Fun, Friends & Fitness

2011
National Skating Month

US Figure Skating

It's Great to Skate!

Administration Manual

Sponsored by Hauff and Dreeland Foundation
Welcome

Dear National Skating Month event director,

The National Skating Month campaign has been designed to help you attract potential new families to your local skating programs. Through a series of structured on-ice and off-ice activities, you can provide a fun introductory session for every participant and hopefully increase your membership as a result.

With the National Skating Month campaign, we aim to achieve the following objectives:
1. To promote and celebrate ice skating as a family recreational activity
2. To promote skating at the national and local level
3. To encourage new skaters to sign up for lessons
4. To offer growth opportunities for all ice sports

Included in this manual is a step-by-step guide on how to organize your own promotion, a list of materials and supplies, and some suggestions on how to utilize these materials to help you run a safe and fun session.

Although we have included a sample outline for the day, we encourage you to improvise and scale this curriculum up or down depending on the level of your participants. You will notice the suggested outline offers a basic introductory curriculum. We have also provided a list of more challenging skills that can be added or substituted provided you have more experienced participants. Please create or personalize this program with your own information and experience.

We suggest that you have pre-registration to encourage commitment for participation allowing you to plan accurately with groupings and staffing requirements. Participants should fill out a registration card with their contact information so this can be used to invite them to future programs and sign a waiver. In your materials you will find one hundred postcards that can also be distributed at the end of the session with your contact information stamped on the back.

All events associated with your National Skating Month promotion are insured and sanctioned.

We hope that National Skating Month provides you and your participants with an exciting experience; ultimately bringing new members into your organization. If you have any questions regarding this campaign, please contact us.

Remember…It’s Great to Skate!

Susi Wehrli
Senior Director of Membership
Being an Effective Event Director

Rules of Thumb
- Be flexible
- Be able to “punt”
- Plan for and expect problems
- If problems DO arise, handle them efficiently and effectively
- ‘Failing to plan is planning to fail’
- Communicate – with EVERYONE!

Pre-Event
- Make and manage a “To Do” list
- Set goals and objectives (attainable and measurable)
- Budget
- Invite and communicate with your staff
- Define the registration process—must pre-register
- Develop an agenda (with the help of the staff)
- Make a flyer and “sell” (tear-off sheet for application)
- Reserve ice, equipment and classrooms – seek on-site assistance
- Confirm, re-confirm and double re-confirm
- Plan “dead-time”

During the Event
- Roam – ensure the quality of the event
- Anticipate problems/troubleshoot logistics
- Call to triple-confirm evening/afternoon events
- Thank people

Post-Event
- Thank You notes
- Review the budget and plan for next year’s event
- Review feedback from participants and staff
- Complete all necessary paperwork for U.S. Figure Skating
- Plan modifications/improvements for next year or future events
- Welcome new skaters to your programs

Director’s Timeline

Immediately
- Determine your goals (target participation number)
- Book ice time
- Secure enough instructional staff and volunteers based upon target numbers

Forty-Five (45) Days Before
Create a marketing plan! Start getting word out to the community, schools and current skating participants.
- Set the schedule for the event
- Do a flowchart of the event—registration, skate rental, meeting spot, off ice instruction
- Determine registration process—creating forms, rosters and waivers

Thirty (30) Days Before
- Finalize site, schedule, ice time, and snacks.
- Promote and publicize to the community. Send out application forms to prospective skaters.

Fourteen (14) Days Before
- Send out information packet to instructional staff and volunteers with a detailed schedule, roster, and other information. Assign skills or jobs to each instructor/volunteer.
- Confirm all arrangements for ice rental
- Determine what additional materials and/or equipment are needed for your promotion and secure them (clipboards, DVD player/TV, paper, pencils, name tags, tape, etc).
- Personalize and distribute the press/media information from the NSM promotional packet to advertise the clinic.
- Start pre-registration process.

Day of Event—Have an on site instructor and volunteer meeting to make sure everyone knows their role and what they will be teaching or assisting. Train registration volunteers. Be ready with everyone in place at least 45 minutes before your event begins to meet the first arrivals. Have a knowledgeable volunteer in place to answer any questions in lobby and in rink arena. Make everyone feel welcome.

Immediately After
- The director should collect all evaluations.
- Send thank-you letters to instructors and volunteers
- Make a connection with all participants inviting them back to your programs.
Many programs will attract new families who may never have tried ice skating but having an open house and offering free lessons at the local rink will entice them to tie up some skates and give it a try. Try to incorporate some of these ideas to make your event fun and inclusive for everyone.

Off-ice Orientation:
- Welcome to the facility, verbal tour of facility, promote local programs
- Introductions of staff members and rink personnel
- Viewing of a skating DVD or intro video
- Discussion about proper equipment, explaining skates, what to look for, how to lace, proper fit
- Discussion about recommended attire, helmets, warm-up stretches
- Divide into groups based upon skating experience (assign color nametags):
  - *Never skated/public skated only (Snowplow 1/Basic 1)* - green
  - *Forward and backward skating skills & stops (Basic 2-3)* - red
  - *Crossovers and turns (Basic 4-8)* - blue
  - *Basic Skills jumps and spins (Free skate levels)* - yellow
- Break into smaller groups with instructor rink side and give off-ice safety discussion

On-ice Lesson and Skating Session:
- On-ice lesson time – ½ hour maximum each group of participants
- Open skating time after lesson- all instructors float- ½ hour maximum
- Mini exhibition or skating demonstrations from local skaters
- Play games and offer on-ice supervised activities

Conclusion:
- Distribute lesson and programming information
- Distribute coupons for free public skating with schedules of facility events
- Q&A time with Staff
- Door Prize drawing

Registration Table:
- At least two volunteers
- Registration materials
- Colored name tags
- Waiver and releases
- Public Skating Schedules
- Lesson information, figure skating club, speed skating and hockey associations information
- Coupons – 20% off the next Basic Skills group lesson session
- Bring a Friend Public Skating Passes
- Give away materials

Each open house will need at least 10 trained staff for the session to run smoothly (depending on number of participants):
- Director
- Welcoming committee – registration table volunteers
- 5 Skating instructors
- 2 On-ice Assistants
- Skaters for demonstration and assistance

Sample agenda of activities: timeline is a guideline only
*(Duration of the clinic – 1 ½ hours total, 1 hour on ice)*

