

# **BASIC SKATE SKILLS**

## **INSTRUCTORS MANUAL**

**This manual provides a guide to the teaching and assessing of the basic elements of Artistic skating. It is provided as a guide to assessors of Development level Artistic coaches to ensure consistency in assessment of the requirements of the coach.**

**The guide is aimed at star class or beginner skater level.**

# DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

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## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 1. **"T" POSITION**

#### Aim

To teach the skater stability and correct posture.

#### Method

The instructor should tell the skater to stand still with one skate directly behind the other. Heel of skate in front held at  $90^{\circ}$  to the instep of the skate behind. The skate in front pointing in the line of travel.

The body must be in line above the skates, head shoulders and hips facing forward. This is called the posture base line, and must be held throughout all the items learnt in 4 Star. The skater must be taught to look directly ahead at all times.

The arms are held out to the sides of the body and slightly in front (10 - 2) anywhere between waist and shoulder height, fingers together, palms facing floor.

#### Assessment

The maximum mark for this item is 10. To obtain a mark of 10 the skater should be able to stand in the above position for 5 seconds, with no wobbling or any other movement. Mark should basically be 1 mark per second. 5 marks per foot.

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### 2. **BASIC BALANCE**

#### Aim

To teach the skater to keep body upright over skate and balance easily on one foot.

#### Method

Basic Balance should be taught stationary at first, and for the more advanced skaters it can be done rolling.

The skater should firstly be instructed on correct position, feet side by side with a gap of only 3 - 6 cm's between skates, legs straight but not stiff, body upright with chin slightly up and head facing forward, hands extended to sides and slightly in front of body at waist height.

Once in the correct position skater should attempt to lift one foot straight up to a height of approx 10 - 15 cm's. The skate should be raised so as to be parallel with the floor at all times, this is done by pulling up on the toes as the foot is raised. This position should be held for approx 5 seconds and then the foot should be placed back at the side of the other skate. This should then be repeated with other skate. The aim should be to lift the skate straight up and down without any movement of the body or other leg.

For more advanced skaters this may be combined with marching steps to provide balance on the move, eg step step step BALANCE, step step step BALANCE.

#### Assessment

Only the stationary Balance is to be assessed. The maximum mark for this item is 10. To obtain a mark of 10 the skater **MUST** balance for 5 seconds on each leg with no wobbling of the body. Mark should basically be 1 mark per second on each leg to a maximum of 5 points per leg.

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### 3. *Marching Steps*

#### Aim

To teach the skater to move forward transferring their weight evenly from one skate to the other.

#### Method

Marching steps should be started from the T-Position.

The skater will be instructed to raise each skate in turn 10-15 cms from the floor directly in front of the body. The skate must be held parallel to the floor. To achieve this the instructor will ask the skater to raise the toes in the boot as the skate is lifted from the floor.

Once the skate is raised 10-15 cms, it is moved forward half to one skate length and placed onto the floor then the other skate is raised, etc. The skates are pointed  $45^{\circ}$ - $60^{\circ}$  from each other.

Thus allowing forward motion. The weight must be kept middle back, body should maintain correct position throughout. The skate must be placed no further than half to one skate length in front.

#### Assessment

The maximum mark for this item is 10. To obtain this the skater must be able to move forward in the above stated manner at least half the width of rink, easily. 10 marks for full width of rink.

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### 4. *Forward Scissors*

#### Aim

To teach the skater to roll forward in a scissor action easily on both skates without falling off their skates.

#### Method

The skater should be instructed to stand still with their skates 3-6 cms apart pointing away at about  $45^{\circ}$ - $60^{\circ}$  from each other in the forward direction. International posture which has already been explained should be enforced.

To move forward pressure should be brought to bear on the inside of the skate towards the back bending both knees. Bend the knees to press out, straighten the knees to stand up.

The skates will move in an arc shoulder width, and be brought back together. When the skates are close together 3-6 cms the weight is shifted to the outside towards the back and the skates move away from each other shoulder width. When the skates arrive at this point the weight is again shifted to the inside, thus forward motion.

