



Special Olympics

ROLLER SKATING COACHING GUIDE



The Benefits of Roller Skating

Roller Skating is a lifetime fitness sport, well-suited for both children and adults. In addition to building cardiovascular fitness, it contributes to the development of balance and coordination. Another major benefit is the sport's potential for social integration as a recreational activity. People who master basic skills can participate in family, school, church, and community roller skating outings. The wide range of competitive events offered meet the needs of athletes with limited balance and challenge those with advanced skill. The more advanced event requirements are designed to lead directly into National Governing Body competition.

A Preview of Roller Skating Events Offered

Competition is offered in all three disciplines of this worldwide sport – Artistic, Speed, and Hockey. A summary of the specific offerings follows.

Artistic Skating

School Figures

- ◆ Level I - #1, ROF-LOF Circle Eight
- ◆ Level II - #1B, LOIF – ROIF Change Eight
- ◆ Level III - #5A, ROIF-LOIF Serpentine
- ◆ Level IV - #7, ROF-LOF Three Turn

Solo Dance and Co-ed Team Dance

- ◆ Level I – Steps to Music (108 Waltz)
- ◆ Level II – Glide or Straight Waltz (108 Waltz)
- ◆ Level III – Skaters March (100 March)
- ◆ Level IV – Siesta Tango (100 Tango)

Free Style Singles

- ◆ Level I – 6 skills – i.e. edges, scissors, crosses
- ◆ Level II – 7 skills – i.e. bunny hop, arabesque, spin, shoot-the-duck, spread eagle
- ◆ Level III – 5 jumps and 3 spins – i.e. half maples, Sal chow, upright, sit or camel spin

Free Style Pairs

- ◆ Level I and Level II – 6 item minimum including at least one each of jumps, spins, shadow items, and contact items

Speed Skating

- ◆ 30 Meter Straight Line Race
- ◆ 30 Meter Slalom
- ◆ 100 Meter Race the Track
- ◆ 300 Meter Race the Track
- ◆ 500 Meter Race the Track
- ◆ 1000 Meter Race the Track
- ◆ 2 x 100 Relay
- ◆ 2 x 200 Relay
- ◆ 4 x 100 Relay

Roller Ball Hockey

- ◆ 15 Meter Dribble Individual Skill Shoot Round the Goal Individual Skill
- ◆ 5-a-side Team Play



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Planning a Roller Skating Training & Competition Season



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Setting Goals

Realistic, yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation. Please see the Principles of Coaching section for additional information and exercises on goal setting.

Goal Setting

Setting goals is a joint effort with the athlete and coach. The main features of goal setting include the following.

Structured into short-term and long-term

- ♦ Stepping stones to success
- ♦ Must be accepted by the athlete
- ♦ Vary in difficulty – easily attainable to challenging
- ♦ Must be measurable

Long Term Goal

The athlete will acquire basic Roller Skating skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in Roller Skating competitions.

Sample Short Term Objectives

- ♦ Consistently push off into a front skate from a stand up start
- ♦ Practice good form while taking steps
- ♦ Correctly perform three complete rotations of a two-foot spin with feet shoulder-width apart
- ♦ Correctly position hands on roller hockey stick

Benefits

- ♦ Increases athlete's level of physical fitness.
- ♦ Teaches self discipline
- ♦ Teaches the athlete sports skills that are essential to a variety of other activities
- ♦ Provides the athlete with a means for self-expression and social interaction



Assessing Goals Checklist

1. Write a goal statement.
2. Does the goal sufficiently meet the athlete's needs?
3. Is the goal positively stated? If not, rewrite it.
4. Is the goal under the athlete's control and focused on their goals and no one else's?
5. Is the goal a goal and not a result?
6. Is the goal important enough to the athlete that they will want to work towards achieving it? Have the time and energy to do it?
7. How will this goal make the athlete's life different?
8. What barriers might the athlete encounter in working toward this goal?
9. What more does the athlete know?
10. What does the athlete need to learn how to do?
11. What risks does the athlete need to take?



Planning a Sport Training & Competition Season

Every practice session will contain the same elements:

- ♦ Warming up
- ♦ Stretching
- ♦ Practicing previously taught skills
- ♦ Teaching new skills
- ♦ Providing a competition experience
- ♦ Fitness training, when time allows
- ♦ Cooling down.

How much time is spent upon each element will vary by the time of the season (more competition experience later in the season); by the total amount of training time available (more time on new skills in a 2-hour session than a 90-minute session); and by the level of skill of the athlete (more practice of previously taught skills for the lower level skater).

Fitness and conditioning exercises are a valuable part of every athlete's training, but may not fit into your limited on-floor schedule. You may choose to meet with athletes at other times for this part of training, or they may supplement their time with you by adding Home Training.

A 90-minute Sample Training Session for a group of 24-speed skaters is shown in the next column. Artistic or hockey skaters could follow the same format, substituting appropriate skills in the stations and an appropriate competition experience.

1:00 Warm-Up

- ♦ Jog in place or dance to a fast popular song.

1:10 Stretch

- ♦ Isolate quadriceps, calves, hamstrings, and groin muscles.
- ♦ Get skates, check for safety and put them on.

1:30 Practice Previously Taught Skills

- ♦ Falling down and getting up.
- ♦ Marching steps.
- ♦ Toe-stop stop.
- ♦ One-foot balance.

1:45 Teach New Skills in 3 groups of 8

- ♦ Move athletes through stations.
- ♦ Spend 6-8 minutes at each:

Station I – Racing Starts

Station II – Two-arm Swing and Corner Set Position

Station III – Corner Crosses.

Skaters not ready for new skills continue to practice previously taught skills during this time.

2:10 Provide A Competitive Experience

- ♦ Put the skills together.
- ♦ Run four practice races of six skaters each.

2:25 Cool-Down

- ♦ Skate to a slow popular song, just for fun.
- ♦ Take skates off.

2:30 Training session is over.



Special Olympics Roller Skating Coaching Guide
 Planning a Roller Skating Training & Competition Season

Special Olympics Roller Skating Training Session

Date: _____ **Week #:** ____ **of:** _____ **# of Athletes:** _____ **# of Coaches:** _____

Goal for Practice Session: _____

Facility Safety Check: _____ **Equipment** _____ **Floor** _____ **Plans** _____ **Supervision** _____

Time	Element of the Session	Specific Objective	Activities	Set-Up Needed



Essential Components of Planning a Roller Skating Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season the session is in, and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program. Please refer to the noted sections in each area for more in depth information and guidance on these topics.

- Warm ups
- Previously taught skills
- New Skills
- Competition experience
- Feedback on performance.

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session using the key components of a training session, the progression through the session allows for a gradual build up of physical activity.

1. Easy to difficult
2. Slow to fast
3. Known to unknown
4. General to specific
5. Start to finish



Principles of Effective Training Sessions

Keep all active	Athlete needs to be an active listener
Create clear, concise goals	Learning improves when athletes know what is expected of them
Give clear, concise instructions	Demonstrate – increase accuracy of instruction
Record progress	You and your athletes chart progress together
Give positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises – prevent boredom
Encourage enjoyment	Training and competition is fun – help keep it this way for you and your athletes
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none">• Known to unknown – discovering new things successfully• Simple to complex – seeing that “I” can do it• General to specific – this is why I am working so hard
Plan maximum use of resources	Use what you have and improvise for equipment that you do not have – think creatively
Allow for individual differences	Different athletes, different learning rates, different capacities.



Tips for Conducting Successful Training Sessions

- Assign assistant coaches their roles and responsibilities in accordance to your training plan.
- When possible, have all equipment and stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Alter the plan according to weather and the facility in order to accommodate the needs of the athletes.
- Change activities before the athlete become bored, and lose interest.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even it is rest.
- Devote the end of the practice to a fun, group activity that can incorporate challenge and fun always giving them something to look forward to at the end of practice.
- If an activity is going well, it is often useful to stop the activity while interest is high.
- Summarize the session and announce arrangements for next session.
- Keep the **fun** in fundamentals.