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1:00</td>
<td>Sign-in at registration table/sign waiver</td>
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<tr>
<td></td>
<td>Welcome to the facility- verbal tour</td>
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<td></td>
<td>Introductions of staff members and rink personnel</td>
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<tr>
<td>1:15</td>
<td>Discussion about proper equipment, explaining skates, what to look for, how to lace, proper fit, recommended attire, helmets, warm-up stretches, falling and recovery techniques</td>
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<tr>
<td>1:30</td>
<td>On-ice lesson time- have a lesson plan and skills ready prior to session</td>
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<tr>
<td>1:30</td>
<td>Open skating time after lesson- all instructors float</td>
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<td>Play a skating game with the children</td>
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<td>2:00</td>
<td>Open skating time after lesson- all instructors float</td>
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<td>Mini exhibition/skating demonstration</td>
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<td></td>
<td>Distribute lesson information, coupons for free public skating with schedules of facility events</td>
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<td>Door Prize drawing</td>
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Make sure that everyone leaves the facility with an understanding of skating, programs your rink has to offer, information to take home and share with others, and most importantly- a smile on their face!
‘It’s Great to Skate’ Detailed Curriculum

Below is the detailed curriculum explanation. The schedule you decide upon for your promotion should include this curriculum but can be tailored to meet the goals and needs you have for your event. Changes will almost always occur so be prepared and be flexible.

Welcome: Take a few minutes to welcome the participants and cover the general layout of the facility. Cover the facility logistics i.e. where the phones, bathrooms, and first aid are located.

Introductions: Introduce the staff and the volunteers. Take a moment to allow the staff and volunteers to share a bit of their skating experiences and to assure these participants that they started out just like them. This will serve as a good ice breaker and begin to establish the confidence between the staff and the participants. Give a brief overview of the promotion and what the participants can expect from the program.

Equipment: Skates must fit properly! Skates that are uncomfortable or too big will become a frustration to the participants. Many people quit skating before they really give it a chance because “It hurt my feet/ankles”. Please take the time to explain proper fitting of skates, what to look for in selecting a pair of skates, how to lace them properly and practice walking in their skates before they take to the ice.

Fitting Tip: Your feet should not move around inside your boots, especially the heel. Your heel should be as far back into the boot as possible and should feel snug. Another important factor is support. Skates that lack adequate support can’t hold you up; you wind up using a lot of your muscle power just to stay upright. Keep trying on skates until you find a pair that fits. Rental skates are made to fit everyone; therefore they fit no one precisely. Be aware that your skate size is not the always the same as your shoe size.

The boots should feel snug but your toes shouldn’t be pinched. The closer the fit, the more control you will have. Wear thin socks or tights, heavy socks will take up space and force you into a larger size than you need.

Lacing Tips: How skates look when they are laced up can offer a clue as to how well they fit. Tap your heel back into the boot as far as possible. Pull the tongue completely up (giving it a gentle pull) and try to secure it straight up and down then tuck it beside your foot. Starting with the second or third set of laces from the bottom, begin to pull the laces tightly, one pair at a time, so the boot closes well over the front of your foot. It is important not to let the laces slip. The laces should be snug through the ankle area and the bottom two sets of hooks. The top two can be a little bit looser to allow for some flexibility. If extra lace remains, try to cross it over the hooks neatly. Do not wind the extra lace around the skates if possible. Beware of loose flying bows as they can cause accidents. When skates are laced effectively there should be enough room, with ankles flexed, to stick a finger down between the back of the boot and your leg. If your skate hurts or doesn’t feel right, spend time re-lacing and adjusting.

Break into groups: Dividing up your participants into smaller more manageable groups by age and ability will make the experience more positive for everyone involved. Use colors or characters that can be easily recognized for the groupings. The suggested ability divisions and skill lists can be found on page 8 in this manual. Try to organize your groups in the lobby area prior to going onto the ice to minimize confusion. Use your assistants for the Never Skated/Public Skated group levels to ensure participants enough personal attention to give them the confidence to try.

Allow time for open skating: Bring everyone together for a brief recap of their skating lesson, allow your instructors and assistants to “float” around answering questions and offering advice, turn on the radio and get the people moving around the rink, practicing on their own.

Come together as a group: This would be the time to do the give-a-way prizes and handout the participant prizes. Each person should receive a “gift” and program information. Making this a fun little awards ceremony would be a great way to finish off the program. Be sure to let the participants know how they can become a permanent part of your program.

List of other activities and ideas:

✓ free open skating and mini lessons on the basics of skating in a small area only
✓ exhibitions of local recreational/competitive skaters
✓ skating demonstrations
✓ organized and controlled races
✓ skills competition
✓ public carnival and clinic
✓ bring a friend
✓ on-ice games and rotating stations
✓ off-ice parent education
✓ club informational tables about how to get involved
✓ decorate the lobby
✓ refreshments
✓ recreational pick up hockey game
✓ Skate-a-thon fundraiser
✓ local news reporter/personality gets free lesson on the air, writes newspaper story
✓ raffle, silent auction and door prizes
✓ school and pre-school promotions
✓ social ice dancing clinic for beginners
✓ costume contests
✓ discount coupon for upcoming skating sessions
✓ theme days throughout entire month
✓ Scout day to earn merit badges/awards
✓ Viewing parties
U. S. Figure Skating Basic Skills Program

Ability Group Divisions and Skills

Ask all participants what past skating experience they have had and where they feel their skill level is. Most people will place themselves in their correct skill level or one level below so they feel more comfortable. In your teaching, include many tips so every one of all ability levels feels like they have learned something new.

Skill Level Groupings:

- **Never Skated & Public skated only- no formal instruction (green name tags)**
- **Forward skating, backward skating and stops (red name tags)**
- **Crossovers and turns (blue name tags)**
- **Basic Skills Jumps and spins (gold name tags)**

These general groupings will have to be further sub-divided based on the number of participants you have in each group and specific skills being taught.