Scissors can be done from the marching steps, or from rolling. Weight must be even over both feet.

#### Assessment

The maximum mark for this item is 10. To obtain a mark of 10 the skater must start from rest. Starting from marching steps out of 8. The mark goes down if the skater favours one leg over the other.

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### 5. ***“T” Stop***

#### Aim

To teach the skater to come to rest in “T” position without wobbling or falling off the skate.

#### Method

The ‘T’ Stop can be taught from either rolling, marching steps or scissors.

Initial instruction should start with the skaters facing the wall holding onto the bar. Start by bending the left knee and place the right leg directly in line behind so that the inside toe and heel wheels come in contact with the floor.

The skater then stands up by straightening the bent knee keeping the inside wheels in contact with the floor. This action will cause the skater to slow down when moving and ultimately stop. Teaching against the wall gives the skater the understanding and the feeling of what is happening.

The above action is then taught by the instructor while the skater is on the move. The instructor should emphasise the fact that initially only a small amount of pressure should be applied to the dragging foot, and this pressure should increase as the skater slows. Excess weight should not be placed on dragging foot.

#### Assessment

The maximum mark for this item is 10. A mark of 10 is achieved by maintaining good posture and the firmness and ease of coming to a complete stop in ‘T’ position. Any wobbling or falling off the skate incurs a lesser mark.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 6. ***Stoop Skate***

#### Aim

To teach the skater to sit down while rolling forward without falling off the skates.

#### Method

The instructor should firstly teach this in a stationary position.

The skater should stand straight with both skates side by side 3-6 cm apart. Keeping the back straight the skater bends both knees and goes down as far as he/she can. The aim is to get the hips lower than the knees. Arms should be extended forward close together in order to keep weight over the skates.

The skater can then be taught to do this rolling. Emphasis should be on keeping skates side by side and body as low over skates as possible, with arms reaching as far forward as possible. The weight should be kept to the back of the skates.

#### Assessment

The maximum mark for this item is 10. To achieve this mark of 10 the skater should be able to hold this position for 5 seconds rolling.



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### 7. *Shoot the Duck*

#### Aim

To teach the skater correct balance and posture whilst in a one footed squat position.

#### Method

It is important for each skater to firstly ensure they understand the seven 'steps' for a correct shoot-the-duck. This should first be done in a stationary position.

Step 1 A correct basic two-footed posture should be attained, as described in the Star One class - "Basic Balance Item".

Step 2 The skater moves the arms from the side of the body, slightly in front at waist level, to directly in front of the body, either close together or hands grasping.

Step 3 From this position, skaters should now bend the knees, keeping the arms in front, the back straight and the head up. The skaters bottom should be close to the floor, with the stretching so as to attain good balance. The above steps are those used in the Star One 'stoop-skate' item.

Step 4 Now, the skater must attempt to continue this position on one foot, with the freeleg stretched to the front. From the stoop-skate position the skater must extend either leg directly to the front in the direction they are skating and attempt to hold the freeleg off the floor. The position that the skater is now in is called a 'shoot-the-duck'.

The remaining steps needed to complete this item are Steps 1, 2 and 3 reversed. I.e. Steps 1,2,3,4,3,2,1.

Once the skater is back into the position that they started at, the item is completed.

The shoot-the-duck can either be gone into from forward scissors or from a gliding motion, although both feet must be side by side and skater rolling before commencing Step 2.

#### Assessment

The highest mark possible is '10'. A mark of 5/10 should be given for the knowledge and basic completion of the seven 'steps'. The remaining 5 marks should be divided between speed, flow, neatness of execution, length of time that the freeleg is extended and solid balance throughout the entire item. A mark of 10 can not be given if the skater rolls the extended freeleg on the floor, instead of holding it in the air.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 8. *Forward Glides - 2 counts*

#### Aim

Firstly to teach skaters to glide on one foot for two seconds with correct posture and freeleg position. Secondly to ensure skaters understand and perform what is commonly known as a rolling pivot-push.

