden and glass walls that surround a rink.

**Zamboni:** A machine that cleans and resurfaces the ice.

**Edges:** The inside, outside and bottom portion of a skate blade, used to propel the skater.