



**YEAR LEVEL & SUBJECT:** 9 & 10 Health and Physical Education

**NO. OF STUDENTS:** 15 - 25

**LESSON DURATION:** 60 minutes

**TOPIC/FOCUS:** Movement and Physical Activity:  
*Moving the body, Learning Through Movement*

**GOALS AND OBJECTIVES:**

Students will be able to:

- Skate forwards, slow down and turn on ice
- Perform and refine specialised movement skills in challenging movement situations
- Transferring skills learnt in one movement situation to a different situation
- Adapting and responding to changes in equipment that increase the complexity of a movement task or performance
- Responding to teacher and peer feedback to enhance performance

**RESOURCES REQUIRED:** Skates, helmets, traffic cones

**LESSON PROCEDURE**

TIMING		STEPS OF THE LESSON	EXPECTED STUDENT REACTIONS OF RESPONSES	TEACHER RESPONSES TO STUDENTS (Including consideration of the need to adapt, reteach or extend)	GOALS AND METHODS OF EVALUATION (Including informal and/or formal assessment links to VCAA)
Event	Total				
<b>Opening:</b>					
2	2	<b>Off - Ice Introduction</b> Once students have their skates on, students are directed to skaters lounge  Coaches demonstrate marching, squatting and stride path of the ice			"Who has skated before?"  "Who's been skiing/inline skating before?"

5	7	<b>On - Ice Introduction</b> Students get onto the ice and get comfortable before moving to specified location			
3	10	Coaches demonstrate how to fall down and get back up safely Students practice safely falling down and getting back up with proper procedure	<b>Students will be anxious, scared, excited to go on the ice.</b>	Reinsure students of safety	<b>Goal:</b> Students to be comfortable standing on the ice and minimal falling
2	12	Coaches then get students to practice marching, squatting and stride path on the ice.	<b>Scared, hesitant and uncomfortable</b>	Coaches help students one on one and reassure	<b>Goal:</b> Students to fall down and get back up safely and independently
3	15	Coaches demonstrate how to stop using the snow plough technique. Students then practice skating forwards and stopping using this technique.			
<b>Lesson Development:</b>					
2	17	<b>Activity One:</b> Gather students on the goal line.			
2	19	Coaches explain and demonstrate skating forwards.	<b>Students will be excited; some may be hesitant and uncomfortable.</b>	Coaches demonstrate skills; if any students are struggling give one on one assistance.	<b>Goal:</b> Skate forwards, slow down and stop.
1	20	Have students skate forwards to the other end of the rink.			
2	22	Coaches then explain and demonstrate the similarities between 'forward swizzle' and 'forward skating stride'			
3	25	Have students skate using the 'forward swizzle' technique back to the original end of the rink.	<b>Students will be excited to try this skill. The weaker skaters may be</b>	Encourage students to give it a try.	<b>Goal:</b> To teach students to stabilise and balance during pushes, correct use of edges and developing momentum
5	30	Once they have completed this, students then skate			

		<p>to the other end of the rink using 'forward swizzle'</p> <ul style="list-style-type: none"> <li>- Using both feet</li> <li>- Using right foot only</li> <li>- Using left foot only</li> </ul> <p>Repeat process so students reach the other end of the rink.</p>	<b>slightly nervous</b>		during different types of pushes.
3	33	<p><b>Activity Two:</b> Coaches will explain and demonstrate how to perform a two foot glide. Students will then practise this technique. With coaches providing feedback</p>	<b>Students should be gaining confidence but still apprehensive.</b>	Coaches may need to demonstrate and explain multiple times.	<b>Goal:</b> Students will need to adapt and respond to changes in equipment that increase the complexity of a movement task or performance.
3	36	<p>Coaches will then explain and demonstrate how to perform a single leg glide. Students will practise this technique. With coaches providing feedback on how to correctly balance on one skate.</p>	<b>Students will be apprehensive about lifting one skate off the ice.</b>	Coaches will need to encourage and reassure students to give it a go.	
2	38	<p>Coaches will split the group in half and place the students in opposite corners of the rink.</p>	<b>Students should respond to coach feedback.</b>	Coaches should help students who are struggling and provide feedback	
10	48	<p>Coaches will then place cones in a slalom course pattern on both sides of the rink. Students will skate through the slalom course, when making a turn at the cone, students must lift their inside leg - forcing them to skate on their inside edges.</p>			
<b>Closure:</b>					
12	60	<p><b>Game:</b> <b>Octopus</b></p> <p>Students line up along the goal line at one of the</p>	<b>Students will be</b>	Coaches will need to	<b>Goal:</b> To use techniques

	<p>rink.</p> <p>Coaches start in the middle of the ice, between the blue lines, they are the catchers or the 'octopus'</p> <p>When the whistle is blown by the coaches, students skate towards the other end of the rink. The aim is to not get tagged by the coaches or 'octopus'</p> <p>Students can only get tagged between the blue lines.</p> <p>If a student does get tagged, they must stop where they are, and remain rooted to one spot. They now become a tagger or a 'tentacle', these students must try to tag other students without moving.</p> <p>Repeat this process until the last three students remain.</p> <p>If time permits, play game again. This time the students who were the last standing become the 'octopus'</p>	<p><b>excited to play a game on the ice.</b></p> <p><b>Students will also be excited to incorporate a game they already know into a different environment.</b></p>	<p>ensure all students are abiding by all the rules. You may need to repeat yourselves until students understand rules correctly.</p> <p>Coaches will need to be firm on the rules to ensure the game runs smoothly.</p>	<p>learnt during the activities, such as stopping, turning and use of inside edges.</p>
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