#### Method

Skaters should first assume a correct right foot 'T' position (as described in Star One) with the knees bent, bottom in, back straight, head held up and arms at waist level and slightly forward of the body. At this point, the majority of the skaters weight is over the left (or 'pushing') foot. From here the skater must transfer the weight onto the right foot as it starts rolling forward, therefore pushing from the left foot just as the left foot leaves the floor, the pressure is on the ball of the foot to ensure maximum power and a good stretch of the freeleg and foot. From waist up the position remains the same, right leg slightly bent and freeleg extended directly behind to ensure heels in line. It is important that the skater keeps the shoulders directly over the hips and not break at the waist, so as to ensure correct posture and solid balance while rolling.

After a count of two seconds in this position the skater now returns the freeleg so as the left foot is placed parallel and as close as possible to the right foot. Both knees are at this point, slightly bent. Now the skater must transfer the weight as he/she pushes onto the left leg using a pivot-push. To perform a pivot-push, the skater must, from the parallel feet position, press on the ball of the right foot while sliding the heel forming a "T" position with their feet similar to a T position. This must be done without losing speed or affecting the flow. The skater then must continue the motion of the right foot so as to push off the ball of the foot and stretch the right leg directly behind the left, heels in-line with each other. The left leg is now the skating leg, the right leg the freeleg. After holding this position for two seconds, the item is continued so the skater is alternating a glide between the right and left legs.

#### Assessment

5 marks should be given for the understanding of the item and more importantly, that of the pivot-push. Two extra marks should be given for the correct execution of the pivot push, making sure skater can gain speed from the push. A further two marks will be given for the correct posture throughout the time, maintaining good balance, minus wobbles. The remaining mark will be given if the skater can comfortably hold each glide for two seconds.. Marks should be deducted if the skater cannot go directly from one glide to another (i.e. glide, push, push, glide).

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 9. ***“T” Position - Right Foot Glide***

#### Aim

For skaters to perform a glide from a right foot ‘T’ Position and roll in correct position for as long as possible

#### Method

Firstly, the skater must assume a right foot T-Position as described in Star One.

The arms are extended forward to the 10 O'clock and 2 O'clock position. It is important for the skater to ensure the shoulders are square to the hips.

Once this position is reached, the glide may commence. As described in the aforementioned item, the initial push is executed. Again, the position from the waist up should remain the same, with the shoulders level, hands remaining at waist level. The right leg, or skating leg, should be slightly bent at the knee with the left leg (freeleg) extended directly behind with the heels in line.

This position is now held as the skater attempts to roll as far as possible in a straight line, remaining on the skating leg only.

#### Assessment

The judging of this item should cease when the skater loses balance and drops the freeleg to the floor. When judging the glide, coaches should take into account the quality of the skates being used. A skater will not, no matter how big the push or how good the position, roll very far with bearings that don't spin. 5 Marks are given for the understanding of the item, correct starting position and an attempted roll on one foot. Additional marks are then added for strength of push, lack of body movement, distance traveled and quality of flow.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 10. ***“T” Position - Left Foot Glide***

#### Aim

For skaters to perform a glide from a left foot ‘T’ Position and roll in correct position for as long as possible

#### Method

Firstly, the skater must assume a left foot T-Position as described in Star One.

The arms are extended forward to the 10 O’clock and 2 O’clock position. It is important for the skater to ensure the shoulders are square to the hips.

Once this position is reached, the glide may commence. As described in the aforementioned item, the initial push is executed. Again, the position from the waist up should remain the same, with the shoulders level, hands remaining at waist level. The left leg, or skating leg, should be slightly bent at the knee with the right leg (free leg) extended directly behind with the heels in line.

This position is now held as the skater attempts to roll as far as possible in a straight line, remaining on the skating leg only.

#### Assessment

The judging of this item should cease when the skater loses balance and drops the free leg to the floor. When judging the glide, coaches should take into account the quality of the skates being used. A skater will not, no matter how big the push or how good the position, roll very far with bearings that don’t spin. 5 Marks are given for the understanding of the item, correct starting position and an attempted roll on one foot. Additional marks are then added for strength of push, lack of body movement, distance travelled and quality of flow.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 11. *Backward Scissors*

#### Aim

For skaters to execute a continuation of backward rolling by using the scissor method with good balance and even flow.