Tips for Conducting Safe Training Sessions

Though the risks can be few, coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of Roller Skating. The safety and well-being of athletes are the coaches' primary concerns. Roller Skating is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

- Establish clear rules for behavior at your first practice and enforce them.
 1. Maintain one-way traffic.
 2. Keep your hands to yourself.
 3. Get up right away after you fall.
 4. Do what the floor supervisor asks.
- Make sure there is easy access to bathrooms, a telephone, water to drink, and ice for an injury.
- Make sure the skating surface is smooth, level, clean, dry, and free from debris or holes.
- Check your first aid kit; restock supplies as necessary.
- Train all athletes and coaches on emergency procedures, and have copies of all medical forms on hand. Have someone who is trained in first-aid and CPR on or very near to the skating area during practice and competitions.
- Have at least 2 responsible adults present, at least one of whom will be directly with the athletes at all times.
- If training for competition, have a minimum of one coach or assistant for each 10 athletes. If skating recreationally in a public skating session, have a floor supervisor for every 100 skaters in addition to the two adults with the Special Olympics group.
- Have athletes sized for proper fit of skates, that is, there is room enough for toes to sit flat, but no more than one size (1/2") of extra length.
- All skates should receive a 4-part safety check before use:
 1. Toe-stops secure
 2. Laces long enough
 3. Wheels securely fastened and rolling freely (unless tightened intentionally for a less able skater)
 4. Truck action relatively tight (front and back components that connect wheels/axles to plate have little free movement).
- See that all skates are laced to the top and tied securely.
- Athletes should wear comfortable, loose-fitting or stretchy clothing. No hats, combs, portable tape players, sunglasses or other objects should be worn or carried onto the skating surface. All speed and hockey skaters should be wearing helmets.
- Before allowing athletes to enter the skating surface, make sure they have warmed up and completed a stretching routine, and have learned the proper way to fall down and to get back up.
- Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your practices Active.
- For hockey, check the cages for poorly secured posts and cross-bars. Instruct players never to swing on goals.
- Do not put a player with a very slow reaction time in goal. Make sure that a goalie is able to understand how to play the position safely.



Roller Skating Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics Roller Skating is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

1. Host a Mini Meet with adjacent local Programs.
2. Ask the local high school if your athletes can compete with them as a practice Meet.
3. Join the local community Roller Skating club and/or associations.
4. Host weekly Mini Meet.
5. Create a Roller Skating league or club in your community.
6. Incorporate competition components at the end of every training session.



Taking an Athlete or Team to a Tournament

Before the Tournament

- Review registration materials, noting specifically:
 - Events/divisions offered
 - Requirements
 - Deadlines
 - Costs and what they cover
 - Procedures for registering, i.e., signatures and approvals needed.
- Assess athlete's readiness to travel. As appropriate, discuss with parent or guardian.
- Arrange for needed uniforms and equipment.
- If not provided, arrange for transportation, housing, and meals.
- Review medical and release forms for effective date and accuracy.
- Complete and submit necessary registration materials, indicating any special concerns or limitations of athletes.
- Inform athletes and their families about the plans and about arrangements for families to attend as spectators.
- Arrange assistance for any athlete that needs help acquiring or packing personal care items, medications, and clothing.
- Recruit and train assistant coaches/chaperones. The delegation needs a minimum of one coach/chaperone per every four athletes. Be certain that each understands the non-alcohol policy and the 24-hour nature of the job.
- Inform local media about the trip.
- Continue training with conditions as close to those of the tournament as possible.

At the Tournament

- Register your delegation on site, being sure to note credentials needed, competition times, venue location, directions to the venue, meal times and locations, coaches meetings times and locations, emergency and inclement weather procedures, how and where to get medical help, how and where to find security volunteers.
- Build the athletes' schedules around the competition including:
 - Adequate rest
 - Pre-competition warm-up and stretching
 - Pre-competition confidence building
 - Pre-competition meals at least 1.5 hours before, and high in complex carbohydrates
 - Practice on off-days of long tournaments
- Regardless of placement, feature all athletes, affirming their pride in their performance.
- Give each athlete as much information about his/her performance as he/she can understand – times or scores, comparison to personal best, etc.
- Make sure that athletes take advantage of special events and activities.
- Make time to keep each chaperone up-to-date and listen to his/her concerns or suggestions.
- Monitor the physical and emotional condition of each athlete.
- For those athletes unable to make sound judgments, monitor meal and snack selections, personal hygiene, and use of spending money.
- Include the Closing Ceremonies in your plans, completing the tournament experience for the athletes.
- Welcome family members who attend, and arrange for their participation as appropriate.
- Complete any evaluation forms requested.

After the Tournament

- See that local media get results information.
- Thank the assistant coaches/chaperones who helped.
- Update families who were unable to attend.



Conducting a Mini Meet

Increasing competition opportunities for athletes is one of the jobs of the coach. In many communities, all athletes may compete at an end of the season local event, but only a small few go on to Chapter or National events. Competition measures progress and demonstrate skills mastered. One opportunity per year is not enough.

A Mini Meet is an organized competition of small scale – a scrimmage between two teams or a small tourney of local individual athletes. Every coach will not have the skills to run a large venue, but every coach can conduct a Mini Meet.

Volunteers and Officials Needed For a Speed Skating Mini Meet

- ◆ 2 Referees/Starters – Start and supervise the race on the floor, assume that rules are followed and that every athlete has an equal chance to win. One skates with the lead skater, the other with a slower or fallen skater. Only referees may disqualify athletes. *Must be a trained official.*
- ◆ 4 Corner Judges – Stand inside the corner pylons, keeping them in place, and tell the referee of any rule infractions. *Should be a trained official.*
- ◆ 1-3 Place Judges – Stand inside the finish line to record the placement of skaters as they cross the finish line. *Should be a trained official.*
- ◆ 3-8 Timers (one per skater in a heat) – One acts as chief. The others time and record assigned athletes. *Volunteer position.*
- ◆ 1 Tabulator – Places athletes according to the place judges, records and posts times, gives results to announcer, and awards presenters. *Volunteer position.*
- ◆ 1 Announcer – Calls for skater check-in, introduces skaters, and announces placements. *Volunteer position.*
- ◆ 1-2 Awards Presenters – Present every competitor in every heat his/her ribbon in an awards ceremony. *Volunteer position.*
- ◆ 1-2 Competitive Stewards – Administer athletes staging, check athletes in, and conduct quick safety checks of helmets and skates. *Volunteer position.*
- ◆ 3-8 Exit Volunteers – Congratulate skaters upon completion of their performance and help them to the awards staging. *Volunteer position.*

One person could do several of these jobs in a small meet. One of those on hand must be certified in First Aid.



Equipment Needed For a Speed Skating Mini Meet

- ◆ Athlete numbers and pins
- ◆ Plastic tape for starting line, timing/finish line, and relay gate area if not painted on the floor
- ◆ Meter measure for track and relay gate area
- ◆ 4 Official cut-corner pylons for the full track or the 30 meter race
- ◆ 5 additional pylons for the slalom
- ◆ 3-8 stopwatches (one per skater in a heat)
- ◆ 12 pencils
- ◆ 6 clipboards
- ◆ Starting pistol and blanks
- ◆ Music for opening, closing, and awards ceremonies
- ◆ Optional banner for opening and closing ceremonies
- ◆ Awards ribbons
- ◆ Optional banner and stand for awards ceremonies
- ◆ Mop
- ◆ Ice for injury
- ◆ Water to drink

Facility Needs For a Speed Skating Mini Meet

- ◆ Flat, dry, clean surface, free from holes and debris, at least 20 x 50 meters for a 100 meter track. (For smaller surfaces reduce the size of the track and skate shorter laps.)
- ◆ Barriers around the track, or at least 10 feet of floor beyond the track all the way around.
- ◆ Padding on any opening in the barrier on the straightaways (between pylons 4 & 1 or 2 & 3).

Volunteers and Officials Needed For an Artistic Mini Meet

- ◆ 1 Referee – Administers the on-floor competition, assures that the rules are followed and that every athlete has an equal chance to win. May also judge. Music is a trained official.
- ◆ 3 Judges (2+ the Referee) – Score the performance of the skaters and place them without ties. Music is trained officials.
- ◆ 1 Tabulator – Receives judges score sheets and ordinals and places athletes. Should be a trained official.
- ◆ 1 Announcer /Music Steward – Calls for skater check in, introduces skaters, announces placements. Plays tapes for free style and dance competitions. Volunteer position.
- ◆ 1-2 Awards Presenters – Presents every competitor in every division with their ribbon in an awards ceremony. Volunteer position.
- ◆ 1-2 Competitive Stewards – administers athlete check in, checks equipment for safety, sends skaters onto the floor on, in figures, to the referee, at the appropriate time. Volunteer position.
- ◆ 1 Exit Volunteer – Congratulates each skater at the end of their performance and takes them to the awards staging area. Volunteer position.