NEVER SKATED & PUBLIC SKATED GROUP

Snowplow Sam 1, Basic 1, Adult 1

Skills to cover:

- Proper falling and recovery
- Marching/forward skating
- Gliding
- Forward swizzles
- Backward wiggles
- Snowplow stops

Forward/backward & stops group BASIC 2-3, ADULT 2

Skills to cover:

- Forward stroking techniques
- Forward pumping on the circle
- Forward edges
- Backward skating techniques
- Backward one-foot glides
- Two-foot turns
- One-foot snowplow stops

Crossovers and turns group BASIC 4-8 - ADULT 2-3

Skills to cover:

- Forward/Backward edges
- Forward/Backward crossovers
- Turns and Mohawks
- Backward stroking
- T-stops

Table:

- Pivotts, Two-foot spins, One-foot spins
- Bunny Hops
- Spirals, Lunges, Waltz jumps

Basic Skills jumps/spins group BRIDGE/CLUB SKATERS

**Jumps:**

- All singles through ability level of group

**Spins:**

- One foot
- Backward spin
- Sit spin
- Camel spin
Frequently Asked Questions

What type of facility and other materials are needed?
Really any ice rink will do. A lot may depend on the number of participants and ice availability. You should designate a NSM director, instructional staff and registration/welcoming committee. We suggest you set up a registration table and have someone available to answer questions throughout the event.

Do we need a meeting room or meeting area?
Depending on the size of your group, a room would be great, but space in the lobby will do as well. Make sure the room is large enough for everyone to sit comfortably. Considerations also need to be made for special speakers. If you are going to include a guest speaker, find out what his or her needs are. Consider what type of audio/visual equipment to use in the meetings, such as television, DVD player, PA system, etc.

Should we split the group?
Yes. Once you have your overall introduction and general discussion, it might be best to split into your skill groups at that point by ability than age if possible.

What is an acceptable ratio between skaters and coaches/instructors?
We recommend that you have at least 10 staff/volunteers to give the skaters as much attention as possible. However, you can adjust the numbers to fit you needs. Additional participants' supplies may be purchased from U.S. Figure Skating. Try for no more than 10 in a group with one instructor, no more than 7 if preschool aged children.

What costs are involved?
Your expenses include the cost of ice time and whether or not you pay the coaches/instructors for their time. Many clubs and programs may want to set aside some money in the budget for the additional expenses not covered or you have to pass this fee on to the participants.

When should we hold our event?
Obviously during National Skating Month but if you should host another promotion to boost your membership, try to pick a time that suits your club and program. Many registration promotions are held in the fall. Sometimes promotions are held in conjunction with other club or program events. It is a good idea when making your annual planning calendar to include your events as part of that schedule so everyone is aware of the dates well in advance.

Can we make additional handouts or promotional materials?
We hope you do! Be creative; make a clinic flyer or invitation. Try personalizing the sample flyer on the CD provided in your promotional packet. We have included 100 postcards for you; these can serve as a great piece to either pass out to the participants after the clinic to invite them back for another event or for a club tryout or perhaps to join the basic skills program. Use the certificate of participation for the skaters to take with them as they leave the building.

Can we bring in a guest speaker or skater?
Yes, an outside expert could present or an elite level skater may be able to provide an exhibition that would be entertaining as well as inspiring to these young skaters. Many clubs, rinks or programs have access to athletes or other professionals that can be a great resource as well.

Can we charge the participants?
You can if necessary. It is not unreasonable to pass on the cost of ice time or coaches fees. But, we do suggest that you keep the cost to a minimum to make it affordable to any and all who attend. The clinic is not designed to be moneymakers for clubs, rinks or programs. There are many creative ways to utilize resources within the community to minimize expenses.

How should we schedule the day?
We have provided a sample schedule for you to review. If this schedule should work, that’s great! If not, design your own schedule that will accommodate your needs. Be sure to allow for transition time between off-ice and on-ice sessions. It is probably best to ‘under’ rather than ‘over’ schedule the day.

What do we do with the parents?
We have added an outline for a parent’s education track. We suggest you use this outline as a guide to run a great and informative parent’s seminar. Allow the parents time at the end to watch their kids on the ice while you explain what they have learned.
Parent Education Ideas

This session should be started with the parents after the children have been placed in their respective groups. Plan your session to last no more than a half hour. Use the Parent Survival Guides volume 1-3 as a reference.

1. Welcome and introductions

2. What are ice sports and what do they have in common? Be sure to emphasize to the parents that the basic entry level learn to skate techniques apply no matter what discipline the skaters end up taking up:
   A. Figure Skating
   B. Hockey
   C. Speed Skating
   D. National Governing Bodies
   • use the brochures and Fact Sheet for reference

3. Why Participate…
   Fun, Skill Development, Fitness Sports Continuum
   Recreation → Advancement → Lifelong Activity
   Age 3 → Age 90

4. Equipment
   E. Skates and how they should fit
   F. Difference between hockey, speed skates and figure skates
   G. Lacing up
   H. Care of equipment i.e. guards, drying skates off, how to store them, etc.
   I. Buying equipment (support your local pro shop)
   J. Proper attire

5. What are the skaters up to?
   F. Review what they are learning
   G. Watch the end of the their activities

6. Rink/club programs (sign-up table)
   G. Lesson programs and how to enroll
   H. Distribute club/program literature
   I. Explain benefits
   J. Instructors/Coaches

Conclusion - Question/Answers

How to use materials

Postcard ideas:

• Create clear or white mailing labels with your club contact information and adhere them onto the back of the cards.

• Create your own personal message in a Word file, and run the recruiting cards through your laser printer. We suggest you play with the positioning on regular paper before trying to print on the cards. Once you have the wording proofread by someone and have it positioned in the right place, copy one card to see if it works. Then copy only a few at a time to eliminate waste.

• Use them for a bounce back discount. If they come back to enroll in lessons and bring the card they will receive 20% off their first session of lessons.

• Distribute the cards during public skate sessions to potential members.

• Give the cards out to kids who participate with an invitation to join your club or lesson program

• Distribute cards to a local 1st grade class to see if you attract kids to your program. Have them bring in their card when they come in and offer a small prize (Tootsie Rolls, pin, anything that motivates them).

Poster ideas:

• There is a place on the bottom of each poster that is intended for you to include your local contact information with a large black magic marker or to affix a large clear label with the pertinent information.

• We suggest that you hang these posters at rinks, local grocery stores, local schools, anywhere that you think might attract people to your programs and events offered during that week and beyond.

Bring a buddy coupon:

• Pass these out to the skaters currently enrolled in your group lesson program or club members to bring a friend or two with them to a selected session.

We hope this administration packet has helped you organize your National Skating Month promotion. Contact us and let us know what worked for you. Your ideas and feedback will help shape and improve this exciting program for next year.

List of Sample Forms & Appendix Information

Listed below are the sample forms that are included in this manual. Please remember these are sample forms that can be used as they are or be changed to suit your specific needs. Note that the Medical Authorization is a Release Form not a Hold Harmless Clause. Also, the participant and staff evaluation forms may be changed but a copy must be returned to U.S. Figure Skating.