#### Method

Skaters should stand stationary with feet together, knees slightly bent, back straight etc., arms held slightly forward of the body with hands at waist level. They should be facing the opposite direction to which they want to travel.

From the parallel feet position, skaters should turn toes in to form a pigeon-toed stance. To start the rolling process, bend knees and push the feet backward and apart by pressing on the little-toe and out to the side. When the feet have rolled to a position approximately shoulder-width apart, the skater then straightens the legs and changes the weight to the big toe wheel while trying to bring the feet into a 'goofy-foot' position. This will change the direction in which the skates are rolling and bring them back together.

When heels have come within 3-5 cms of each other, the weight again changes to the little toes and knees again bend. This scissor motion continues for as long as possible. It is important the skaters weight is towards the front of the skate, although the skater must not lean forward from the hips or waist.

#### Assessment

5 Marks given for understanding and ability of correct foot motion. Further marks given for even speed, continuation of roll between scissors, correct size and shape of scissors, flow and maintaining correct posture throughout the item.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 12. ***“T” Stop - Both feet***

#### Aim

To teach the skater to come to rest in “T” position on each foot without wobbling or falling off the skate.

#### Method

The ‘T’ Stop can be taught from either rolling, or scissors.

Initial instruction should start with the skaters facing the wall holding onto the bar. Start by bending the left knee and place the right leg directly in line behind so that the inside toe and heel wheels come in contact with the floor.

The skater then stands up by straightening the bent knee keeping the inside wheels in contact with the floor. This action will cause the skater to slow down when moving and ultimately stop. Teaching against the wall gives the skater the understanding and the feeling of what is happening.

The above action is then taught by the instructor while the skater is on the move. The instructor should emphasise the fact that initially only a small amount of pressure should be applied to the dragging foot, and this pressure should increase as the skater slows. Excess weight should not be placed on dragging foot.

This same action should then be taught for the other foot.

#### Assessment

The maximum mark for this item is 10. 5 marks per foot, a mark of 5 is achieved by maintaining good posture and the firmness and ease of coming to a complete stop in ‘T’ position. Any wobbling or falling off the skate incurs a lesser mark.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 13. *Forward Glides - 3 Count.*

#### Aim

Firstly to teach skaters to glide on one foot for three seconds with correct posture and freeleg position. Secondly to ensure skaters understand and perform what is commonly known as a rolling pivot-push.

#### Method

Skaters should first assume a correct right foot 'T' position (as described in Star One) with the knees bent, bottom in, back straight, head held up and arms at waist level and slightly forward of the body. At this point, the majority of the skaters weight is over the left (or 'pushing') foot. From here the skater must transfer the weight onto the right foot as it starts rolling forward, therefore pushing from the left foot just as the left foot leaves the floor, the pressure is on the ball of the foot to ensure maximum power and a good stretch of the freeleg and foot. From waist up the position remains the same, right leg slightly bent and freeleg extended directly behind to ensure heels in line. It is important that the skater keeps the shoulders directly over the hips and not break at the waist, so as to ensure correct posture and solid balance while rolling.

After a count of three seconds in this position the skater now returns the freeleg so as the left foot is placed parallel and as close as possible to the right foot. Both knees are at this point, slightly bent. Now the skater must transfer the weight as he/she pushes onto the left leg using a pivot-push. To perform a pivot-push, the skater must, from the parallel feet position, press on the ball of the right foot while sliding the heel forming a "T" position with their feet similar to a T position. This must be done without losing speed or affecting the flow. The skater then must continue the motion of the right foot so as to push off the ball of the foot and stretch the right leg directly behind the left, heels in-line with each other. The left leg is now the skating leg, the right leg the freeleg. After holding this position for two seconds, the item is continued so the skater is alternating a glide between the right and left legs.