One person may do more than job in a small meet. One of those on hand must be certified in First Aid and CPR.



Equipment For an Artistic Mini Meet

- ◆ 6 clipboards
- ◆ 1 dozen black pencils plus 1 red, 1 blue, and 1 green pencil
- ◆ Score sheets, tab sheets
- ◆ Sound system with cassette player, CD player, amplifiers and speakers
- ◆ Free style music for each free style competitor
- ◆ Stickers to label free style cassettes/CD's with skater's number
- ◆ Stopwatch
- ◆ Dance music – 108 Waltz, 100 March, 100 Tango
- ◆ Music for opening, closing and awards ceremonies
- ◆ Optional banner and torch for opening and closing ceremonies
- ◆ Awards ribbons
- ◆ Optional banner and stand for awards ceremonies
- ◆ Black vinyl tape to put down 3 contiguous 6-meter circles if not painted on the floor
- ◆ Compass tool for the circles with a 3-meter radius
- ◆ Mop
- ◆ Ice for injury
- ◆ Water to drink

Facility Needs For an Artistic Mini Meet

- ◆ Flat, dry clean and unobstructed surface 20 x 50 meters or as close to that size as possible.



Getting Ready For Competition

Guidelines For Artistic Judging

The guidelines below are designed to help give consistency in evaluating the performance of artistic roller skaters. Judges first place the skater within the appropriate 20-point range. Judges then select a score within that range, based upon the skater's demonstrated ability to master the judging points listed.

School Figures

Judging points:

- ♦ Quality of edge
- ♦ Tracing the circle
- ♦ Upright body carriage
- ♦ Even speed or pace
- ♦ In Figure 7, quality of three turns.

0-19	Skater does not complete figure.
20-39	Skaters completes figure, mostly on two feet
40-59	Skater completes figure using many pushes, half of each circle skated on one foot.
60-79	Skater completes figure using few pushes, most of each circle skated on one foot.
80-99	Skater completes figure with no more than one extra push, skating whole circles one the foot.

Free Style Singles and Pairs

Judging points for *Artistic Impression*:

- ♦ Control and accuracy of edge
- ♦ Skating to the music
- ♦ Poise and personality
- ♦ Using the entire skating surface
- ♦ In Pairs, unison of partners.

0-19	Skater/Team successfully attempts fewer than 3 items.
20-39	Skater/Team successfully attempts 3 or 4 items.
40-59	Skater/Team successfully attempts 5 items.
60-79	Skater/Team successfully attempts minimum number of items required in the Official Rules.
80-99	Skater/Team successfully completes minimum items required, with skill.

Solo or Team Dance Level I

Judging points:

- ♦ Upright carriage
- ♦ Even flow from foot to foot
- ♦ Stretched free leg and pointed toe
- ♦ In Team Dance, unison of partners.

0-19	Skater/Team does not skate once around the floor.
20-39	Skater/Team skates mostly on two feet.
40-59	Skater/Team takes alternating steps, rarely in time to the music.
60-79	Skater/Team takes alternating steps, often in time to the music.
80-99	Skater/Team takes alternating steps in time to the music.

Solo or Team Dance Level II – V

Judging points:

- ♦ Upright carriage
- ♦ Even flow from foot to foot
- ♦ Stretched free leg and pointed toe
- ♦ In Team Dance, unison of partners.

0-19	Skater/Team does not attempt all the steps of the dance.
20-39	Skater/Team attempts all steps of the dance at least 1 time.
40-59	Skater/Team successfully completes the dance 2 or more times.
60-79	Skater/Team completes the dance several times, usually in time to the music.
80-99	Skater/Team completes the dance, skating in time throughout the judging period.



In Level III Free Style Singles, judges will give a second score indicating the comparative variety and difficulty of the skater's selection of content. This score is for *Technical Merit* of the program.

- 0-19 Skater performed no Level III items.
- 20-39 Skaters selected all items from less challenging content.
- 40-59 Skater selected most items from less challenging content.
- 60-79 Skater selected items from both less and more challenging content.
- 80-99 Skater performed a variety of skills, all selected from more challenging content.

Volunteers and Officials For a Hockey Mini Meet

- ◆ 1 Referee – Administers the game on the floor, assuring that the rules are followed and both teams have an equal chance to win. *Should be a trained official.*
- ◆ 2 Goal Judges – Stand on the back of the cages to hold them in place and determine if the ball cross the line at the mouth of the cage. *Volunteer position.*
- ◆ 1-2 Timers/Scorekeepers – Records goals, keeps the official game time and penalty times. *Volunteer position.*
- ◆ 1-2 Awards presenters – Presents each member of each team with a ribbon in an awards ceremony. *Volunteer position.*

One person may do more than one job in a small meet. One person on hand must be certified in First Aid and CPR.

Equipment For a Hockey Mini Meet

- ◆ 1 dozen sticks
- ◆ 3 balls
- ◆ 2 cages
- ◆ 1 whistle
- ◆ 1 bell
- ◆ Scoreboard, blackboard and chalk, or poster board and marker
- ◆ 2 stopwatches
- ◆ Music for opening, closing and awards ceremonies
- ◆ Optional banner and torch for opening and closing ceremonies
- ◆ Awards ribbons
- ◆ Optional banner and stand for awards ceremonies
- ◆ Mop
- ◆ Ice for injury
- ◆ Water to drink



Special Olympics Roller Skating Coaching Guide Planning a Roller Skating Training & Competition Season

Facility Needs For a Hockey Mini Meet

- ◆ Flat, dry, clean surface with a ratio of 1:2, from 10 x20 meters to 17x34 meters.
- ◆ Barriers, at least 2 cm x 15 cm (1" x 6"), along the sides of the court.
- ◆ Vinyl tape for 5 cm (2") lines at mouth of goal cage, in a color contrasting the ball's color.
- ◆ Vinyl tape to mark the center of the court, if not painted on the floor already.
- ◆ Off-court space enough for teams to stand, and from which they can enter the court.

Sample Mini Meet Script 1

Opening Ceremonies

MC: "All Special Olympics athletes, VIP's and celebrities please report to the March staging area. The march will begin in a few minutes."

If band is used, MC introduces band as they enter and take their places.

MC: "Good morning/afternoon/evening ladies and gentlemen. Welcome to the opening Ceremonies of the (year) (facility or community) Special Olympics Mini Meet. Let's give a big hand to the athletes as we begin our ceremonies."

Music begins and March of Special Olympics athletes commences.

If there is a banner, athletes carrying the banner will lead, followed by the other athletes and coaches.

The final individuals in the march will be the athlete and VIP chosen to recite the Special Olympics Oath and open the event.*

MC: "(Name of athlete from class/school/program) and our special guest (VIP name) will now lead us in reciting the Special Olympics oath."

Special Olympics athletes: "Fellow athletes please stand; repeat after me... Let me win (pause as others repeat) but if I cannot win (pause as others repeat) let me be brave in the attempt." (Pause as others repeat)

VIP: "I declare the (year) (facility or community) Special Olympics Mini Meet open."

MC: "That concludes the Opening Ceremonies of the (year) (facility or community) Special Olympics Mini Meet. Ladies and gentlemen, please join me in saluting our Special Olympics athletes and coaches as they begin the competition."

* If a torch is used, the designated athlete should be introduced and will carry in the torch symbolizing the Flame of Hope at this point.



Sample Mini Meet Script 2

Awards Ceremony

A volunteer brings the athletes to the awards area as soon after competition as possible, in correct order of placement:

Participant (if any):

8th

6th

4th

2nd

1st

3rd

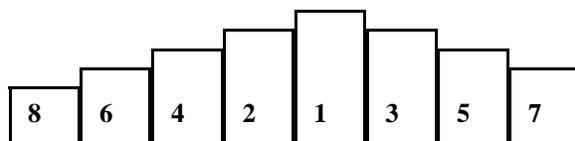
5th

7th

Start the music as athletes move from the awards staging area to the presentation area.

MC: “Ladies and gentlemen, it is my pleasure to announce the results in the (division) of the (age and gender group) (event). In eighth place, with a time/score of (time/score), (name)... (Pause for award presentation). In seventh place, with a time/score of, etc.”

For a Mini Meet, the Awards area should be large enough to hold the largest division or heat.



If a Special Olympics banner is available, it is an appropriate back drop. An awards stand with enough placement boxes for an entire division is also an option, but required for a small contest.