• Participant Insurance Waiver
• Participant Evaluation
• Staff Evaluation

• Medical Authorization Form
• Order form for additional supplies

We suggest that you have a registration deadline and have the participants sign up ahead of time. Once the registration period is over and the event is filled, you should send out a packet to the participants that includes the insurance waiver and the medical release form. We also suggest that you use the press release that was sent to you on a CD in your NSM promotional packet. Personalize this press release. Be certain to send the release to the appropriate contact at your local newspapers.
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<th>Participant Name</th>
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<th>E-mail or mailing address</th>
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Insurance Waiver Form

In consideration of my participation in any U.S. Figure Skating program or Basic Skills activity, I acknowledge that I understand the nature of the activity and that I, and/or my minor child, am qualified, in good health, and in proper physical condition to participate in such activity. I acknowledge that if conditions are unsafe, I, and/or my minor child, will immediately discontinue participation in the activity.

I fully understand that skating involves risks of serious bodily injury, including permanent disability, paralysis, and death, and that these and other risks may be caused by my own actions, or inactions, those of others participating in the event, the conditions in which the event takes place, or the negligence of the Releases named below; and that there may be other risks either not known to me or not foreseen at this time; and I fully accept and assume all such risks and all responsibility for losses, costs, and damages I incur as a result of my participation in the activity.

I hereby release, discharge, and covenant not to sue the U.S. Figure Skating Association, its Member Clubs, their respective administrators, directors, agents, officers, volunteers, and employees, and any sponsors and advertisers of any -sanctioned event in which I participate (each considered one of the Releases herein) from all liability, claims, demands, losses, or damages on my account caused or alleged to be caused in whole or in part by the negligence of the Releases. This release waiver of liability and express assumption of risk agreement does not apply to any liability, claims, demands, losses, or damages arising out of the gross negligence of, or intentional, willful or wanton misconduct of Releases. If I, or anyone on my and/or my minor child’s behalf, makes a claim, I agree I will indemnify, defend, save, and hold harmless each of the Releases from any loss, liability, damage, or cost which any may incur as the result of such claim.

I acknowledge that I have read this release, waiver of liability and express assumption of risk agreement and fully understand it.

_________________________________________________________   _____________________________________________________
Participant Signature                                      Date

_________________________________________________________   _____________________________________________________
Parent/Legal Guardian Signature                           Date
Participant Evaluation Form

Name: ___________________________________________________________________________________________

Rink: ____________________________________________________________ Date ___________________________

1. My favorite part of the day was…

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

2. I wish we had done more of…

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

3. How did you hear about our open house today?

_____________________________________________________________________________________________

4. How did the instructors help you?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

5. How did this event motivate you to be a better skater?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

6. Will you sign up for lessons and/or continue with your skating?

_____________________________________________________________________________________________

_____________________________________________________________________________________________
Staff Evaluation Form

Name: ___________________________________________________________________________________________

Club/Program: ____________________________________________________ Date ___________________________

1. How did the day go?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

2. What suggestions do you have for improvement?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

3. Were the participants grouped properly by ability for your lesson?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

4. Did you receive information in time to prepare?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

5. In what ways could we better promote this event or our skating programs?
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

6. Additional feedback:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
National Skating Month
Medical Authorization Form

Date _________________________________ Skater Name  ________________________________________________

Event Site   _______________________________________________________________________________________

I am aware that the practice of medicine and surgery is not an exact science and I acknowledge that no guarantee is to be
made to me as to the result of the treatments or examinations by these persons or facilities.

__________________________________________________  _________________________________________
Signature of Participation Date

__________________________________________________  _________________________________________
Signature of Parent/Guardian Date

Please include telephone numbers where a relative or guardian can be reached in case of an emergency.

__________________________________________________________   _______________________________
Father Phone – AM  __________________________________________

__________________________________________________________   _______________________________
Phone – PM  __________________________________________

__________________________________________________________   _______________________________
Mother Phone – AM  __________________________________________

__________________________________________________________   _______________________________
Phone – PM  __________________________________________

__________________________________________________________   _______________________________
Legal Guardian Phone – AM  __________________________________________

__________________________________________________________   _______________________________
Phone – PM  __________________________________________

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Physician Phone  __________________________________________

__________________________________________________________   _______________________________
Dentist Phone  __________________________________________

__________________________________________________________   _______________________________
Medical Insurance Policy #
The “basic skills” are the fundamentals of the sport. These eight levels of the program introduce the fundamental moves: forward skating, backward skating, stops, edges, crossovers, turns and Mohawks. Upon completion of the Basic 1-8 levels, skaters will have a basic knowledge of the sport, enabling them to advance to more specialized areas of skating.

**Basic Skills Program**

**Basic Skills 1–8**

**Basic 1**
1. Sit on ice and stand up
2. March forward across the ice
3. Forward two-foot glide
4. Dip
5. Forward swizzles – 6–8 in a row
6. Backward wiggles – 6–8 in a row
7. Snowplow stop
8. Rocking horse – 2–3
9. Two-foot hop in place (optional)

**Basic 2**
1. Forward one foot glides – R and L
2. Backward two-foot glide
3. Backward swizzles – 6–8 in a row
4. Two-foot turn from forward to backward in place
5. Moving snowplow stop
6. Forward alternating half swizzle pumps, in a straight line (slalom-like pattern)

**Basic 3**
1. Forward stroking, showing correct use of blade
2. Forward half swizzle pumps on a circle – 6–8 consecutive clockwise and counterclockwise
3. Moving forward to backward two-foot turn – clockwise and counterclockwise
4. Backward one-foot glides – R and L
5. Forward slalom
6. Two-foot spin – up to two revolutions

**Basic 4**
1. Forward outside edge on a circle – R and L
2. Forward inside edge on a circle – R and L
3. Forward crossovers, clockwise and counterclockwise
4. Forward outside three-turn, R and L from a stand-still position
5. Backward half swizzle pumps on a circle, clockwise and counterclockwise
6. Backward stroking
7. Backward snowplow stop – R and L

**Basic 5**
1. Backward outside edge on a circle – R and L
2. Backward inside edge on a circle – R and L
3. Backward crossovers, clockwise and counterclockwise
4. Beginning one-foot spin – up to three revs, optional entry and free-foot position
5. Hockey stop
6. Side toe hop – both directions