#### Assessment

5 marks should be given for the understanding of the item and more importantly, that of the pivot-push. Two extra marks should be given for the correct execution of the pivot push, making sure skater can gain speed from the push. A further two marks will be given for the correct posture throughout the time, maintaining good balance, minus wobbles. The remaining mark will be given if the skater can comfortably hold each glide for three seconds.. Marks should be deducted if the skater can not go directly from one glide to another (i.e. glide, push, push, push, glide).

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### 14. *L.O.F. Edge*

#### Aim

To teach the skater correct posture and technique to be able to hold a LOF edge on a figure circle.

#### Method

Whilst it is realised that arm positions are optional when skating figures, for uniformity the "INTERNATIONAL" arm positions of left arm at 12 o'clock and right arm at 3 o'clock should be used when teaching this edge. This arm position gives best control for the vast majority of skaters and makes holding the edge easier.

Skater should start at the junction of the long and short axis of the circles in a "T" position, left arm forward over the line at 12 o'clock, and right arm extended away from the centre of the circle at 3 o'clock, palms facing the floor and arms extended away from body between waist and shoulder height.

The skater bends both knees, rocking most weight back onto outside wheels on right skate, body must not bend forward during this action. Skater then thrusts body forward by pushing hips forward and right skate down into floor straightening the right leg, weight is transferred to centre back on left skate, with right leg extended behind left skate and over the line. Skater should maintain good upper body position throughout this take off and should have a natural lean towards the centre of the skate, skate, hip, shoulder on left side should all be in line with one another. The position should be held for as long as possible.

#### Assessment

The maximum mark for this item is 10. When assessing an edge the instructor should be aware that hire skate will often make it hard for a skater to remain on the line, credit should be given for correct technique and body position. A skater who can hold correct position for 5 seconds should be able to pass this test, 7 seconds should constitute a 10.



## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 15. *R.O.F. Edge*

#### Aim

To teach the skater correct posture and technique to be able to hold a ROF edge on a figure circle.

#### Method

Whilst it is realised that arm positions are optional when skating figures, for uniformity the "INTERNATIONAL" arm positions of left arm at 9 o'clock and right arm at 12 o'clock should be used when teaching this edge. This arm position gives best control for the vast majority of skaters and makes holding the edge easier.

Skater should start at the junction of the long and short axis of the circles in a "T" position, right arm forward over the line at 12 o'clock, and left arm extended away from the centre of the circle at 9 o'clock, palms facing the floor and arms extended away from body between waist and shoulder height.

The skater bends both knees, rocking most weight back onto outside wheels on left skate, body must not bend forward during this action. Skater then thrusts body forward by pushing hips forward and left skate down into floor straightening the left leg, weight is transferred to centre back on right skate, with left leg extended behind right skate and over the line. Skater should maintain good upper body position throughout this take off and should have a natural lean towards the centre of the skate, skate, hip, shoulder on right side should all be in line with one another. The position should be held for as long as possible.

#### Assessment

The maximum mark for this item is 10. When assessing an edge the instructor should be aware that hire skate will often make it hard for a skater to remain on the line, credit should be given for correct technique and body position. A skater who can hold correct position for 5 seconds should be able to pass this test, 7 seconds should constitute a 10.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 16. *Bunny Hop*

#### Aim

To teach the skater the correct technique to execute the Bunny Hop.

#### Method

The bunny hop is a forward leap with no rotation, whilst this may be executed from either the left or right legs, to maintain uniformity this will only be taught from the left leg.

The skater should commence rolling by executing three glides left, right, left. The body should be in an upright position, left arm at 12 o'clock and right arm at 3 o'clock palms facing floor, arms between waist and shoulder height.

The skater next extends the right foot in front of the left leg, pointing the right toe and bending the left knee. The skater hops from the left leg by straightening the leg and lands onto the right toe stop. The left leg now progresses past the right toe stop and the skater steps forward onto the left skate by bending the right knee and bringing the left foot forward and onto the floor. This sequence can be repeated as many times as required, the hop should be done in a straight line with no edges.