Sample Mini Meet Script 3

Closing Ceremonies

MC: “Special Olympics athletes and coaches, please assemble for the Closing Ceremonies. And now, after a hard day of competition and in a spirit of friendship, we will begin the parade to form the friendship circle.”

Introduce the participating athletes or programs as they form the circle.

MC: “This Special Olympics Mini Meet would not have been possible without the efforts and dedication of the volunteers and officials under the leadership of (competition organizer’s name). The (facility or community) Special Olympics Mini Meet has come to an end, but the memory of this wonderful meet will remain with us for many days to come.”

MC: “Athletes, you should be proud of your accomplishments and of your hours of hard work and training. You are all winners. Now, as the competition comes to a close, let us join hands in the circle of friendship.”*

MC or VIP or Head Coach: “I declare the (year) (facility or community) Special Olympics Mini Meet closed.”

* If a torch is used, the designated athlete should be introduced and will carry the torch out at this point.



Developing a Season Plan

Before The Season Starts

- ◆ Attend coaches' training school.
- ◆ Arrange for facility use.
- ◆ Arrange for equipment needed.
- ◆ Hold orientation for family members, teachers, and friends of athletes, including Home Training Program.

Week One

- ◆ Welcome athletes; orient them to the facility and routine.
- ◆ Review safety procedures and rules.
- ◆ Size and check equipment to be used, whether the athletes' own or rented equipment.
- ◆ Warm up.
- ◆ Stretch.
- ◆ Teach basic skills.
- ◆ Assess the athlete's skill level.
- ◆ Cool down.

Week Two

- ◆ Review safety procedures and rules.
- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Teach new skills.
- ◆ Cool down.

Week Three

- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Teach new skills.
- ◆ Introduce a competitive experience.
- ◆ Cool down.

Week Four

- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Teach new skills.
- ◆ Provide a competitive experience.
- ◆ Cool down.

Week Five

- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Teach new skills.
- ◆ Provide a competitive experience.
- ◆ Cool down.



Week Six

- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Teach new skills.
- ◆ Provide a competitive experience.
- ◆ Cool down.

Week Seven

- ◆ Give out mini meet or competition information (schedule, events, food, transportation, invitation to families).
- ◆ Warm up.
- ◆ Stretch.
- ◆ Practice previously taught skills.
- ◆ Provide a competitive experience.
- ◆ Cool down.
- ◆ Invite media to the event.

Week Eight

- ◆ Try on outfits or uniforms for the meet.
- ◆ Warm up.
- ◆ Stretch.
- ◆ Provide a competitive experience.
- ◆ Cool down.

Competition

- ◆ Welcome guests, review schedule for meet.
- ◆ Warm up.
- ◆ Stretch.
- ◆ Compete.
- ◆ Present awards.
- ◆ Cool down.
- ◆ Eat snack or meal

After The Eight Week Season

- ◆ Continue training athletes going on to Area, state, or National events.
- ◆ Thank the facility host.
- ◆ Thank assistant coaches.
- ◆ Thank other volunteers.
- ◆ Send follow-up news story and photos to media.
- ◆ Evaluate this season.
- ◆ Develop the season plan for next year.



Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports® team is the proper selection of team members. We have provided some primary considerations below for you.

Ability Grouping

Unified teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved. For example, in Roller Skating, an 8 year old should not be competing against or with a 30 year old athlete.

Age Grouping

All team members should be closely matched in age.

- ◆ Within 3-5 years of age for athletes 21 years of age and under
- ◆ Within 10-15 years for athletes 22 years of age and over

Creating Meaningful Involvement in Unified Sports®

Unified Sports® embraces the philosophy and principles of Special Olympics. When selecting your Unified team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports® team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

Indicators of Meaningful Involvement

- ◆ Teammates compete without causing undue risk of injury to themselves or others.
- ◆ Teammates compete according to the rules of competition.
- ◆ Teammates have the ability and opportunity to contribute to the performance of the team.
- ◆ Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability.

Meaningful Involvement Is Not Achieved When Team Members

- ◆ Have superior sports skills in comparison to their fellow team members.
- ◆ Act as on field coaches, rather than teammates.
- ◆ Control most aspects of the competition during critical periods of the game.
- ◆ Do not train or practice regularly, and only show up on the day of competition.
- ◆ Lower their level of ability dramatically, so that they do not hurt others or control the entire game.



Daily Performance Record

The Daily Performance Record is designed for the coach to keep an accurate record of the athlete's daily performances as they learn a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record.

1. The record becomes a permanent documentation of the athlete's progress
2. Helps the coach establish measurable consistency in the athlete's training program.
3. The record allows the coach to be flexible during the actual teaching and coaching session because he can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
4. The record helps the coach choose proper skills teaching methods, correct conditions and criteria for evaluating the athlete's performance of the skills.

Using the Daily Performance Record

At the top of the record, the coach enters his name; the athlete's name, and their roller skating event. If more than one coach works with the athlete, they should enter the dates that they work with the athlete next to their names.

Before the training session begins, the coach decides what skills will be covered. The coach makes this decision based on the athlete's age, the athlete's interests, and his mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

Conditions and Criteria for Mastering

After the coach enters the skill, they must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances, which define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance". The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance", and therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill while upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities. For example, "make three strikes, 60 percent of the time". Given the varied nature of skills, the criteria might involve many different types of standards, such as - amount of time, number of repetitions, accuracy, distance or speed.

Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he works on particular tasks, and must enter the methods of instruction that were used on those dates.

Special Olympics Roller Skating Coaching Guide
 Planning a Roller Skating Training & Competition Season



Event: Insert Event Name **Athlete's Name** Insert Name
Skill: Insert Skill **Coach's Name** Insert Name

Skill Analysis	Conditions & Criteria	Dates & Instruction Methods	Date Mastered



Roller Skating Attire

Clothing and Equipment

Introductory Level Skaters

Introductory level skaters should wear comfortable loose-fitting or stretchy clothing. Sweat suits and warm-ups are good choices for beginning skaters at practice. The more serious skater should dress appropriately for their competitive event.

Artistic Women

Artistic women wear tights or sheer-to-the-waist hose and skirted leotards.

Speed Skaters

Speed skaters wear shorts and short-sleeved shirts of stretchy fabric. Outfits can be made as one or two pieces. Helmets are required. Knee pads and wrist guards are optional.

Artistic Men

Artistic men wear stretch pants with no belts or pockets and leotard tops. For Dance, men may add a short jacket. Dress pants with a shirt and tie are an acceptable alternative.

Hockey Players

Hockey players wear shorts and short-sleeved shirts. They may be of stretch or non-stretch fabric. Helmets are required, as are protective cups for men. Mouthpieces are strongly recommended. Knee pads, wrist guards, and gloves are optional.

Men or Women

Men or women may wear unitards as practice outfits.



Roller Skating Equipment

Goalies

Goalies must wear a face mask, and may wear a chest protector and shin guards. Hockey uniforms for competition must include a one or two digit number at least 20 cm (8") high on the back. The team captain is identified by a "C" on the upper left front.

Skates

Skates may be traditional 'quads' (two sets of two wheels each on parallel front and back axles, placed under each foot) or 'in-lines' (3, 4 or 5 wheels placed in a single row under the center of each foot). Leather boots are the better choice. Toe-stops are necessary for speed skating starts and artistic jumps. If skating outdoors or on an uneven surface, softer compound wheels are better.

Every time a skater puts on a pair of skates, whether they are the skater's personal pair or a pair of rented skates, a four-point safety check should be made:

1. Toe-stops secure
2. Laces long enough to lace all the way up and tie
3. Wheels clean, rolling freely, and securely attached
4. Action tight on quads (little free movement of the truck assembly that connects the wheels/axles/cushions to the plate).

Skates should fit with no more than one size (1/2") of extra length in the toe. Extra length will mean lack of control and most often leads to blisters. The best fit is one where the toes reach almost to the end of the boot, but have enough room to sit flat.

Artistic Equipment

Artistic equipment needed to train includes:

- ◆ Sound amplification system with a cassette tape player/CD player
- ◆ Metronome dance music – 108 Waltz, 100 March, 100 Tango
- ◆ Free style music selected by the coach
- ◆ Clipboards, stopwatches, and pencils.

Speed Equipment

Speed equipment needed to train includes:

- ◆ 4 official 20 cm (8") pylons to mark the track's corners, 5 pylons needed for 30m Straight Line and Slalom
- ◆ Stopwatches
- ◆ Clipboards and pencils
- ◆ Starter's pistol and blanks.