**Basic 6**
1. Forward inside three-turn – R and L from a standstill position
2. Moving backward to forward two-foot turn on a circle, clockwise and counterclockwise
3. T-stop – R or L
4. Bunny hop
5. Forward arabesque/spiral on a straight line – R or L
6. Forward lunge – R or L

**Basic 7**
1. Forward inside open Mohawk from a standstill position
2. Backward outside edge to forward outside edge transition on a circle – R and L
3. Ballet jump – R and L
4. Backward crossovers to a backward outside edge glides (landing position), clockwise and counterclockwise
5. Forward inside pivots – R or L

**Basic 8**
1. Moving forward outside three-turn on a circle – R and L
2. Moving forward inside three-turn on a circle – R and L
3. Combination move: Forward crossovers (2) into forward inside Mohawk, cross behind, step into backward crossover (1) and step to forward inside edge
4. One-foot upright spin, optional entry and free-foot position
5. Waltz jump
6. Mazurka – R and L
U. S. Figure Skating Basic Skills Program

Snowplow Sam Program

The Snowplow Sam levels are designed to help the preschool-age skater develop preliminary coordination and strength to maneuver on the ice. Snowplow Sam is a big, fuzzy polar bear who loves to skate. Time with Snowplow Sam will allow preschool children to become comfortable on the ice.

Snowplow Sam 1
1. Sit and stand up with skates on – off Ice
2. Sit and stand up – on Ice
3. March in place
4. March forward – 8–10 steps
5. March, then glide on two feet
6. Dip in place

Snowplow Sam 2
1. March followed by a long glide
2. Dip while moving
3. Backward wiggles – six in a row
4. Forward two-foot swizzles – 2-3 in a row
5. Rocking horse – one forward, one backward swizzle action
6. Two-foot hop in place

Snowplow Sam 3
1. Forward skating – 8–10 steps
2. Forward one-foot glide – R and L
3. Forward swizzles – 4–6 in a row
4. Backward swizzles – 4–6 in a row
5. Forward snowplow stop with skid
6. Curves
U. S. Figure Skating Basic Skills Program
Adult Curriculum

The Adult curriculum is designed for the beginner adult skater. It will promote physical fitness and improve balance and coordination while teaching proper skating techniques. Divided into four levels, adult skaters will progress at an individual rate while being challenged and motivated. This is an exciting new program for people who look to skating as an enjoyable part of a fit and healthy lifestyle.

**Adult 1**
1. Falling and recovery
2. Forward strides and gliding
3. Forward swizzles
4. Backward skating
5. Backward swizzles
6. Forward one-foot glides, one time skater’s height: R and L
7. Two-foot turns, in place
8. Snowplow stops – R or L
9. Forward curves on two feet
10. Forward half swizzle pumps on a circle

**Adult 2**
1. Forward stroking
2. Backward half swizzle pumps on a circle, clockwise and counterclockwise
3. Moving two-foot turns on a curve, both directions
4. Forward edges on a circle, outside and inside, clockwise and counterclockwise
5. Forward crossovers, clockwise and counterclockwise
6. Backward one-foot glide – R or L
7. Forward pivot
8. Forward chasses on a circle

**Adult 3**
1. Backward edges on a circle, outside and inside, clockwise and counterclockwise
2. Backward crossovers, clockwise and counterclockwise
3. Inside Mohawk, either direction
4. Basic forward outside and forward inside consecutive edges (4-6)
5. Backward snowplow stops – R and L
6. Forward progressives
7. Beginning two-foot spin

**Adult 4**
1. Forward three turns, outside and inside – R and L
2. Perimeter stroking with crossover end patterns
3. Forward outside to inside change of edge sequence
4. Alternate backward crossovers with two-foot transition
5. Footwork sequence – 3-5 forward crossovers to an inside Mohawk; 3-5 backward crossovers; step forward inside the circle and repeat
6. Power three-turns – one direction only
7. Backward chasses on a circle
The Hockey curriculum is designed to teach the fundamentals of hockey skating. In four badge levels, skaters will learn how to maneuver faster and be more agile on the ice. Proper skating techniques are the primary focus of the levels. All elements will be taught without a puck. Skaters will learn the necessary fundamentals to be successful in game situations.

Necessary equipment:
• Hockey skates
• Certified hockey helmet (ice approved)

Hockey 1
1. Sit on ice and stand up
2. Proper stance
3. March forward across the ice
4. Forward two-foot glide, one time skater’s height
5. Dip or squat
6. Scooter pushes or T-push
7. Forward swizzles
8. Snowplow stop
9. Backward skating

Hockey 2
1. Backward stance
2. Skating forward using full strides
3. Forward one-foot glides – R and L
4. Backward hustle
5. Backward swizzles
6. Glide turns, both directions
7. Moving snowplow stops

Hockey 3
1. Forward C-cuts (half swizzle pumps) on a circle – R and L
2. Hockey turns, R and L, with speed in and out of turn
3. Forward slalom
4. Forward stop and starts
5. Backward V-stop
6. Lateral marching crossovers, both directions

Hockey 4
1. Forward one-foot pushes on a circle
2. Forward crossover glides – hold feet in crossed position for two counts
3. Forward crossovers – clockwise and counterclockwise
4. Alternating backward C-cuts in a line (half swizzle pumps)
5. Backward one-foot glide, R and L, one time skater’s height
6. Mohawks – R to L and L to R
7. Hockey stop
The Special Olympics Sports Skills Program is designed for people with mental retardation who may exhibit any number of physical impairments. The Special Olympics Figure Skating Badge Program allows athletes to learn skills in a progressive order and earn badges at each level. Athletes who complete the Special Olympics Badge Program will be prepared to move into the existing badge program at local rinks.

