LEVEL 2

Name_____

INTERMEDIATE SKILLS

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INTERMEDIATE MOVEMENT

Backward Swizzle

Goal: To introduce the student to backward motion.
Terrain: Surface should be flat and free of obstacles.

Key Teaching Sequences

- Inverted V, Apply Pressure to the Inside Edges
- A-frame
- V-stance, to a Ready Position

Breakdown of Primary Skills:

Constants - Arms should be in ready position and head turned to see path the of travel. Weight even on both legs.

Primary skills	Step 1	Step 2	Step 3
Balance/Stance	Inverted V Stance	A Frame	V Stance to ready position
Edging	Inside edges	Deep inside edges	Center Edge
Rotary Motion	Legs rotated in, knees bent.	Legs begin to rotate to turnout	legs rotated out then rotate to neutral position.
Pressure Application	Press feet out to the sides with the inside edges, weight even on both legs.	Weight even on both legs.	Rise up and allow your feet to roll together pulling in slightly, weight even on both legs.

Discussion:

Backward Swizzles mimic Forward Swizzles in the opposite direction. The students will have the tendency to fall forward. Review the importance of bending at the knees and looking over the shoulder by turning the head with the hands in front of the body. Remind the student of the importance of a terrain check.

Building Exercises:

STATIC

1. From a Ready Position, the student should turn about-face, taking note of which direction they turn. This is the direction in which they should turn their head to see where they are going when moving backwards.
2. V-Stance
3. A-Frame

DYNAMIC

1. Review Forward Swizzle.
2. Repeat the Forward Swizzle and pause at the Inverted V.
3. Rotate the head to see behind. Bend knees in an Inverted V (apply pressure to the inside edges) to a coasting Backward A-Frame Position.
4. Pull feet back together to a V-Stance (backward motion).
5. Repeat and pull feet back together again to a V-Stance and then into a backward Ready Position.
6. Repeat consecutive Backward Swizzles, phasing out the Backward Ready Position.
7. Inverted V-Stance

BACKWARD MOVEMENT

Goal: To continue to work with backward movement.
Terrain: Flat, wide and free from obstacles.

Key Teaching Sequences:

- One Foot A-Stroke
- Shift Weight (Alternate Stroking Leg)
- One Foot A-Stroke on the Alternate Foot

Breakdown of Primary Skills:

Constants - Head remains turned to see the path of travel. Arms are in the ready position.

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	From a backward ready position, do a one foot A stroke.	Regroup and shift weight to other leg.	One foot A stroke with the other foot (alternating).
Edging	Center edge of support leg, inside edge of stroking leg.	New support leg, Center edge. New stroking leg, begin inside edge.	Center edge of support leg, inside edge of stroking leg.
Rotary Motion	Stroking leg is rotated in, the support leg is neutral. Knees bent	Knees bent in preparation for stroke.	Stroking leg is rotated in, the support leg is neutral. Knees bent
Pressure Application/Weight Transfer	Weight is over the support leg. Press the stroking leg out to the side.	Weight shifts to the new support leg.	Weight is over the support leg. Press the stroking leg out to the side.

Discussion:

This movement will propel the skater backward with more potential for speed than the Backward Swizzle. Students will have the tendency to fall forward. Review the importance of bending at the knees, looking over the shoulder with the hands in front. Checking the terrain is vital.

Building Exercises:

STATIC

1. Lunge side to side (extend the Base of Support with mass of body over the Support Leg).

2. Scribe an arc with each foot
3. Repeat # 2 add a deep knee bend and apply pressure to the edge.

DYNAMIC

1. Review the Backward Swizzle.
2. One foot A-Stroke into a backward lunge. Repeat with opposite leg.
3. Repeat #2 and end in a Backward Ready Position.
4. Alternate A-stroke focusing on deep knee bends of the support leg.
5. Repeat #4 and phase out the Ready Position.

CROSSOVERS

Goal: To introduce the student to striding around corners and curves using crossovers while maintaining or increasing their speed.
Terrain: Flat, big enough to skate in a large circle. A focus point in the center of the circle is beneficial.

Key Teaching Sequences:

- Open Arms and Rotate Upper Body toward the Center of the Circle
- Shift Weight to the Inside Leg of the Crossover Circle, Stroke with the Outside Leg
- Cross the Outside Leg Over the Inside Leg, (Advanced) Stroke with the Inside Leg.
- Regroup

Breakdown of Primary Skills:

Constants - Keep upper body rotated in the direction of the turn, corresponding edges.

Primary Skill	Step 1	Step 2	Step 3	Step 4
Balance/ Stance	Arms on the circle, head focused toward center of circle. Feet parallel.	Shift weight to inside leg. Stroke with the outside leg.	Cross the outside leg over the inside leg. (Advanced) Stroke with the inside leg.	Regroup. Bring feet back to parallel.
Edging	Corresponding edges	Corresponding edges	Corresponding edges	Corresponding edges
Rotary Motion	Upper body rotated toward center of circle. Knees bent.	Extend the outside leg with the stroke. Support leg remains bent.	Crossing leg bends, foot turned in, on the angle of the circle. (Advanced) Inside leg extends as you stroke through.	Upper body remains rotated toward center of the circle.

Pressure Application	Weight even on both legs.	Weight on the inside leg, press the stroking leg out to the side.	Weight transfers to new Inside Leg. (Advanced) Press the outside edge through toward the outside of the circle.	Weight even over both legs.