#### Assessment

The maximum mark for this item is 10. As this item is a leap, of major importance is the fact that the skater actually leaps from one skate to the other and does not merely place the toe stop onto the floor and uses it as a pole vaulter would use a pole. Marks should be awarded for;

1. Preparation , good posture over left skate.
2. Extension of right foot in from to facilitate leap.
3. Leap onto right toe stop (most important).
4. Step onto left foot , should be smooth and achieved with use of bent knee.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 17. *Chasse Step*

#### Aim

To teach a skater the fundamentals of a chasse or “half step” as used in Dance skating. This step is important in regards to skater balance and posture and teaches skater how to transfer weight smoothly from one foot to the other whilst moving.

#### Method

The chasse should firstly be taught in a stationary position, and then it can be done rolling. As the chasse is a combination of BASIC BALANCE & GLIDES skaters should have little difficulty learning the correct technique for this item and hence attention should be concentrated on posture and feet positions. The chasse steps should be done in a straight line with no edges or additional steps.

The skater should firstly be instructed on correct position, feet side by side with a gap of only 3 - 6 cm's between skates, legs straight but not stiff, body upright with chin slightly up and head facing forward, hands extended to sides and slightly in front of body at waist height.

Once in the correct position skater should attempt to lift one foot straight up to a height of approx 5 cm's. The skate should be raised so as to be parallel with the floor at all times, this is done by pulling up on the toes as the foot is raised, the foot is then placed back at the side of the other skate. This should then be repeated with other skate. The aim should be to lift the skate straight up and down without any movement of the body or other leg.

The chasse should then be done in a straight line, with the skaters doing the chasse on one foot at a time. Starting in a “T” position skaters should execute GLIDE feet together, CHASSE feet together, GLIDE feet together, CHASSE feet together. Emphasis should be on correct carriage and positioning of skates in the “AND” position (feet together).

#### Assessment

The maximum mark for this item is 10. As this item is relatively simple, a maximum of 5 marks are awarded for the chasse on each foot. The main points of assessment are:

- 1 - Skates together prior to chasse.
- 2 - Skate raised approx 1 wheel height.
- 3 - Keeping skate parallel to floor during chasse.
- 4 - Skates together after chasse.
- 5 - Good posture & minimal movement of body during chasse.

Skater is basically awarded 1 mark for each of these areas for each foot, giving a maximum of 10 marks.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 18. *Advanced Backwards (Crosspulls)*

#### Aim

To teach skater how to correctly execute a backwards cross pull for cornering when skating backwards.

#### Method

The cross pull should be taught in a circle, the larger the circle, the better for skater control. The correct body position should first be taught to the skater, with the hips perpendicular to the direction of travel, and the shoulder rotated so that the chest faces the centre of the circle being skated, arms should be extended at a height between waist and shoulder level, palms facing the floor. The head should look back along the shoulder so that the skater can see where they are going. The importance of keeping the body upright at all times, knees softly bent and with hips and shoulders working against each other should be stressed.

Commence with a pump action by the leg closest to the centre of the circle to get rolling. Skater should then transfer most weight to the centre skate for commencement of the cross pull. This skate is then pulled across behind the outside skate. As the centre skate is pulled across, the hips must remain perpendicular to the direction of travel and the skate should remain parallel to the direction of travel.

The centre skate should have most pressure placed on the little toe as it is drawn across the rolling skate (PULL), outer leg should be slightly bent to allow transfer of weight at end of cross pull. Once the centre skate passes behind the outer skate, the skater should transfer the weight to the rolling skate (BALANCE). The centre skate is then stepped towards the centre of the circle but slightly behind the balancing skate (STEP) and placed onto the floor ready to commence the next cross pull.

Skater should attempt to execute the following sequence with each cross pull. PULL, BALANCE, STEP, PULL, BALANCE, STEP etc. There should be no rushing from one step to the next, and correct body position should be maintained throughout. This should be taught in both directions.