A whistle may be used to practice starts, but athletes preparing to compete must practice starting to the gun. Extra pylons to help define the track are also helpful.

The Official Pylon

The official pylon or safety cone has its base cut off so there is no protrusion onto the track.

Hockey Equipment

Hockey equipment needed to train includes:

- ◆ Sticks
- ◆ Balls
- ◆ Cages
- ◆ Whistle



Special Olympics Roller Skating Coaching Guide Planning a Roller Skating Training & Competition Season

- ♦ Bell
- ♦ Stopwatch or time clock.

The Hockey Stick

The hockey stick is constructed of durable tubular plastic with a rounded blade. A maximum of 1.14 meters (44. 8") long, it can be easily cut to shorten the length for smaller skaters. It weighs less than 454 grams (1 pound). A skater may add decorative tape to individualize their stick, but may not alter the weight significantly.

The Hockey Ball

The hockey ball is 24.76 cm (9.75") in circumference and made of soft, flexible plastic with virtually no bounce.

The Hockey Goal Cages

The hockey goal cages are rectangular, 1.12 meters (44") high and 1/52 meters (44") high and 1/52 meters (60") wide, covered on four sides by lightweight mesh netting. No metal netting is permitted.



Materials

Artistic Standards Videos

VHS format video to accompany the technical manuals for artistic events. From USARS, call for cost.

Junior Olympic Roller Hockey

VHS format video describing the game as played in Special Olympics. From USARS, call for cost.

Champions Train to Win

VHS format video on speed skating training. Although it focuses on outdoor skating, the off-skates training section is excellent. From USARS, call for cost.

Skating A-2-Z

VHS format video demonstrating in-line skating technique from stretching to stopping on a hill to racing starts. From Andy Zak, P.O. Box 141018, Minneapolis, MN 55414, USA, 800/682-0142, call for cost.

Special Olympics Official Roller Skating Rules

Download from the [Roller Skating page](#) on the Special Olympics Public Web site.

Special Olympics General Rules

[Download Article I](#) from the Special Olympics Public Web site.

Technical Manuals

Specific contest for the competitive coach or official from the USA Roller Skating, call for cost. Manuals of particular interest to Special Olympics coaches include:

- ◆ Ball Hockey
- ◆ Figures
- ◆ Free Skating/Pairs
- ◆ Speed
- ◆ American Dance 1



Roller Skating Organizations

Federation Internationale de Roller Skating (FIRS)

International governing body for artistic, speed, and hockey roller skating. Via Pascagoula 16, 67100 L'Aquila, ITALY

USA Roller Skating

National governing body in the USA for artistic, speed, and hockey roller skating. P.O. Box 6579, Lincoln, NE 68506, USA, (402)483-7551, FAX (402)483-1465.

Roller Skating Associations (RSA)

Trade association for skating center owners with affiliated associations for coaches and related industries including:

- ◆ RSROA – Roller Skating Rink Operators Association
- ◆ RSM – Roller Skating Suppliers and Manufacturers

International In-Line Skating Association

Promotional organization for all aspects of skating on in-line equipment. Suite 300, 3033 Excelsior Blvd., Minneapolis MN 55416, USA, (800)367-4472, FAX (612)924-2349.



Special Olympics

ROLLER SKATING COACHING GUIDE

Teaching Roller Skating Skills



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The Warm Up

How Much Supervision is Enough?

If the athletes in a group of 24 speed skaters had similar skill levels and could follow directions, a head coach and two assistants on the floor might be enough. If the skaters are varied in skill, an additional coach might be needed to work with a group not ready for new skills. Or, if the group includes athletes with very limited attention span, more coaches might be needed regardless of skill level. Speed skating, level I in dance and figures, and hockey skills all lend themselves to group teaching. Free style singles, advanced dance, and advanced figures often require more individualized instruction.

How Many Safety Rules Do You Need?

The coach's safety checklist gives a minimum of four.

- ◆ Everyone skate in the same direction
- ◆ Keep your hands to yourself
- ◆ Get up right away after you fall
- ◆ Listen to the coach or the floor supervisor.

You may want to add one or two more for your athletes, such as:

- ◆ Stay off the skating floor until the coach say's it's okay
- ◆ Put on skates only after stretching
- ◆ Ask the coach before you leave the floor.

Remember, the more rules you have, the harder it is to enforce them consistently.

The importance of warm-up prior to exercise cannot be overstressed. It raises the body temperature, preparing the muscles, nervous system, tendons, ligaments, and the cardiovascular system for upcoming stretches and exercises. The chances of injury are reduced by increasing muscle elasticity.

The three types of warm-up are:

1. **Passive Warm-Up** – involves increasing the body temperature by external means, such as massage, heating pads, steam baths, or hot showers. Athletes with physical limitations may benefit from passive warm-up.
2. **General Warm-Up** – increases overall body temperature through movement of major muscle groups that may or may not be associated with the activity about to be engaged in. for example: jogging, jumping rope, and dancing.
3. **Specific Warm-Up** – concentrates on the positions of the body to be used in the upcoming activity and mimics the event to be engaged in. for example: swinging the arms prior to practicing speed skating, lightly swinging a bat prior to hitting a softball.

Some roller skaters do their warm-up on skates by skating laps. Few Special Olympics athletes, however, can master doing their stretches on skates. Removing skates to stretch and putting them back on can be very time consuming, so most coaches prefer off-skates warm-up. Appropriate choices include 3 to 5 minutes of:

- ◆ Jogging
- ◆ Running in place
- ◆ Jumping rope
- ◆ Dancing to fast music
- ◆ Riding a stationary bike.



The Cool Down

The cool down is as important as the warm up, however is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness, and other problems for Special Olympics athletes. The cool down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience. The cool down is also a good time for the coach and athlete to talk about the session or competition. Note that cool down is also a good time to do stretching. Muscles are warm and receptive to stretching movements.

Activity	Purpose	Time (minimum)
Slow aerobic jog	Lowers body temperature Gradually lowers heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes



Stretching

Stretching prevents injury by increasing the easy range of motion for joints and muscles. The stretches suggested here are **static** stretches, held from 10-30 seconds in an easy stretch just to the point of tension. Skaters should never bounce or push to the point of pain. For each group of muscles, do a light stretch, followed by an extended stretch up to 30 seconds. Common roller skating stretches, recommended by the USAC/RS Sports Medicine Manual, are below:

Quadriceps

- ◆ Stand erect supported by right hand on a wall.
- ◆ With the left hand, pull the left foot up to the buttocks.
- ◆ Keeping knees together, push the leg back from the hip and hold, stretching the upper thigh muscle.
- ◆ Stretch lightly, and then hold for an extended stretch.
- ◆ Repeat with the other foot.

Alternative Quadriceps

- ◆ Lie on one side or on the stomach on the floor.
- ◆ Use either hand to pull the foot up to the buttocks.
- ◆ Stretch lightly, and then hold for an extended stretch.
- ◆ Repeat on the other side with opposite leg.

Calves

- ◆ Stand erects an arm's length away and facing the wall.
- ◆ Put both forearms on the wall.
- ◆ Keeping toes pointed straight ahead, step forward toward the wall with one foot.
- ◆ Keep the back straight and bend the forward knee slightly, stretching the calf muscle?
- ◆ Stretch lightly, and then hold for an extended stretch.
- ◆ Repeat with the other foot.

Hamstrings

- ◆ Sit on the floor, extending legs in front with toes up.
- ◆ Grab ankles or legs and bend elbows out.
- ◆ Lean forward stretching hamstrings.
- ◆ Stretch lightly, and then hold for an extended stretch.

Groin Muscles

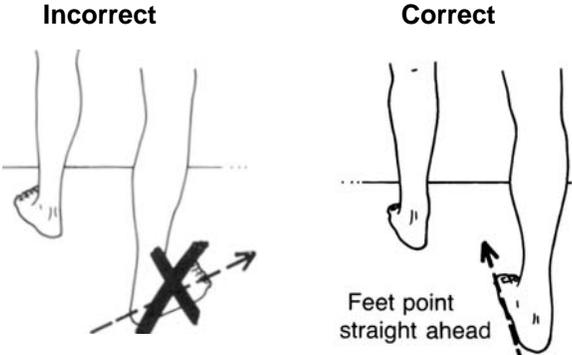
- ◆ Sit on the floor with soles of the feet together and knees bent.
- ◆ Keep the back straight and grab the feet.
- ◆ Lean forward and gently press elbows against the knees, pushing knees toward the floor and stretching groin muscles.
- ◆ Stretch lightly, and then hold for an extended stretch.