Discussion:

The most important part of the exercise is the positioning (Rotary Motion) of the upper body. Encourage the student to skate with the upper body stable and rotated inward towards the center of the circle.

This is the first time the student will be balancing on one leg on a definitive edge. Reinforce the importance of practice with this exercise.

Building Exercises:

STATIC

1. Step feet across one another sideways with upper body turned in the direction of the motion.
2. Lunge with upper body rotated to feel corresponding edges and weight shift to inside of circle.
3. (Advanced) With feet crossed over one another, focus on the stroke of the back skate's Outside Edge.

DYNAMIC

1. Skate with arms opened and upper body rotated toward the center of a circle.
2. Shift Weight to the inside leg (support leg) and coast.
3. On a circle, one foot swizzle with the outside leg (action leg).
4. Stroke with the outside leg.
5. Cross the outside leg over the inside leg.
6. (Advanced) Repeat #5 and add the stroke of the back skate's inside edge.
7. Repeat # 5 or (Advanced) #6 and regroup.
8. Repeat consecutive crossovers with no pause during regrouping.

BACKWARD MOVEMENT

Goal: To continue to work with backward movement.

Terrain: Flat, wide and free from obstacles.

Key Teaching Sequences:

- One Foot A-Stroke
- Shift Weight (Alternate Stroking Leg)
- One Foot A-Stroke on the Alternate Foot

Breakdown of Primary Skills:

Constants - Head remains turned to see the path of travel. Arms in ready position.

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	From a backward ready position, do a one foot A stroke.	Regroup and shift weight to other leg.	One foot A stroke with the other foot (alternating).
Edging	Top edge of support leg, inside edge of stroking leg.	New support leg, top edge. New stroking leg, begin inside edge.	Top edge of support leg, inside edge of stroking leg.
Rotary Motion	Stroking leg is rotated in, the support leg is neutral. Knees bent	Knees bent in preparation for stroke.	Stroking leg is rotated in, the support leg is neutral. Knees bent
Pressure Application	Weight is over the support leg. Press the stroking leg out to the side.	Weight shifts to the new support leg.	Weight is over the support leg. Press the stroking leg out to the side.

Discussion:

This movement will propel the skater backward with more potential for speed than the Backward Swizzle. Students will have the tendency to fall forward. Review the importance of bending at the knees, looking over the shoulder with the hands in front. Checking the terrain is vital.

Building Exercises:

STATIC

1. Lunge side to side (extend the Base of Support with mass of body over the Support Leg).
2. Scribe an arc with each foot
3. Repeat # 2 add a deep knee bend and apply pressure to the edge.

DYNAMIC

4. Review the Backward Swizzle.
5. One foot A-Stroke into a backward lunge. Repeat with opposite leg.
6. Repeat #2 and end in a Backward Ready Position.
7. Alternate A-stroke focusing on deep knee bends of the support leg.

Corrective Exercises:

Problem	Solution	Exercises
Pushing harder with one foot causing an unintentional turn.	Increase the power of the stroke of the weaker leg. (PA) Keep your upper body square (RM)	Knees bent, Consecutive A-strokes into a lunge with the weaker leg. Focus eyes on an object behind, turning the head only.
Speed not increasing	More intense A stroke (PA) Fix body position (B/S) Pressure on the ball of the foot (P/A) Increase angle of edges (E)	Knee bends. Stationary lunges. Scribe an arc. Practice A-strokes.

INTERMEDIATE TURNING

Slalom Turn

Goal: To have the student acquire the skill of pressure application/weight transfer and

balance that occurs in true edging in order to maintain or increase speed during quick sharp turns.

Terrain: Flat to slight decline free of obstacles.

Key Teaching Sequences:

- Sink into corresponding edges and apply pressure
- Rise up and roll to the other set of corresponding edges
- Sink into corresponding edges and apply pressure

Breakdown of Primary Skills:

Primary Skill	Step 1	Step 2	Step 3
Balance/Stance	Upper body in ready position, feet parallel	Rise up, upper body in ready position, feet parallel	Upper body in ready position, feet parallel
Edging	Corresponding edges	Release edges and roll over to the other set of corresponding edges.	Other corresponding
Rotary Motion	Knees bent, lower body on an angle to fall line (center axis)	Rise up, lower body will have rotated to the opposite angle from scribing the arcs,	Knees bent, lower body on an angle to the fall line (center axis)
Pressure Application	Sink into knee bend and apply pressure to corresponding edges scribing parallel arcs.	Release pressure on edges, weight even on both feet	Sink into knee bend and apply pressure to corresponding edges scribing parallel arcs.

Discussion:

You should be on the opposite edges of the direction the hips are rotated. Ex: Hips to the right/left corresponding edges. This task can be practiced as speed control on small declines

Building Exercises:

STATIC

1. From a parallel stance, position upper body to stay square and rotate the hips on an angle to the long axis. Repeat to the other side.
2. Sink into corresponding edges, deep knee bend. Rise and roll over to other side's corresponding edges.

DYNAMIC

1. Execute an A-frame turn and momentarily pick up the inside foot; focus on the pressure weight shift to the inside edge of the outside foot. Repeat in the opposite direction.
2. Execute a Parallel turn and momentarily pick up the outside foot; focus on the weight shift to the outside edge of the inside foot. Repeat in the opposite direction.
3. Review linked parallel turns.