**U. S. Figure Skating Basic Skills Program**

**Special Olympics Badge Program**

**Badge 1**
1. Stand unassisted for five seconds
2. Fall and stand up unassisted
3. Knee dip standing still unassisted
4. March forward 10 steps assisted

**Badge 2**
1. March forward 10 steps unassisted
2. Swizzles, standing still – three repetitions
3. Backward wiggle or march assisted
4. Two-foot glide forward for distance of at least length of body

**Badge 3**
1. Backward wiggle or march
2. Five forward swizzles covering at least 10 feet
3. Forward skating across the rink
4. Forward gliding dip covering at least length of body – L and R

**Badge 4**
1. Backward two-foot glide covering at least length of body
2. Two-foot jump in place
3. One-foot snowplow stop – L and R
4. Forward one-foot glide covering at least length of body – L and R

**Badge 5**
1. Forward stroking across rink
2. Five backward swizzles covering at least 10 feet
3. Forward two-foot curves left and right across rink
4. Two-foot turn front to back, on the spot

**Badge 6**
1. Gliding forward to backward two-foot turn
2. Five consecutive forward one-foot swizzles on circle – L and R
3. Backward one-foot glide length of body – L and R
4. Forward pivot

**Badge 7**
1. Backward stroking across the rink
2. Gliding backward to forward two-foot turn
3. T-stop left of right
4. Forward two-foot turn on a circle – L and R

**Badge 8**
1. Five consecutive forward crossovers: L and R
2. Forward outside edge – L and R
3. Five consecutive backward half swizzles on a circle: – L and R

**Badge 9**
1. Forward outside three-turn – L and R
2. Forward inside edge – L and R
3. Forward lunge or shoot the duck at any depth
4. Bunny hop

**Badge 10**
1. Forward inside three-turn – L and R
2. Five consecutive backward crossovers – L and R
3. Hockey stop
4. Forward spiral three times length of body

**Badge 11**
1. Consecutive forward outside edges – minimum two on each foot
2. Consecutive forward inside edges – minimum two on each foot
3. Forward inside Mohawk – L and R
4. Consecutive backward outside edges – minimum two on each foot
5. Consecutive backward inside edges – minimum two on each foot

**Badge 12**
1. Waltz jump
2. One-foot spin – minimum of three revolutions
3. Forward crossover, inside Mohawk, backward crossover, step forward – step sequence should be repeated clockwise and counterclockwise
4. Combination of three moves chosen from badges 9-12
The Therapeutic Badge Program is designed to help physically challenged skaters develop skills and enhance their skating experience. The program encourages skaters to continue in the sport of skating for physical recreation and activity while taking limitations into consideration. Assisted is with the help of a person. If skaters use an assistive device without a person, they are unassisted.

**U. S. Figure Skating Basic Skills Program**

**Therapeutic 1–14**

**Therapeutic 1 – OFF ICE**
1. Stand in skates
2. Fall and stand up
3. Knee dip standing still
4. March forward 10 steps

**Therapeutic 2 – ON ICE**
1. Stand on ice
2. Fall and stand up
3. Knee dip in place
4. March forward 10 steps

**Therapeutic 3**
1. March forward 10 steps
2. Three swizzles standing still
3. Backward wiggle and march assisted
4. Forward two-foot glide

**Therapeutic 4**
1. Backward wiggle or march
2. Five forward swizzles
3. Forward skating
4. Forward gliding dip

**Therapeutic 5**
1. Backward two-foot glide
2. Two-foot jump in place
3. One-foot snowplow stop, R or L
4. Forward one-foot glide

**Therapeutic 6**
1. Forward stroking across the rink
2. Five backward swizzles
3. Forward two-foot curves
4. Two-foot turn front to back standing still

**Therapeutic 7**
1. Gliding forward to backward two-foot turn
2. Five forward one-foot swizzles, R or L
3. Backward one-foot glide, R or L
4. Forward pivot

**Therapeutic 8**
1. Backward stroking across the rink
2. Gliding backward to forward two-foot turn
3. T-stop R or L
4. Forward two-foot turn on a circle, R and L

**Therapeutic 9**
1. Forward outside edge on a circle
2. Forward inside edge on a circle
3. Five forward crossovers
4. Five backward half swizzles, R or L
5. Two-foot spin

**Therapeutic 10**
1. Forward outside three-turn, R and L
2. Forward lunge or shoot the duck
3. Bunny hop
4. Back outside edge on a circle, R and L
5. Back inside edge on a circle, R and L

**Therapeutic 11**
1. Forward inside three-turn, R and L
2. Five backward crossovers, R and L
3. Hockey stop
4. Forward spiral

**Therapeutic 12**
1. Two forward outside edges
2. Two forward inside edges
3. Forward Mohawk, R and L

**Therapeutic 13**
1. Backward outside edges
2. Two backward inside edges
3. Two-foot to one-foot spin
4. Side toe hop, R or L

**Therapeutic 14**
1. One-foot spin
2. Forward crossover inside Mohawk backward crossover step forward
3. Backward crossovers to a back outside edge
4. Waltz jump from a standing or moving position

**Personal Goal Badge**

Accomplished by setting and achieving a personal goal that is a personal challenge for the skater
## U. S. Figure Skating Basic Skills Program

### Free Skate Curriculum

Each Free Skate level is divided into four sections: moves in the field, spins, dance/footwork sequence and jumps. The Free Skate levels are designed to give skaters a strong foundation on which to build their skills. This is the point where the skater can choose whether to pursue a recreational or competitive approach to the sport of figure skating.

### Free skate 1
- Advanced forward stroking
- Basic forward outside and forward inside consecutive edges (4-6)
- Advanced back outside three-turns clockwise and counterclockwise (R and L)
- Scratch spin from back crossovers – three revolutions minimum
- Waltz jump – from 2-3 back crossovers
- Half flip

### Free skate 2
- Basic back outside and back inside consecutive edges (4-6)
- Forward outside and forward inside spirals, clockwise and counter clockwise (R and L)
- Continuous forward progressive chasse sequence – clockwise and counterclockwise
- Waltz threes
- Beginning back spin – two turns
- Waltz jump, side toe hop, waltz jump sequence
- Toe loop

### Free skate 3
- Forward and backward crossovers in figure 8 pattern
- Waltz 8
- Advanced forward consecutive swing rolls (4-6)
- Backward inside three-turn: clockwise and counterclockwise
- Backspin with free foot in crossed leg position – three revolutions minimum
- Salchow
- Half Lutz jump
- Waltz jump-toe loop combo or Salchow-toe loop combination sequence on a circle – clockwise and counterclockwise

### Free skate 4
- Spiral sequence: FI spiral, FI Mohawk, BO Spiral – clockwise and counterclockwise
- Forward power three-turns: R and L
- Continuous backward progressive, chasse sequence on a circle – clockwise and counterclockwise
- Sit spin – three revolutions
- Loop jump
- Waltz jump-loop jump combination