#### Assessment

The maximum mark for this item is 10. The important aspects of this item are control of hips against shoulders and correct pulling of the skate across the body without turning the pulling skate as the cross pull is executed. Control and technique should be assessed rather than speed. Skaters should warm up in both directions and then be assessed in their preferred direction. Basically skater should achieve 10 controlled Cross pulls in succession the receive a mark of 10. With poorly controlled or fewer Cross pulls receiving lower marks, ie max of 1 mark per cross pull times number of Cross pulls executed (to max of 10 cross pulls).

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 19. *Spread Eagle*

#### Aim

To teach the skater how to do a spread eagle manoeuvre in both directions.

#### Method

The spread eagle is very much a flexibility exercise and as such this should be stressed to the skaters. Exercises off skates can be utilised by the skater to help increase flexibility, the greater the flexibility the easier the skater will find this manoeuvre. Spread eagle should be done in a circle in each direction.

The skater should be shown the spread eagle position whilst stationary. The aim should be to get the legs as straight as possible, with the toes pointing away from each other, feet slightly more than shoulder width apart with equal weight on each skate. Arms should be stretched to sides between waist and shoulder height and slightly in front of the body, at no times should the arms be allowed to go behind the line of the body, palms should face the floor. Back should be slightly arched and upright, and head should be held up, looking straight forward. Shoulders, hips and skates should be in the same vertical line with no bending forward at the waist. Skaters who have difficulty in straightening the legs should be advised to bend the knees to maintain skate and body position.

Once the skater is aware of the position, the spread eagle should be demonstrated rolling. The skater should use three glides to get rolling, then balance on the front leg on an inside edge. The shoulders should be rotated to face the centre of the circle that the spread eagle will follow, and the trailing leg should be placed onto the floor (toe wheels first) and turned into position, half of weight should be transferred to trailing leg with body upright between the two skates. Skater must maintain constant pressure on skates pushing toes out and pulling ankles in to hold the spread eagle position, legs should be as straight as possible. Distance between skates should be approx shoulder width, more advanced skaters can be taught position with heels touching.

Important aspects are body position with no bending forward at waist, straightness of legs, and control of the edge being skated, bigger circles being better.

#### Assessment

The maximum mark for this item is 10. As the spread eagle is very much flexibility dependant, technique should be looked at more closely than perfect position (older skaters will generally have greater difficulty due to their loss of flexibility). Skaters should warm up in both directions and then be assessed on their preferred direction. If skater can do spread eagle with heel together, legs straight and good body position then a 5 seconds should constitute a mark of 10, Feet apart or knees bent should require holding position for 10 seconds for a mark of 10.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 20. *2ft Jump 1/2 Turn*

#### Aim

To teach a skater how to correctly perform a jump from forwards to backwards whilst rolling along.

#### Method

Whilst this jump can be done in either direction, for ease of teaching a group and uniformity in instructions, the jump should be taught to rotate in an anti clockwise direction. Jumps should be done in a straight line with no edges involved.

Before attempting the jump rolling skaters should be instructed in correct position and technique whilst stationary. Feet should be placed side by side with body upright, arms should be held with the left arm at 12 o'clock and the right arm at 3 o'clock. Firstly teach the jump with no rotation skaters first bend knees (no leaning forward of body should occur). Skaters then jump up by straightening legs, the jump should be off all eight wheels with skates remaining parallel to the floor throughout the jump, as the skater leaves the floor left arm should be brought straight into the chest with right arm coming around and across the left arm, arms should cross in centre of chest. Skater then lands on both skates (all eight wheels hit floor at same time), knees are bent for landing and remain bent and arms are once again placed into the 12 o'clock 3 o'clock positions.

Once the skater has mastered the jump stationary with no turn, the rotation should be added with the skater taught the correct sequence of:

1. PREPARE - correct body position feet together.
2. JUMP - straighten legs pushing off all eight wheels.
3. TURN - pulling left arm straight in, left side back and pushing right arm around and across left arm.
4. LAND - landing on all eight wheels knees bent.
5. CHECK - arms back to the 12 o'clock & 3 o'clock positions body upright, knees still bent.