4. From a parallel stance, upper body square and hips rotated slightly, roll over onto corresponding edges and apply pressure into the heels of both skates, scribe parallel arcs. Repeat on both sides.
5. Begin to increase pressure applied on both edges and push away using a parallel stroke.

Corrective Exercises

Problem	Solution	Exercises
Student barely moves	Apply more pressure to the corresponding edges at the apex of the parallel turn. (PA)(E)	Bounce down into knee bends practicing static exercise #2.
	Increase rotary motion of the hips and feet, keeping upper body "quiet" (RM)	Review rotary motion of the hips and feet, practice "carrying a tray of glasses" during static exercise #1.
	Increase the knee bend (RM)	Practice squatting in the parallel stance increasing the knee bend each time.

Lunge Turn

Goal: To introduce a tighter turn on deeper edges that can be used to control speed and change direction quickly from high speeds.

Terrain: Flat initially. Advance to decline

Key Teaching Sequences

- Parallel Turn
- Shift Weight to the Inside Leg
- Widen and Lower Stance (Lunge)

Breakdown of Primary Skills:

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Parallel Turn	Shift body over the inside leg.	Widen and lower stance going into a lunge. Upper body over inside thigh.
Edging	Corresponding edges	Corresponding edges	Corresponding edges. Deep inside edge.

Rotary Motion	Upper body rotated in the direction of the turn. Both knees bent.	Upper body rotated in the direction of the turn. Both knees bent.	Upper body rotated on the direction of the turn. Deep knee bend of the inside knee, outside leg is extended. Upper body reaching to the inside of the turn.
Pressure Application	Weight even on both feet	Transfer weight to the inside leg on the outside edge.	Weight mostly on the inside leg. Apply pressure to corresponding edges to hold traction and facilitate the turn.

Discussion:

Mastery of the lunge turn will facilitate the acquisition of a variety of future skills, including the Power Slide.

Building Exercises:

STATIC

1. With feet parallel, roll onto corresponding edges
2. Lunge side to side
3. T-lunge

DYNAMIC

1. Review parallel turn.
2. Repeat parallel turn, shift weight to the inside leg.
3. Repeat #2 and lunge into the turn by rotating the upper body inward and widening the base of support, outside leg extended, not locked straight.

Corrective Exercises

Problem	Solution	Exercises
Student is falling backward	Take weight off of outside leg and shift weight forward onto support leg. (B/S)	Practice lunges, focusing on the alignment of the chest over the thigh of the support leg
Turn is wide and loose	Rotate upper body into the turn so the weight is shifted onto the inside leg. (RM) (PA)	Practice the rotary motion in static lunges.

INTERMEDIATE STOPPING

T-Stop

Goal: To learn an alternative way to control speed and stop.
Terrain: Flat and smooth pavement.

Key Teaching Sequences

- Scissor feet
- Rotate back leg out and onto its Inside Edge.
- Apply pressure to the Inside Edge.

Breakdown of Primary Skills:

Constants - shoulders square, head up viewing path of travel.

Primary skills	Step 1	Step 2	Step 3
Balance/Stance	From a ready position, scissor feet.	Slight t-lunge, with the body aligned over the support leg.	Keeping upper body square, apply pressure to the inside edge of the back skate.
Edging	Top edges.	Top edge of support leg, inside edge of back skate.	Top edge of support leg, inside edge of back skate.
Rotary Motion	Knees slightly bent.	Knees bent, rotate back leg out approximately but no more than 90 degrees.	Knees slightly bent
Pressure Application	Shift weight to front leg.	All weight is on the front/support leg.	Pull in and down slightly with the inner thigh muscle of the back leg, applying pressure to the inside edge.

Discussion:

The instructor should make sure the skater applies pressure to the dragging skate evenly on all wheels, and keeps the upper body square. Failure to do so will cause the skater to rotate off balance. Also, caution the skater to use the inside edge pressure to engage the braking skate, and *not pressure to the knee.* The knee joint is not designed to accommodate lateral torque. Practice this T position on pavement to train muscle memory and accomplish this maneuver.

This skill is helpful in crowds. It allows the skater to be prepared for a stroke immediately after using the T-stop to slow down or stop.

Building Exercises:

STATIC

1. T-lunge and focus on weight over support leg and square shoulders. The knee of the support leg should not bend forward past the toe.

DYNAMIC

1. While gliding, scissor with the support leg forward and action leg behind
2. Rotate action leg and turn the braking foot. Rest all wheels on the inside edge on the pavement. (Ensure the upper body remains square)
3. While balancing on the support leg, drag all wheels of the braking foot toward the support leg to form a T. (The amount of pressure gradually applied to the inside edge of the wheels will determine how fast the skater will stop)
4. Practice and increase the intensity of the pressure applied to the braking foot.
5. Practice and increase the duration of the drag, by increasing the speed from which the stop will be executed.

Corrective Exercises

Problem	Solution	Exercise
Spinning occurs when brake foot is placed on the pavement.	Stop spinning and maintain control. Unweight the braking foot.	Counteract spinning by placing the corresponding arm of braking leg across the chest and the other arm up and out to the side. Review T-lunges. Practice a toe Roll.
Not stopping quickly.	Apply more pressure to inside edge.	Review T-drag
Student does the T- splits.	Allow less pressure on the inside edge of the braking foot. More weight to support leg.	Practice dragging the braking foot without pressure. Practice skating on one foot.

ADVANCED INTERMEDIATE SKILLS

ADVANCED INTERMEDIATE MOVEMENT

Stride 3

Goal: To prepare the student for faster, more controlled and efficient skating.