### Free skate 5
- Backward outside three-turn, Mohawk into three backward crossovers – repeat three times clockwise and counterclockwise
- Spiral sequence – Forward outside spiral, forward outside three-turn, one backward crossover, back inside spiral: clockwise and counterclockwise
- Forward outside slide chasse swing roll sequence – 3–6 times, alternating feet
- Camel spin – three revolutions minimum
- Forward upright spin to back scratch spin – three revolutions, each foot
- Loop/loop combination
- Flip jump
- Waltz jump-falling leaf-toe loop jump sequence
- Lutz jump

### Free skate 6
- Alternating back crossovers to back outside edges
- Five-step Mohawk sequence – clockwise and counterclockwise
- Camel-sit spin combination – five revolutions
- Split jump-stag jump
- Waltz jump-half loop-Salchow
- Lutz jump
- Axel – walk through, preparation, jump
  Axel does not need to be landed to pass this test.
- Five-step Mohawk sequence – clockwise and counterclockwise
The Basic Skills Synchronized badge program is a fun introduction to the five basic elements:
- Circle
- Wheel
- Intersection/Transition
- Line
- Block

**Synchro 1**

1. Circle – forward pumps clockwise and counterclockwise, followed by a forward outside edge and a forward inside edge glide
2. Line – forward skating, covering the length of the ice, followed by a snowplow stop
3. Block – shoulder hold, forward skating, 10 steps in a simple block formation, followed by a snowplow stop
4. Wheel – “S” wheel or four spoke with back pumps
5. Holds – shoulder to shoulder, hand to hand

**Synchro 2**

1. Circle – containing two-foot turn from forward to backward and a forward outside and forward inside edge glide
2. Line – forward skating, with at least one forward crossover, R over L and one L over R
3. Block – forward skating including steps and turns from Basic 3-6
4. Wheel – four spoke or two spoke with backward skating
5. Intersection – one line forward intersection; two-foot glide at point of intersection
6. Transitions – a wheel and circle

**Synchro 3**

1. Circle – a circle that contains a forward inside Mohawk and a forward outside three-turn
2. Line – includes the step sequence from instructors manual
3. Block – two configurations
4. Wheel – parallel wheel or two spoke if there are not enough skaters
5. Intersection – one line forward intersection with a one-foot glide at the point of intersection
6. Transitions – circle and line, line and intersection

**Synchro 4**

1. Circle – a circle that includes the combination move (element C) from Basic 8
2. Line – a line including both forward and backward skating
3. Block – a block with at least two configurations and steps from Basic 3-8
4. Wheel – wheel of choice
5. Intersection – forward with a forward lunge
6. Transition – combine at least three elements
The new Artistry in Motion (AIM) program is designed to educate skaters on the basic principles and philosophy of choreography and style. The badge program will give them a foundation in basic body alignment, movement and line. Using this program will contribute to the training of the complete figure skater. Artistry in Motion praises the creative mind of every skater.

Requirements:
- Must have passed Basic 8
- Instructors must choose appropriate selections of music from the suggested list for each level
- Must use the AIM video and instructors manual, and follow the specific guidelines

**Artistry in Motion 1**
1. Introduction to basic dance movement and terminology
2. Introduction to rhythm/musical styles
3. Eye focus, facial expression
4. Basic head movements
5. Introduction to overall body awareness/levels
6. Program construction

**Artistry in Motion 2**
1. Introduction to classical music
2. Introduction to correct upper body placement
3. Development of port de bras
4. Utilization of basic dance movements in classical style
5. Program mapping
6. Demonstration of a compulsory program – To be choreographed by the skater, one minute in length

**Artistry in Motion 3**
1. Introduction to jazz/contemporary music programs
   Development of lower body extension
   - Ina Bauer
   - Spread eagles
   - Unique spirals
2. Knee/body slides
3. Footwork and edge work sequences into jumps
4. Two spiral sequences (see manual for patterns)
5. Music interpretation exercise

**Artistry in Motion 4**
1. Development of artistic presentation in skating programs
2. Advanced spins (see manual)
3. Incorporation of body levels
4. Footwork and edge work sequences to music to be choreographed by the skater – 20 steps each
5. Demonstration of a program choreographed by the skater, music of skater’s choice, 1-1 ½ minutes in length, to include elements from Freeskate 6 and below
The Dance badge program focuses on the components of ice dancing and reviews the basic edges and turns while skating to music. Skaters will learn the first six dance patterns in the U. S. Figure Skating test structure. These tests may be taken with or without a partner.

**Dance 1**
1. Forward outside swing rolls to a count of six
2. Alternating forward progressives in sequence to a count of six
3. Description and demonstration of Kilian hold
4. Corner steps on Dutch Waltz (LFO/RFI – three beats each)
5. Skate Dutch Waltz pattern with music

**Dance 2**
1. Continuous forward progressive – chasse clockwise and counterclockwise
2. Forward slide chasses to a count of four, on a circle – clockwise and counterclockwise (minimum of four slide chasse)
3. Consecutive forward swing rolls to a count of four
4. Forward outside cross rolls (cross strokes)
5. Description and demonstration of the reverse Kilian position
6. Skate Canasta Tango pattern with music

**Dance 3**
1. Continuous promenade progressives on a circle to a count of four
2. Consecutive inside swings to a count of four
3. Skate the lilt action in step 5
4. Cross behind steps on end pattern of the Rhythm Blues (note: optional steps)
5. Skate Rhythm Blues pattern with music

**Dance 4**
1. Consecutive inside chasse with wide step sequence
2. Four-beat edge with double knee bend and leg expression in step 6 from Cha Cha
3. Slalom motion, with close feet and lifting knee action
4. End pattern of Cha Cha step sequences with crosses, showing edge quality (note: optional steps)
5. Skate Cha Cha pattern with music

**Dance 5**
1. Forward swing rolls to a count of four
2. Forward inside open Mohawk
3. Backward swing rolls to a count of four
4. Backward chasse
5. Demonstrate Waltz position (closed position) and hand-in-hand position for partners. Demonstrate moving to and from waltz position and hand-in-hand position with partner
6. Skate Swing Dance pattern with music

**Dance 6**
1. Swing roll with change of edge in relation to an axis – Proper counting: four beat forward outside edge, two beat forward inside edge
2. Advanced open Mohawk with closed free foot position on exit
3. Cross behind inside chasse
4. Rounded end pattern step sequence in steps 10–16
5. Two outside edges
6. Demonstrate Kilian position and reverse Kilian position. Demonstrate changing these positions.
7. Skate Fiesta Tango pattern with music
The Pairs levels are designed so that when skaters graduate from Pairs 6, they have a strong foundation on which to build. Skaters should show good use of edges, basic degree of unison, basic skills mastered, basic spin positions acquired, single jumps learned with a partner and basic lifts. This can be used as a primer to the U.S. Figure Skating preliminary pairs test. Each pair shall consist of a female and a male. The candidates for the pairs curriculum should have passed at least Basic 8 or have the recommendation of the class instructor. The candidates in a pairs test shall have passed the preceding test with either the same or a different partner.