This should then be attempted rolling with the skater being reminded that the jump is to be executed straight up, not forward or to the side. Skater should be rolling upon landing the jump.

#### Assessment

The maximum mark for this item is 10. Basically two marks should be given for each of the 5 stages of the jump giving a maximum total of 10. Due to the fear nature of this item for many skaters when being tested, skater should be given three attempts at the item with the best attempt being evaluated as the final mark.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 21. *Progressive Runs (4 Steps)*

#### Aim

To teach the skater how to do a sequence of progressive run steps in the general skating direction.

#### Method

The skater should firstly be taught the four steps which make up a progressive run sequence, this should be done stationary at first and then rolling in a circle. Body position should be upright throughout the sequence, arms should be held at either 10 o'clock & 2 o'clock or 12 o'clock & 3 o'clock.

The first step is simply a glide onto the LOF edge, pushing with the right big toe, the right leg stretching straight back (not to the side) so that it is in line with the left skate.

The second step involves the right skate progressing forward past (and close to the left skate) on an RIF edge. The wheels on the right skate are placed onto the floor as they pass the left skate "AND position" (this is achieved by bending the left knee and bringing the right foot forward) and pushed forward along the arc being skated. As the right skate passes the left the left skate is pushed across the line of the right skate with the main pressure being on the little toe of the left foot. The four wheels on the left skate should remain in contact with the floor for as long as possible with the LOF toe wheel being last to leave the floor. It should be stressed that both skates must always point forward and that the left skate should cross the right, not the right crossing the left.

The third step involves the left foot coming to the "AND" position alongside the right with a glide being executed onto a LOF edge.

The fourth step involves the right foot coming to the "AND" position alongside the left with a glide being executed onto a RIF edge. The feet are then brought back to the "AND" position for commencement of step 1.

#### Assessment

The maximum mark for this item is 10. Step two of the run sequence is the fundamental of a progressive run and hence is the heart of the progressive run. The skater must be able to demonstrate the four steps of the progressive run sequence with no additional steps and the correct crossing of the left skate behind the right. Speed is not an important issue with progressive runs. 4 correct sequences should constitute a mark of 10 (2.5 marks per sequence). Stepping over of the right skate (cross overs) should not be accepted.

## DEVELOPMENT COACH BASIC SKATING SKILLS GUIDE

### 22. *Two Foot Spin*

#### Aim

To teach the skater correct technique and body positions for the heel and toe spin.

#### Method

Whilst this spin can be done in either direction, for ease of teaching a group and uniformity in instructions, the spin should be taught to rotate in an anti clockwise direction.

Starting position is with the feet approx shoulder width apart, knees slightly bent, body upright left arm at 12 o'clock & right arm at 3 o'clock arms extended away from body at just below shoulder level.

Skater should then rotate to the second or preparatory position for the spin. This is done by rotating the upper body a 1/4 turn clockwise to wind up for the spin, fists should be clenched loosely. Skaters should be advised that control rather than speed is the important issue and they should not force the spin too hard.

The skater now commences the spin by rotating the body in an anti clockwise direction. The feet should push out to a slightly wide circle for the first 1/4 revolution and then pull in and up onto the heel wheels for the right skate, and toe wheels for the left skate. Left arm should pull into the chest with right arm coming around and wrists crossing in the middle of the chest. At no stage should the left arm go behind the body. The skater must attempt to keep the spin rotating by keeping a pulling pressure on the left side of the body and a pushing pressure on the right side. The body must be kept upright with equal weight on each skate and the spin centred between the skates. Right toe wheel must not be allowed to point out of the spin, they should be pointed into the spin, left toe wheels must have half of the body weight placed on them, hips shoulders and skates should all be on the same point of the circle (shoulders should not be rotated ahead of either hips or skates).

#### Assessment

The maximum mark for this item is 10. Three revolutions should constitute a 10, the easiest way is to basically allocate approx 3 marks per revolution. With the short amount of time for the course, most skaters will not be consistent in their spinning after only six weeks. Skater should be given three attempts at the item with the best attempt being evaluated as the final mark.