Terrain: Flat long runs.

Key Teaching Sequences:

- Foot Placed Beyond Long axis onto the Outside Edge
- Pull foot across Long axis and Roll to the Inside Edge (Stroke)
- Arm of Stroking Leg Swings Up and Forward in Front of Chest

Breakdown of Primary Skills

Constants - Deeper knee bend than stride 2, upper body stays square, and slightly pitched forward.

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Foot placed beyond long axis onto the outside edge.	Pull foot across long axis and stroke out to the side.	Regroup by placing the foot beyond the center axis of the body.
Edging	Outside edge of stroking leg	Stroking foot rolls over onto inside edge.	Place the regrouped skate on an outside edge.
Rotary Motion	Deeper knee bend than stride II. Arm of stroking leg swings up and forward in front of chest.	Deep knee bend. Stroking leg extends fully out to the side. Arms swing in opposition to stroking leg.	Bend the knee of the regrouping leg fully to reach across the center axis.
Pressure Application	Deeper knee bend allows for more power in the Pressure Application/Weight Transfer of each	Power in the entire length of the stroke, including the rollover, pulling across the center axis of the body.	Shift weight to the regrouped leg and begin the new stroke.

Discussion:

Stride 3 is a further blending and defining of the skills learned in Level I, using the movements of stroking, gliding, and regrouping. These movements should be one smooth, continuous motion. It is assumed that the student has become proficient at both Stride 1 and 2. Commitment to practice is required for the acquisition of this new skill. Stride 3 is accomplished by taking Stride 3 and introducing three new techniques.

Building Exercises:

STATIC

1. Explain the Long axis of the body.
2. Simulate stroke and regroup placing the foot beyond the long axis.

3. Repeat #2 replace foot on an outside edge beyond the long axis. Repeat on other foot. Repeat alternating feet.
4. Simulate stroke consecutively focusing on corresponding arm and stroking leg.

DYNAMIC

1. Review Stride 2.
2. Do Stride II adding foot placement beyond the long axis on the outside edge.
3. Do a one foot swizzle alternating edges (focus on the pull from the outside edge and push from the inside edge- known as the "rollover"). Repeat with the other foot.
4. Add rollover to Stride 2 for a Stride 3.
5. Repeat Stride 3 and add arm swing.

Corrective Exercises:

Problem	Solution	Exercises
Not getting onto the outside edge	Bend the knee more during regrouping. (RM)	Skate on ½ circles on the outside edge.
Ineffective rollover	Work on the pull across of the rollover. (E) (PA)	Crossover swizzles.
Arm swing not in "synch" with the stroke.	Swing the arm up and in front of the chest as the same side leg is stroking. (RM)	Run in place on the grass observing the body's natural counterbalancing motion. Practice "punching" the air while the back leg strokes, "thumb to nose when you kick out your toes"
Stride III is choppy and inconsistent.	Make strides smooth and graceful. (B/S)	Use gliding exercises: gliding for long distances balanced on one foot, balance centered over glide leg with the shoulders squared, facing forward. Practice smooth stroking for more efficient weight transfer.

6.

ADVANCED INTERMEDIATE TRANSITIONS

Forward/Backward Transition

Goal: Two foot turn from forward to backward with both feet simultaneously.

Terrain: Flat smooth surface.

Key Teaching Sequences:

- Open arms perpendicular to the hips.
- Slightly scissor feet (forward foot should correspond to the forward arm).
- Apply pressure to the ball of the feet and turn hips and heels 180 degrees.

Note - turn in the direction of the back leg and arm.

Description

Constants - Keep eyes focused in the direction of travel.

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Open arms perpendicular to your hips, feet parallel.	Slightly scissor feet; forward foot should correspond to the forward arm.	Keeping arms in place, apply pressure to the balls of the feet and turn hips and heels 180 degrees.
Edging	Top edges	Top edges	Top edges, turning on toe wheels
Rotary Motion	Rotate upper body perpendicular to hips	Upper body rotated perpendicular to hips.	With a small spring in the knees, rotate lower body 180 degrees.
Pressure Application	Weight even on both feet	Weight even on both feet.	Press on the toe wheels while getting "light on your heels". After completing rotation, weight is distributed evenly on all wheels again.

Discussion:

This transition will allow for a controlled and exact body direction change from forward to

Building Exercises:

1. Open arms perpendicular to the hips.
2. Fix eyes on an object ahead.
3. Slightly scissor feet with the forward foot corresponding the forward arm.
4. Bend knees and apply pressure the balls of the feet slightly lifting the heels for a beat (provide a spotter)
5. Simultaneously turn the hips and heels 180 degrees. (The student's front arm is now the back arm. No upper body rotary motion, including the head, should occur.)

DYNAMIC

1. Repeat exercise steps #1-6 in motion on the pavement. Coast backward on two feet.

Corrective Exercises

Problem	Solution	Exercises
Unable to turn 180 degrees	Lift heels and swing hips. (PA) (RM) Keep heels lifted until turn is complete (PA) (RM)	Statically lift heels and pivot 90 degrees. Work up to 180 degrees. Practice static heel lifts with knees bent.
Feet get crossed over one another (tangled) during transition.	Ensure student is turning in the direction of the back leg (B/S) Ensure feet are turning and heels are lifted simultaneously. (RM) (PA)	Scissor feet corresponding to arm position. Turn in the direction of the open arms. Focus on feet remaining parallel through the entire transition.
Arms switch direction during the transition.	Keep arms in the same position throughout the turn	Hold the front hand of the student noting, during the turn, no upper body motion.