Each Pairs badge is divided into sections depending on the level:
- Hand Holds and Positions
- Moves in the Field
- Individual Spins
- Pair Spins
- Jumps Side By Side
- Lifts

### Pairs 1
1. Hold and position – basic hand-to-hand hold with a side-by-side position
2. Advanced forward stroking side-by-side, both directions
3. Advanced forward stroking side-by-side, both directions with a handhold
4. Advanced forward crossovers in a figure 8 with a hand-to-hand hold, both directions
5. Bunny hops side-by-side

### Pairs 2
1. Hold and position – basic Waltz hold and position
2. Advanced backward crossovers to back outside edge, side by side, both directions
3. Advanced backward crossovers to back outside edge, side by side, both directions with a handhold
4. Advanced backward crossovers in a figure 8 with a hand-to-hand hold, both directions
5. Waltz jumps side by side – from 2-3 backward crossovers

### Pairs 3
1. Hold and position – Kilian and reverse Kilian hold and position
2. Continuous forward progressive chasse sequence, clockwise and counterclockwise Spirals:
   - One skater forward/one skater backward hand-to-hand hold
   - Skaters in Kilian position
3. Circling pairs spin
4. Two-foot spin, side by side
5. Half flip jumps, side by side

### Pairs 4
1. Hold and position – open dance lift position with armpit grip
2. Five-step Mohawk sequence
3. Pull spiral – Male on back outside edge (back outside pivot optional); Female in forward spiral outside or inside. One hand to one hand hold.
4. Scratch spins (upright spin) side by side from backward crossovers, minimum of three revolutions
5. Toe loops, side by side
6. Waltz spin
7. Waltz lift

### Pairs 5
1. Hold and position – waist lift position, one partner behind the other, and lift position, with hand-to-hand grip
2. Pull spiral – male on back outside edge (back outside pivot option); Female in backward spiral outside or inside. One hand to one hand hold.
3. Back scratch spin, side by side
4. Flip jumps, side by side
5. Upright spin in Kilian position
6. Loop lift (waist lift position, one partner behind the other)

### Pairs 6
1. Pull spiral – Male on back outside edge (back outside pivot optional); Female in backward spiral outside. One hand to one hand hold.
2. Sit spins side by side from backward crossovers, minimum of three revolutions
3. Loop jumps, side by side
4. Camel spin in Kilian position
5. Lutz lift
U. S. Figure Skating Basic Skills Program

Speed Curriculum

The Speedskating track for the Basic Skills program introduces beginning speedskating techniques for skaters after they have learned the basic skating fundamentals in Basic Skills 1–4. These techniques include basic positions, edges, turns, starts and speed development. Skaters will be ready for racing after completing the Speed 1–6 badge levels.

**Speed 1**
1. Demonstrate basic position
2. Two foot glides, straight line – 20 feet
3. Two foot glides, straight line – 10 feet in position
4. One foot glides – straight line, R and L, 10 feet each
5. Demonstrate start position
6. Demonstrate basic skating position
7. Demonstrate knowledge of the size of track (111 meters)
8. Execute stroke
9. Skate three laps around hockey circles in basic position

**Speed 2**
1. Two foot glide on a curve – 20 feet on proper edges (L outside edge and R inside edge)
2. One foot glides on curve, R and L, inside and outside edges – 10 feet
3. Forward crossovers on hockey circle, both directions
4. Demonstrate proper start
5. Skate one lap around track in basic position
6. Skate one lap in 11 seconds around hockey circles
7. One foot glides – straight line, R and L – 10 feet in position
8. Demonstrate understanding of start command

**Speed 3**
1. Forward crossovers with edge pushes – two consecutive hockey circles to left in position
2. Demonstrate basic arm swing for straightaways
3. Demonstrate basic arm swing around end of track
4. Demonstrate proper start acceleration
5. Sculling for one lap around track in position
6. Skate five laps in position around hockey circles
7. Skate two laps in 20 seconds around hockey circles
8. Backward two foot glides in position – 10-feet sequence on a circle, clockwise and counterclockwise

**Speed 4**
1. Execute basic arm swing for one lap around track
2. Execute proper straightaway speed skating stride
3. Demonstrate proper foot placement while skating the track
4. One foot turn to the left balancing on right foot – strong inside edge on track
5. Skate four laps in position around full track
6. Skate three laps in 36 seconds around hockey circles

**Speed 5**
1. Execute basic arm swing – five laps around track
2. Tight 180 degree turns on one foot – medium speed, RI edge
3. Tight 180 degree turns on one foot – medium speed, LO edge
4. Backward crossovers – both directions in a figure eight
5. Skate 333 meters in 1:30
6. Backward one foot glides (R and L) in position – 10 feet
7. Lutz jump

**Speed 6**
1. Slalom course – two feet elements in position
2. Slalom course – one foot, shifting from inside to outside edges, R and L foot in position
3. Tight 180 degree turns on one foot – full speed, RI edge
4. Tight 180 degree turns on one foot – full speed, LO edge
5. Skate 333 meters in 1:20
6. Skate 777 meters in 3:00
7. Five-step Mohawk sequence: clockwise and counterclockwise
This curriculum will incorporate the TOI elements of choreography, skating movements and the rapport between skaters and/or sub groups of skaters at an introductory level. Emphasis should be on demonstration of the elements and control of the skating skills for the badge levels required.

The four themes chosen for the curriculum are Joy, Fear, Anger and Growth.

**Theatre On Ice 1**
1. Theme – Joy
2. Choreographic Process – Repetition
3. Movement or Gesture – Rapid Movement

**Theatre On Ice 2**
1. Theme – Fear
2. Choreographic Process – Cascade
3. Movement or Gesture – Round Movement

**Theatre On Ice 3**
1. Theme – Anger
2. Choreographic Process – Mirror
3. Movement or Gesture – Sharp Movement

**Theatre On Ice 4**
1. Theme – Growth
2. Choreographic Process – Canon
3. Movement or Gesture – Slow Movement