Some athletes, like those with Down Syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range. Several stretches are dangerous to perform for all athletes, and should never be part of a safe stretching program. These unsafe stretches include the following

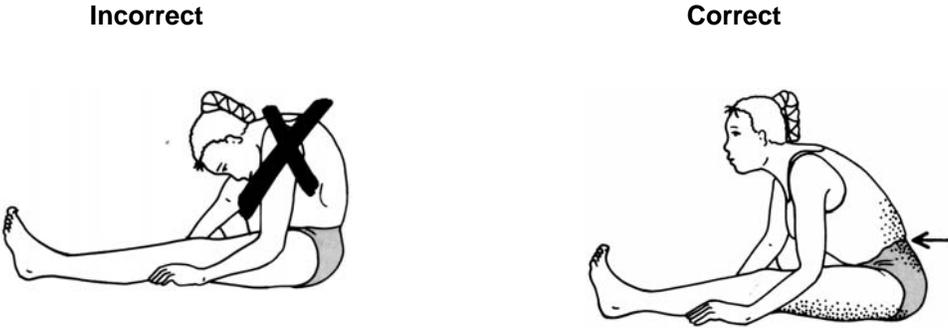
- ◆ Neck Backward Bending
- ◆ Trunk Backward Bending
- ◆ Spinal Roll



Stretching is effective only if the stretch is performed accurately. Athletes need to focus on correct body positioning and alignment. Take the calf stretch for example. Many athletes do not keep the feet forward, in the direction that they are running.



Another common fault in stretching is bending the back in an attempt to get a better stretch from the hips. An example is a simple sitting forward leg stretch.





Stretching - Quick Reference Guidelines

Start Relaxed

Do not begin until athletes are relaxed and muscles are warm

Be Systematic

Start at the top of body and work your way down

Progress from General to Specific

Start general, then move into event-specific exercises

Easy Stretching before Developmental

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

Use Variety

Make it fun. Use different exercises to work the same muscles

Breathe Naturally

Do not hold your breath, stay calm and relaxed

Allow for Individual Differences

Athletes start and progress at different levels

Stretch Regularly

Always include time for warm-up and cool-down

Stretch at home too



Strength and Conditioning Activities

This section of the Guide will not make you an expert on fitness, but will introduce a few simple techniques to help your athletes improve their flexibility, muscle strength and endurance. For athletes who can only train on-skates once a week, these activities can be added to an off-skate schedule and dramatically improve their skill.

For flexibility, review the section on [Stretching](#). Tight muscles work inefficiently; the more flexible skater will perform better and have fewer injuries. Stretching needs to be a part of every workout, whether on or off skates.

Exercises to improve muscle strength can be added to the skater's training as often as three times a week and might include those below. Start with even one repetition and work toward 25, completing the set two times each workout. Artistic, speed, and hockey skaters all need muscle strength.

Bent Knee Crunch Sit Ups (Abdominals)

- ♦ Lying on the back with arms crossed over the chest; gradually bring shoulders upward until at least perpendicular to the floor.
- ♦ Lower slowly back down.
- ♦ Keep the feet flat on the floor, chin tucked to chest on ascent and descent.
- ♦ Athletes with weaker abdominal muscles may only raise the head and shoulders slightly off the floor.

Push Ups (Triceps, Deltoids, and Pectorals)

- ♦ With body straight, rest face down on the hands and toes.
- ♦ Push up with the arms to full extension and slowly lower back down.
- ♦ The wider apart the hands, the more the athlete works on the chest muscles.
- ♦ Push ups from the knees are a good alternative.

Leg Extension (Quadriceps)

- ♦ Sitting high enough so that the feet do not touch the floor, lift one or both legs to a position parallel with the floor.
- ♦ Lower leg(s) slowly.
- ♦ Stronger skaters can wear ankle weights on their skates for added value.

Leg Curl (Hamstrings and Gluteals)

- ♦ Lying face down on a bench, extend legs with over the edge.
- ♦ Lift the lower legs at the knee upward toward the buttocks.
- ♦ Slowly return to the starting position.
- ♦ Stronger skaters can wear ankle weights on their skates for added value.

Slide Board Work (Arms and Legs)

Of particular interest to both in-line and traditional quad speed skaters, slide board practice strengthens the power of the stroke, reinforces the arm swing motion, and improves endurance.

- ♦ Wear heavy wool socks over tennis shoes.
- ♦ Stand on the right end of the board with shoulders and hips parallel to it, in normal skating position.
- ♦ Aim the upper body forward with knees bent at 90 degrees and lock ahead, not down.
- ♦ Hips are bent 65-80 degrees; weight is centered on the middle of the back half of the foot, under the ankle.
- ♦ Keep the upper body still.
- ♦ Push the right foot straight to the side, extending completely and remaining flat on the surface.
- ♦ Right arm comes forward, left arm goes back.
- ♦ Glide across the board with both feet, right leg remains extended.
- ♦ As the left foot strikes the bumper, the right foot, with toes pulled slightly upward, slides slightly past the left from behind, before the next stroke.
- ♦ Reverse arms as the left foot pushes and extends, the right foot gliding to the bumper.
- ♦ Repeat.
- ♦ Build from a slow to a pace of up to 40 beats per minute, for five minutes.



How to Build a Slideboard

Materials Needed

- One 1.25m x 2.5m x 3cm (4' x 8' x ¾") sheet of plywood
- One 1.25m x 2.5m (4' x 8") sheet of Formica or plastic
- Two 1.25m (4') sections of .8cm x .8cm (2" x 2") wood stripping
- Two 1.25m (4") lengths of foam padding to glue on wood strips
- Four .95cm x 1.2cm (3/8" x 3") bolts with washers
- Carpenters glue
- Furniture polish or paste wax

Instructions

- 1) Glue the Formica or plastic sheet to the plywood.
- 2) Drill .95cm (3/8") holes in the board. Start .8cm (2") in from the end and .8cm (2") in from the side. Drill holes every .8cm (2") moving toward the center of the board (see diagram). Seven or eight holes should be enough. The holes make the bumper of the slide board adjustable for skaters of different heights.
- 3) Drill .95cm (3/8") holes in the .8cm x .8cm (2" x 2") wood strips to match the holes in the board.
- 4) Wax the Formica or plastic thoroughly to ensure a smooth, slippery surface for easy gliding. The surface will need to be relaxed frequently.
- 5) Bolt the wood strips onto the board.
- 6) Glue the foam padding onto the wood strips. You may also glue a strip of carpeting over the foam padding for extra protection as skaters hit against the bumper



Conditioning

Conditioning, repeating physical activity to place stress on the body and improve fitness levels, improves endurance and reduces fatigue. The goal is to improve both cardiovascular and muscle fitness. The best workout program alternates days between the strength building exercises and the endurance activities. Dance and free style skaters, longer distance speed skaters, and hockey players all need to build their endurance.

For maximum benefit, the training heartbeat should be at least 70% of the maximal heart rate. The formula is $220 - \text{age}$ equals one's maximal heart rate. For example, a 30-year-old skater has a maximal heart rate of $220 - 30$, or 190 beats per minute. That skater would train at $70\% \times 190$, or 133 beats per minute. Some athletes will be unable to measure their heart rates, even if the coach times the interval. In that case, the coach must take care to encourage maximum effort while preventing extraordinary fatigue.

Jumping rope, bicycling, walking fast, running, and skating laps on a track or long distances outdoors are all excellent conditioning activities. Athletes can start with shorter intervals – such as three minutes of jumping rope or ten minutes of walking – and build from there. Twenty to thirty minutes, within the training heart rate range, three times a week is believed to be a minimum level of cardiovascular conditioning. Intensity, frequency, and duration of training are all relative, however, to the athlete's level of conditioning.



Basic Skills

Skill Progression – Falling Down and Getting Up

Your Athlete Can:	Never	Sometimes	Often
Roll over onto hands and knees.			
Balance on one knee and one foot on the floor.			
Stand up from one foot and knee to two feet.			
Balance upright on two feet.			
Bend knees into squat position.			
Sit from a squat position without using hands.			
Totals			

Falling Down and Getting Up

Teaching the Skill

- ◆ From a sitting position on the floor, roll over on hands and knee.
- ◆ Put one foot up.
- ◆ Push up onto the other foot.
- ◆ When beginning to lose balance, bend knees and squat. (This centers the weight over the middle of the skate, permitting recovery).
- ◆ If recovery is impossible, relax and sit on the floor.
- ◆ Keep hands in the air as you fall.