Note - Practice in both directions.

Backward/Forward Transition

Goal: Two foot turn from backward to forward with both feet simultaneously.

Terrain: Flat smooth surface.

Key Teaching Sequences:

- Open arms perpendicular to the hips.
- Slightly scissor feet (forward foot should correspond to the forward arm).
- Apply pressure to the heels of the feet and turn hips and toes 180 degrees.

Breakdown of Primary Skills:

Constants - Head turned to view the path of travel.

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Open arms perpendicular to the hips, feet parallel.	Slightly scissor feet; forward foot should correspond to the forward arm.	Keeping arms in place, apply pressure to the heel wheels and turn hips and heels 180 degrees.
Edging	Center edges	Center edges	Center edges, turning on heel wheels
Rotary Motion	Rotate upper body perpendicular to hips	Upper body rotated perpendicular to hips.	With a small spring in the knees, rotate lower body 180 degrees.
Pressure Application	Weight even on both feet	Weight even on both feet.	Press on the heel wheels while getting "light on your toes". After completing rotation, weight is distributed evenly on all wheels again.

Discussion:

This transition will allow for a controlled and exact body direction change from backward to forward.

Building Exercises:

1. Open arms perpendicular to the hips.
2. Fix eyes on an object behind.
3. Slightly scissor feet with the forward foot corresponding the forward arm.
4. Bend knees and apply pressure the heels of the feet slightly lifting the toes for a beat (provide a spotter).
5. Simultaneously turn the hips and toes 180 degrees. (The students arm which was the back arm is now the front arm. No upper body rotary motion, including the head should occur).

DYNAMIC

1. Repeat exercise steps #1-6 in motion on the pavement.
2. Coast forward on two feet.

Corrective Exercises

Problem	Solution	Exercises
Unable to turn 180 degrees	Lift toes and swing hips. (PA) (RM) Keep toes lifted until turn is complete.(PA)	Statically lift toes and pivot 90 degrees; work up to 180 degrees. Practice static toe lifts with knees bent.
Feet get crossed over one another (tangled) during transition.	Ensure student is turning in the direction of the back leg (B/S) Ensure feet are turning and heels are lifted simultaneously. (RM) (PA)	Scissor feet corresponding to arm position. Turn in the direction of the open arms. Focus on feet remaining parallel through entire transition.
Arms switch direction during the transition.	Keep arms in the same position throughout the turn (B/S)	Hold the front hand of the student noting, during the turn, no upper body motion.

Mohawk

Goal: To turn from forward to backward turning one foot at a time.

Terrain: Flat smooth surface.

Key Teaching Sequences:

- Open arms and chest perpendicular to the hips.
- Shift weight to the forward support leg.
- Lift the back leg and place the heel of the action foot to the instep of the support leg.
- Regroup by lifting the old support leg and replace parallel in a backward coast.

Breakdown of Primary Skills:

Primary Skills	Step 1	Step 2	Step 3	Step 4
Balance/ Stance	Open arms perpendicular to the hips and view behind, corresponding feet scissor slightly, gliding forward.	Shift weight to forward support leg.	Lift the back leg and place the heel to the instep of the support leg and step onto it (this leg will be rolling backward)	Regroup by lifting the old support leg and placing it parallel into a backward coast.
Edging	Center edges	Center edges	Center edges	Center edges
Rotary Motion	Upper body and head rotated in the direction of the turn	Upper body and head rotated in the direction of the turn	Rotate back leg out at least 90 degrees so the heel points toward the instep of the support leg.	Rotate the old support leg in until the feet are parallel.
Pressure Application/Weight Transfer	Weight even on both legs	Weight on the front leg.	Immediately transfer all weight to the rotated leg, now rolling backward.	When legs are parallel, redistribute weight evenly on both legs in a backward coast.

Discussion:

This skill can be taught on a curve or a straight line. Variations also include placing the action foot behind during the transition as well as turning from backward to forward.

Building Exercises:

STATIC/DYNAMIC

1. Open arms perpendicular to the hips.
2. Slightly scissor feet. Forward arm should correspond with the forward foot.
3. Shift weigh to the forward support leg.

4. Lift the back leg and place the heel of the action foot to the instep of the support leg.
5. Shift weight to the action leg (which becomes the support leg)
6. Regroup by lifting the old support leg and regroup in a backward coast.

Corrective Exercises:

Problem	Solution	Exercise
Can't lift and turn the back leg.	Focus on "opening from the hips" (RM)	Scribe an arc, feel the rotation of the hips.
Can't get weight onto new support leg.	Focus on transferring weight immediately once the skate is placed at the instep. (PA)	Statically, with the body and back leg rotated, practice quickly stepping onto the rotated leg.

Note - Practice in both directions

ADVANCED INTERMEDIATE STOPPING

Heel Stop 2

Goal: To stop with the heel brake using the breaking leg as the primary support leg and action leg.

Terrain: Flat, smooth surface.

Key Teaching Sequences

- Toe roll
- Transfer Weight and Engage Brake
- Apply Pressure to the Heel brake (Support Leg)

Breakdown of Primary Skills

Constants - Hands and head in ready position, top edges.

Primary Skills	Step 1	Step 2	Step 3
Balance /Stance	From a ready position, go into a toe roll.	Engage brake	Apply pressure to the heel brake.
Edging	Top edges	Top edges	Top edges
Rotary Motion	Knees bent, slide non-break foot back into a toe roll.	Extend brake foot forward to engage the brake, knees remain slightly bent.	Bend the back leg slightly more to release the pressure.
Pressure Application	Weight on both feet, even in the toe roll.	Weight even on both feet, one on the brake and one on the toe.	Release the pressure from the toe roll foot and redistribute it into the brake leg.

Discussion:

In order to increase the effectiveness of the heel stop it is necessary to increase the amount of pressure that is transferred to the heel brake. This can be accomplished by unweighting the support leg in the toe roll and transferring it to the heel brake.

Building Exercises:

STATIC

1. While stationary on a high friction surface, stand in the final heel stop position (use a spotter), focusing all the weight on the heel brake.
2. While stationary on a high friction surface, stand only on the final support leg (use a spotter), focusing all the weight on the heel brake.

DYNAMIC

1. Review the Heel Stop.
2. From a coasting scissor position, lift the heel of the rear foot so it rolls only on its first front wheel.
3. Repeat #2 and apply the brake.
4. Repeat #3 and transfer all the weight to the brake.

Corrective Exercises:

Problem	Solution	Exercises
Toe roll id disrupting the skater's balance.	Maintain and even, stable roll. (B/S) (PA)	Practice #3. Concentrate on flexing the calf muscle.

Lunge Stop

Goal: Introduce deeper edging and an alternative method of stopping.
Terrain: Flat, smooth surface.

Key Teaching Sequences

- Begin a Lunge Turn
- Transfer weight to the Inside edge of the Outside Skate
- Apply pressure to outside skate and rise

Breakdown of Primary Skills:

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Lunge turn	Transfer weight to the inside edge of the outside skate.	Apply pressure to the outside skate and rise
Edging	Corresponding edges	Deep corresponding edges.	Corresponding edges.
Rotary Motion	Upper body rotated in the direction of the turn, inside knee bent.	Tighten rotation of the upper body.	Tight rotation of upper body, slightly straighten inside leg.
Pressure Application	Weight mostly on the inside leg.	Release the pressure slightly from the inside leg and allow the weight to shift to the outside leg.	Apply pressure to inside edge of the outside leg.

Discussion:

This skill is a building block for and will lead to forward power slides.

Building Exercises:

STATIC

1. Review a lunge.
2. From the lunge, rotate the upper body.
3. Repeat #2 and unweight the inside leg, lifting the heel momentarily and apply pressure to the inside edge of the outside leg.

DYNAMIC

1. Review the Lunge Turn
2. While executing the lunge turn, begin to transfer the weight from the support leg to the inside edge of the outside leg at the apex of the "U" shaped curve.
3. Increase pressure application of the inside edge in order to increase friction and stopping power.
4. Rise to decrease pressure and complete the stop.

Corrective Exercises

Problem	Solution	Exercises
Lunge stop is really just a lunge turn.	Unweight the support leg. (PA)	Practice static exercises #1 - #3.
Not coming to a complete stop and skater spins out of control.	Distribute weight correctly and rise ant the correct time. (B/S) (PA)	Practice static exercises. Focus on weight distribution and rising. After the "swoosh", the student should begin to rise.

Power Slide

Goal: To introduce the student to a sliding stop while skating backwards.
Terrain: Flat, smooth surface.

Key Teaching Sequences

- Backward glide in a Ready Position
- Side Lunge
- Scribe and arc to the back with the action leg and apply pressure to the inside edge of the breaking skate.

Breakdown of Primary Skills:

Constants - Keep head turned to view your path of travel (head should turn in the direction of the braking leg).

Primary Skills	Step 1	Step 2	Step 3
Balance/Stance	Backward gliding ready position.	Lunge to the side of the support leg in the power slide.	Slide the braking leg behind your body, chest over the thigh of the support leg.
Edging	Top edges	Top edge of support leg, inside edge of the braking leg.	Top edge of support leg and Deep edge of braking leg.
Rotary Motion	Knees bent, head turned.	Deep support leg knee bend.	Rotate braking leg by scribing an arc to the back. Upper body pitched slightly forward over the support thigh.
Pressure Application	Weight even on both feet.	Weight over support leg.	Weight over support leg. The weight of the braking leg and momentum will apply enough pressure to the inside edge, creating the friction to stop.

Discussion:

This skill should be taught with much attention to a low starting point and clear, smooth terrain. This maneuver will end in a deep lunge with weight on the support leg, sliding to a stop.

Building Exercises:

STATIC

1. Review Lunge
2. Scribe long wide arcs, focusing on the alignment of the chest over the knee of the support leg.

DYNAMIC

1. Review the Lunge Stop, focusing on pressure to the inside edge.

2. Skate into a backward Ready Position, view behind.
3. Transfer weight into a sideways lunge.
4. The action foot will be on a deep inside edge. Scribe an arc until it is directly behind the body and perpendicular to the support leg.
5. Remain in the position until backward movement has ceased.

Corrective Exercises

Problem	Solution	Exercises
Student spins around.	Deepen knee bend of support leg to increase the angle of the inside edge (RM) Use the arms in opposition to the legs (B/S) (RM)	Scribe wide arcs to the back, stopping when the feet are perpendicular. Punch the corresponding arm to the braking leg in front of your body to counteract the spin.
Student stumbles	Remain in stopping position. (B/S)	Practice static lunges and T-lunges with deep knee bends and chest over support thigh.