Suggestions for the Teacher/Coach

Skaters with limited balance should practice this skill off skates first, then on skates. On skates, the skill is easier on carpet, which reduces wheel roll. If a skater cannot push up from one foot to a standing position, the teacher can steady the skate on the floor, adding stability. If that is not enough, use a secure bench or stool to help the skater pull up rather than offering the hand of another person.



Skill Progression – Marching Steps

Your Athlete Can:	Never	Sometimes	Often
Stand upright on skates.			
Extend arms at waist height.			
Lift one foot from the floor and put it back down again without losing balance.			
Lift other foot from the floor and put it back down again without losing balance.			
Totals			

Marching Steps

Teaching the Skill

- ◆ Use airplane arms (both arms held up at waist height).
- ◆ March in place, picking up one foot and putting it down, then alternate left and right.
- ◆ When balance in place is achieved, march forward slowly.
- ◆ Try for good form rather than speed.

Suggestions for the Teacher/Coach

Skaters with limited balance may march on carpet which inhibits roll, march with wheels tightened to roll slowly or not at all, march with the assistance of a mechanical device such as a walker or walker on wheels, or march while pushing a mechanical device such as a shopping cart or wheel chair. Skaters need to “march,” placing the whole foot flat on the floor, not “walk” rolling from the heel to the toe.



Skill Progression – Toe-Stop Stop

Your Athlete Can:	Never	Sometimes	Often
March with alternating feet.			
Identify the rubber toe-stop or heel brake on the skate.			
Place the toe-stop or brake of one skate on the floor without losing balance.			
Totals			

Toe-Stop Stop

Teaching the skill

- ◆ Stand still and drag the toe-stop or brake along the floor.
- ◆ Hold on to a wall or rail for balance if needed. Practice marching.
- ◆ On the command “stop,” put one toe-stop or brake down on the floor.

Suggestions for the Teacher/Coach

This skill requires repetition to master and is harder to perform when the skater rolls faster. Practice with a game of Red Light/Green Light or stopping each time the music stops.



Skill Progression – Forward Scissors

Your Athlete Can:	Never	Sometimes	Often
March on freely rolling wheels.			
Totals			

Forward Scissors

Teaching the skill

- ◆ Stand erect with airplane arms.
- ◆ Put heels together and toes apart, in the shape of the letter “V.”
- ◆ Bend knees.
- ◆ Push feet apart.
- ◆ Pull them back together again.
- ◆ Repeat the sequence.
- ◆ Keep both feet on the floor at all times.

Suggestions for the Teacher/Coach

Feet need only travel shoulder-width apart. Skaters who have their wheels tightened will not be able to perform this skill. If a skater goes in a circle rather than a straight line, one leg is doing more work than the other. The circle will curve toward the lazy leg.



Skill Progression – Scooter Pushes (Rolling One-Foot Balance)

Your Athlete Can:	Never	Sometimes	Often
March on freely rolling wheels.			
Perform forward scissors.			
Totals			

Scooter Pushes (Rolling One-Foot Balance)

Teaching the skill

- ◆ Form a large circle facing counterclockwise.
- ◆ Stand erect with airplane arms.
- ◆ Use three scissors to begin rolling around the circle.
- ◆ Push three times with the right foot.
- ◆ Balance on the left foot and keep it on the floor.
- ◆ Balance on the left foot longer and longer between pushes.
- ◆ Turn the circle around, facing clockwise.
- ◆ Repeat, pushing with the left foot and balancing on the right.

Suggestions for the Teacher/Coach

The smaller the circle, the deeper the edge (the curve traced by the skate) and the more advanced the skill needed. Start with a large circle. As skill increases, you might try using figure circles as a guide. Power comes from the foot leaving the floor as it pushes down and back. As it pushes, it pivots slightly around the inner forward (big toe) wheel.



Skill Progression – Steps or Strokes

Your Athlete Can:	Never	Sometimes	Often
Roll on the left foot.			
Roll on the right foot.			
Totals			

Steps or Strokes

Teaching the skill

- ◆ Use the whole skating surface.
- ◆ Face counterclockwise.
- ◆ March or do scissors around the floor.
- ◆ Rolling comfortably, bring both feet together on the floor.
- ◆ Pick up one foot and extend it behind the body.
- ◆ Return the extended foot to the floor in the “and” position (side by side).
- ◆ Pick up and extend the other foot.
- ◆ Return it to the “and” position.
- ◆ Repeat, alternating left and right.

Suggestions for the Teacher/Coach

Some athletes will learn faster by alternating several scissors and several strokes. Some athletes find scissors too challenging but can begin stroking naturally from marching steps. The key is repetition and effort to develop good form – upright posture with arms extended and leg stretched as it leaves the floor.



Skill Progression – 30 Meter Straight Line Race

Your Athlete Can:	Never	Sometimes	Often
March or roll on skates independently, with or without a mechanical device for assistance.			
Totals			

30 Meter Straight Line Race

Teaching the skill

- ♦ [Marching Steps](#)
- ♦ [Forward Scissors](#)
- ♦ [Steps or Strokes](#)

Putting These Skills Together to Skate the Race

Tape or paint a start and finish line, 30 meters (98.5 feet) apart. Place the skater at one line, standing still by using toe-stop or brake stop. At the command “start,” encourage the skater to move forward by marching, scissors, or taking steps until he/she crosses the finish line, and then stop.

Suggestions for the Teacher/Coach

Practice first with the verbal command then use a whistle. If the skater will be in a tournament, practicing with the starter pistol is a must. Practice with several people on the line at one time. Timing the racers frequently and letting them know their progress often helps with motivation. If a skater can complete 30 meters in less than 15 seconds, he or she is too fast for this event and would be unable to stop safely on a standard-sized surface and should move to 100m, 300m, 500m or 1000m race.



Skill Progression – 30 Meter Slalom Event

Your Athlete Can:	Never	Sometimes	Often
March or roll skates independently, with or without mechanical assistance.			
Conceptually understand alternating from one side to the other through the series of cones.			
Totals			

30 Meter Slalom Event

Teaching the skill

- ♦ [Marching Steps](#)
- ♦ [Forward Scissors](#)
- ♦ [Steps or Strokes](#)

Putting These Skills Together to Skate the Slalom

Using the 30 Meter Race start and finish lines mark the track at 5 meter intervals and place a cone at each. At the command “Start,” the skater will skate to either side of the first cone, and then cross over to the other side to go around the second cone, etc. skaters may start at either side. At first the skater may need to follow the coach through the course, then progress to verbal prompting, eventually completing the skill without prompting.

Suggestions for the Teacher/Coach

The athlete should practice starting with a verbal command, then a whistle, and eventually a starting gun if the athlete will compete in a tournament. Skaters compete one at a time in this event and mechanical assistance is permitted. If the athlete has difficulty alternating sides, try practicing with a trail of colored tape on the floor. If the skater completes the 30 meters in less than 15 seconds, he or she is too fast for this event, and would be unable to stop safely on a standard-sized surface. The athlete should move to 100m, 300m, 500m or 1000m race. If a skater misses cones, add 1 second to his or her official time.



Speed Skating Skills

Preparing the Track

See the section on Facility and the diagram which follows. If the skating surface is inadequate for a 100 meter track, reduce the size and race proportionately for shorter distances – that is, stay with one lap, three laps, etc. even if the track is 75 or 90 meters.

To get help laying out a track on your surface, contact USAC/RS with the dimensions of your floor (see section on Roller Skating Organizations for the address and phone number).

Skill Progression – Race the Track – 100, 300, 500, 1000 Meters

Your Athlete Can:	Never	Sometimes	Often
Skate scissors or steps for at least 100 meters.			
Perform a T-start.			
Skate around a counterclockwise corner.			
Totals			

Teaching the Skill

Stand Up Start For Quads

- ◆ Stand behind the set back line (an optional line one meter behind the starting line).
- ◆ On command “To your Mark,” move to just behind the starting line.
- ◆ Put the feet in a T-position with one foot behind the other and perpendicular, or stand with a toe-stop or brake down against the floor.
- ◆ On command “Set,” crouch with knees bent.
- ◆ Extend one arm forward, the other arm back.
- ◆ Skating onto the right foot, the left arm is forward; and skating onto the left foot, the right arm is forward.
- ◆ At the gun, push down into the floor with the back foot, the brake, or the toe-stop.