Smart Street Skating

Key Points

- Anticipation
- Dealing with Obstacles
- Skating in groups

Discussion:

In order for students to skate confidently, it is important to master certain skills. The goal of Smart Street Skating is to take the skills learned and practiced in an enclosed environment and enjoy skating in the "real world"

Skating with Anticipation

Anticipation is a skill that must be practiced to be mastered. Its concept is twofold;

a) Avoiding possible hazardous situations by learning to anticipate them.

In some cases, hazardous situations can be avoided by predicting their occurrence. This can be done by understanding the potentiality of such situations. For example, when skating in the road, be aware of pedestrians stepping off the curb or cars making turns in front of you. The anticipation would be to focus part of your attention up ahead at the approaching intersection as this is the area where the potential for such occurrences is higher.

b) The idea of using timing to avoid braking.

Timing is a skill practiced by skaters of intermediate ability. Instead of skating at a steady pace, the pace is adjusted to accommodate the environment. For example; Instead of traveling up to a target to

be passed and applying a brake, look ahead as far as a few hundred yards. Anticipating the optimal point of passing, you can adjust your speed to improve your timing.

Dealing With Obstacles

There is specific protocol to be used when dealing with different types of obstacles commonly encountered while skating outdoors. In general, the stance that is safest while dealing with obstacles is scissored feet with the weight on the back foot. In this stance, the front foot acts as a "feeler", testing the terrain and helping you to make the proper adjustments to your stance to deal correctly with the obstacle.

For example; Sand or gravel - non solid surfaces like sand or gravel have the tendency to slow your skates quickly but your upper body continues to move at the same speed causing you to fall forward quickly "tomahawk chop" style. Keeping your feet scissored and weight on the back foot not only increases the length of your base of balance, it gives you the possibility of catching you weight on your front foot as your body weight is thrown forward. This is a similar technique to the grass stop.

Oil or water - There is always the potential for your feet to slide out with these obstacles. Most importantly, cease stroking. Slipping out on a stroke is the best way to pull a muscle. Just glide with feet scissored, then do small T-drags to remove any remaining slickness from the wheels.

Building Exercises:

1. Practice these skills: Scissor over a crack, scissor through sand, etc.
2. Scissor down a curb. (Use a spotter)
3. Explore the common obstacles in your area, anticipate how you would deal with them.

Skating in groups

The key to skating safely in groups is; clear, standardized communication.

For Example;

1. A common communication would be; "Car Back" or "Car up", pointing and announcing the situation.
2. Passing information to one another.
3. Informing others when passing them, "on your left/right".

There are many ways to increase safety when skating in groups. Explore the possibilities that are relevant to the areas where you skate.

APPENDIX A: DEFINITION OF KEY TERMS

Action Leg

The leg usually opposite support leg that does the "action" portion of the skill. Also referred to as "free leg".

Arm Swing

Arm movements while skating affect the skater's balance. If the swing is incorrect the skater will skate against himself or herself. Arms can be used to provide extra balance and control. The timing of the arm swing is synchronized with the power leg. Drive the swing arm forwards while pushing off of the power leg. Arms should swing in front of body and should not pass the opposite shoulder blade because this will rotate the upper body. Arm swing should not overreach because this will cause the skater to become unbalanced. Swing the arms close to the body for efficiency and aerodynamics. The arm tempo is in direct proportion to the leg stride, the longer the stride the longer the arm swing and vice-versa. To shorten the arm swing bend at the elbows and to extend the arm swing keep the arms straight and swing them slowly. Arms act as pendulums and can assist in balance, and provide additional power.

Balance

Balance is the body's automatic response to maintain equilibrium. Degrees of balance are instinctive, but balance can be improved with specific training exercises, both static and dynamic. Balance is affected by internal (fitness, confidence, posture, etc.) and external factors such as skating terrain. The better your balancing skills are to start, the more expeditious the learning.

Base of Support

Can refer to balance on one foot or the distance created between both feet. Beginners often start with feet farther apart to create a larger Base of Support. Balance is dependent upon the relationship created by the Center of Mass over the Base of Support. and Momentum.

Center of Mass

An imaginary line from the belly button to the pubic bone, about an inch lower on men than women. The most powerful part of the body because it lodges and connects the larger muscle groups. To facilitate and maintain balance, the Center of Mass must establish a position over the Base of Support.

Glide

Movement created by propulsion. There is a tendency to curve or hook the glide, but the main objective is to glide in a straight line. This is accomplished by keeping your weight centered over your support leg. Even though the sequence is glide then regroup the blending of components becomes more prevalent in Stride

III. As the stride becomes more elongated the regrouping leg becomes a pendulum to assist in the balance on the support leg. The glide and regroup should overlap.

Knee Bend

Keeping your knees bent provides the following: greater stability reducing your chances of falling, better shock absorption, less stress on knee joints.

Stride 3 Skating Position

This position is more difficult because it uses more physical strength. With the knees bent, the range of acceptable knee bend is ,90° being the lowest and 120° for the highest. The greater knee bend provides greater pushing range of a stroke that is longer and more powerful. Weight on the foot is centered between the arch and heel and not on the toes. The line of balance should be from your toes, through your knees and to your chest (profile look). For the upper body, keep your shoulder relaxed, quiet (motionless), and keep your head up. It is OK. to place your hands behind your back when you feel comfortable.

Push

The push is a lateral movement that should go straight to the side. The push begins when the knees are regrouped or at their closest point together underneath the body. When the push or extension is initiated the weight centered between the arch and heel of the pushing foot. The profile view of the alignment should be a line that extends from the toe through the knee to the chest of the support leg. There should be a straight line from the hip through the knee to the toe. The push should start "early" or immediately after regrouping to maximize your extension. A late push does not utilize the skaters full potential for efficiency since their are only utilizing part of their "pushing range". The alignment over the support leg is as follows, your toe, knee, chest and chin.

Regroup

Regrouping is bringing your foot back underneath your body. Regrouping starts when the pushing leg leaves the ground. Due to forward momentum the pushing leg will be following the support leg. Stride 3 regrouping is more efficient. Instead of losing energy from the regroup, energy will be maintained or gained. When the foot leaves the ground the toe will be extended and the last part of the skate to leave the ground. Keep the toe down while making a smooth semi-circle before the knees and ankles brush past each other Make sure that the skate is pointing forward. At first there is an overlap of skills and as the blending of skills (BOS) of striding becomes complete the skill of striding becomes a collective and synergetic process in which all aspects balance and directly work together.

Support leg

Weight-bearing side for single-leg balance and maneuverability also called the skating leg. Center of mass aligns over one side starting with awareness of sole of the foot, flexion at ankle and knee with hips and shoulders following that same alignment over the foot. Flexion at the joints requires muscular strength for functional stability; whereas, extension at the joints relies on the skeleton for functional stability. A student who has developed awareness, strength and balance on a single leg will accomplish the skills of in-line skating more efficiently. Also referred to as "skating leg".

Weight Transfer

When moving quickly from one leg to the other as in stroking, striding, stopping and turning, an immediate "feel" along the sole of the support foot must be established. This doesn't necessarily mean the skater has to manually apply pressure to the foot. Simply focusing mentally on the big toe to heel will result in pressure falling through the inside leg, through inside ankle to the sole of the foot. This will help acquire an immediate and familiar "feel" along the sole of the foot. This "feel" is also facilitated through an appropriate amount of flexion at the ankle, knee and hip, and positioning of the shoulders over that foot in order to balance over that side. Moving quickly from one foot to the other will occur more

DEFINITIONS

Apex

The furthest distance from the center of a stroke.

A-Stroke

A stroke initiated from the Inverted V, also called the A-Stance (toes together, heels apart). The A-Stroke travels backward applying pressure to the inside edges.

Action Leg

The leg opposite the support leg that does the "action" portion of the skill.

Arm Swing

Arm movements while skating affect the skaters balance. Arms can be used to provide extra balance and control. The timing of the arm swing is synchronized with the power leg. The opposite arm swings forwards while pushing off of the power leg. Arms act as pendulums and can assist in balance, and provide additional power.

Balance/Stance

One of the Primary Skills, the positioning of the body over the base of support.

Base of Support

Can refer to balance on one foot or the distance created between both feet. Beginners often start with feet farther apart to create a larger Base of Support. Balance is dependent upon the relationship created by the Center of Mass over the Base of Support and Momentum.

Center of Mass

An imaginary line from the belly button to the pubic bone, about an inch lower on men than women. The most powerful part of the body because it lodges and connects the larger muscle groups. To facilitate and maintain balance, the Center of Mass must establish a position over the Base of Support.

Glide

Movement created by propulsion. This is accomplished by keeping your weight balanced over your support leg(s).

Knee Bend

Keeping your knees bent provides the following: greater stability reducing your chances of falling, better shock absorption, less stress on knee joints, and increased potential for greater power in a stroke.

Building Exercises

Exercise that progressively lead to the objective skill. Each exercise adds to the previous exercise.

Corrective Exercises

Exercises to discourage improper technique, encouraging good technique. Focus on the Primary Skills to determine the appropriate corrective exercises.

Corresponding Edges

One foot is on an inside edge while the other foot is on an outside edge.

Dynamic

Moving exercises.

Edging

One of the primary skills, the angle of the wheel relative to the skating surface.

Inside Skate/Leg

The skate or leg that creates the smaller arc radius within a turn.

Long axis

The line drawn through the center of the body and on to the ground.

Landing Line

The imaginary line onto which the regrouped skate is placed after a stroke.

Lunge

A forward or sideways weight transfer in which all weight is shifted to a support leg and the action leg is extended.

Outside Skate/Leg

The skate or leg that creates the larger arc radius within a turn.

Parallel Stance

Standing in a Ready Position with the feet scissored.

Power Leg

Usually the Action Leg, the leg that creates propulsion by stroking.

Prerequisite Skills

Skills necessary before the Building Exercises and execution can be taught.

Pressure Application/Weight Transfer

Notes for L2 Skating Skills

Backward Swizzle

Key	Skills	Drills

Forward Crossover

Key	Skills	Drills

Backward Movement

Key	Skills	Drills

Slalom

Key	Skills	Drills

Lunge Turn

Key	Skills	Drills

T-Stop

Key	Skills	Drills

Stride Stage 3

Key	Skills	Drills

Two Foot F/B Transition

Key	Skills	Drills

Two Foot B/F Transition

Key	Skills	Drills

Mohawk

Key	Skills	Drills

Heel Stop 2

Key	Skills	Drills

Lung Stop

Key	Skills	Drills

Backward Power Slide

Key	Skills	Drills

Key	Skills	Drills

Key	Skills	Drills