Four-Point Start

- ◆ Only conventional quad skates with larger toe-stops perform this start. It is much easier in low cut, or speed cut boots.
- ◆ Begin at the set-back line.
- ◆ On command “To Your Mark,” move to just behind the starting line.
- ◆ Balance on the foot, one knee, and the fingertips of both hands.
- ◆ On command “Set,” raise up off the knee onto the toe-stop.
- ◆ At the gun, push off the toe-stop.

Stand Up Start for In-Line Skates

- ◆ Begin at the set-back line.



- ◆ On command “To Your Mark,” move to just behind the starting line.
- ◆ Keep both feet parallel to the line, shoulder-width apart.
- ◆ On command “Get Set,” rock back putting the weight on the back skate.
- ◆ At the gun, rock forward and push off the front skate.

Toe-Stop Walk

- ◆ An optional skill for stronger skaters with conventional quad speed skates.
- ◆ Stand on two toe-stops.
- ◆ Take steps forward walking on the toe-stops.
- ◆ Practice four to six slow steps.
- ◆ Practice again, faster.

Duck Walk

- ◆ An optional skill for stronger skaters.
- ◆ Stand with feet in the “V” position, heels together and toes apart.
- ◆ Take steps maintaining this position.
- ◆ Practice four to six slow steps.
- ◆ Practice again, faster.

Speed Form

- ◆ Stand with feet shoulder-width apart.
- ◆ Bend knees.
- ◆ Bend forward from the waist.
- ◆ Put hands on knees.

Two-Arm Swing

- ◆ In speed form, extend one hand in front of the body and the other hand behind.
- ◆ On command “Switch,” change arms to the opposite position.
- ◆ “Switch” again and repeat, picking up the rhythm.
- ◆ Try it first standing still.
- ◆ Add rolling steps.
- ◆ As the right foot takes the floor, the left arm moves to the forward position, etc.
- ◆ Practice alternating two-arm swing with steps while on skates.
- ◆ Practice two-arm swing while walking off skates

Corner Crosses

- ◆ Stand in speed form.
- ◆ Lift right foot and cross over the left.
- ◆ Stretch the left foot back and return it beside the right.
- ◆ Repeat, moving in a line to the left.
- ◆ Practice standing still.
- ◆ Practice rolling in a circle.
- ◆ Add the two-arm swing with the left arm forward as the right foot takes the floor.

Aim of the Straightaway

- ◆ Aim at a point along the right barrier on the straightaway across from pylon 1.
- ◆ Skate toward the barrier, not the marker itself.
- ◆ To help learn this, move the pylon closer to the barrier in practice or ask a person to stand between the marker and the barrier to create a channel through which to skate.
- ◆ See track diagram.



Corner Set Position

- ◆ In good speed form, stand on both feet.
- ◆ Extend both arms.
- ◆ Rotate the upper body to face hard to the left around the corner.
- ◆ Practice first standing still.
- ◆ Practice rolling on both feet.
- ◆ Use this position to make the transition from the straightaway to the corner crosses.

Passing Other Skaters

- ◆ Practice skating the track in a line or pack.
- ◆ The second skater passes the first on the inside.
- ◆ The third passes the second and fourth passes the third.
- ◆ Remember, if a skater is fast enough to pass, the slower skater must allow him or her to go by.
- ◆ Practice passing and being passed often.

Putting These Skills Together to Race the Track

From the start of the straightaway, skaters will aim for the barrier using alternating steps and the two-arm swing. Use the set position to start the corner, pushing with 3 or 4 strong crosses, then repeat. Strong skaters with traditional quad skates may go from the start directly into a Toe-Stop Walk followed immediately by a Duck Walk before finishing the first straightaway.

Timing in Roller Speed Skating

In a competitive race, all timers start their watches when the first skater in the heat crosses the timing/finish line in the center of the first straightaway. Each timer stops their individual watch when their assigned skater crosses the finish line in the final lap. Preliminaries heated by accurate pre-event times can be handled the same way. In timed trials, where individual athletes skate alone or in heats randomly drawn, the individual timer should start their watch when their assigned athlete crosses the timing/finish line and stop their watch when the skater crosses the finish line in the final lap.

Suggestions for the Teacher/Coach

Skaters need to practice starts, the two-arm swing, and crosses each week before putting the pieces together for a full race. Skaters skating the longer distances will need more emphasis on building stamina and endurance for their events. As a guideline to help select appropriate distances, the ranges below are typical of many Special Olympics tournaments:

100 Meter	–	0:12-2:00
300 Meter	–	0:35-2:30
500 Meter	–	1:00-3:00
1000 Meter	–	2:15-3:30



Relay Races — 2 x 100, 2 x 200, 4 x 100

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Complete the 100 Meter Race the Track.			
Complete a relay hand tag.			
Move from the relay gate area to the track.			
Totals			

Teaching the Skill

Leaving the Floor after the Tag (First Skater)

- ◆ Watch a demonstration of a relay event.
- ◆ Follow the demonstrator from the start through the first lap, past pylon one.
- ◆ Skate off the track to the outside and remain on the floor.
- ◆ Try the sequence without the demonstrator.

Moving from the Relay Gate Area to the Track (Second Skater)

- ◆ Watch the demonstration of the relay event.
- ◆ Start in the relay gate area inside the track and across from the timing/finish line.
- ◆ Follow the demonstrator from the gate area to the legal tag zone between pylons four and one.
- ◆ Repeat the sequence independently.
- ◆ With a demonstrator skating the first lap, skate from the gate area to the tag zone on command.
- ◆ Practice leaving the gate area independently at the appropriate time.

Making the Relay Hand Tag

- ◆ All team members meet in the gate area in a line.
- ◆ The second skater stands in front of the first and holds hand back.
- ◆ The first skater reaches out and tags partner's hand.
- ◆ The first skater goes to the line; the second stays in the gate area.
- ◆ Walk through the tag with a demonstrator team.
- ◆ Practice the tag independently.

Putting these skills together to race a relay

Walk through the entire race with the athlete team side by side with a demonstrator team. Use verbal cues to walk the athletes through the race a second time. Once athletes understand the entire sequence, practice the race with as few cues as possible.

Timing in a relay race

All timers start their watches when the first skater of any team crosses the timing/finish line. Individual timers stop their watches when the last member of their assigned team crosses the finish line in the last lap.



Suggestions for the teacher/coach

Relays are fun, and the combined team time is the basis for heating so skaters of varied ages and skills may skate together. Any athlete that can complete a 100 meter race is physically capable of a relay. Athletes who find the relay conceptually complex will do better skating the first lap. When practicing with several teams at one time, try colored arm bands or pennies to help partners identify each other. To help athletes' select appropriate events, the times below are typical of many Special Olympics relay events:

2 x 100 – 0:26-1:30

2 x 200 – 1:00-3:00

4 x 100 – 1:00-3:00



Artistic Skating Skills

Level I Dance

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Balance on one foot alternating left to right, either independently or with mechanical assistance.			
Totals			

Teaching the Skills

Keeping Time to Music

- ◆ Clap in time to a 108 Waltz (108 beats per minute).
- ◆ Count one-two-three with the music.
- ◆ Holding on to the wall, take three beat steps to the music in place.
- ◆ Coach may prompt with “left and, right and” or “left two-three, right-two-three.”
- ◆ Athletes can say the words with the coach.
- ◆ Practice taking rolling steps to the music.

Artistic Form

- ◆ Stand with the upright carriage (back straight).
- ◆ Extend arms up from the sides (hands waist high).
- ◆ Eyes look straight ahead.
- ◆ Knee of the employed leg is slightly bent.
- ◆ Knee of the free leg is straight and the toe is pointed.
- ◆ Practice good form while taking steps.

Skating with a Partner (Team Dance Only)

- ◆ Man and woman practice taking steps individually.
- ◆ Practice taking steps side by side, not holding on.
- ◆ Practice taking steps holding hands.
- ◆ Practice taking steps with crossed arms or in the Side B position.
- ◆ See the diagrams.

Putting These Skills Together to Perform Beginning Dance

Skaters start from a T-position and push onto either foot. Keeping time to the 108 Waltz, they take 3-beat steps counterclockwise around the entire skating surface.

Suggestions for the Teacher/Coach

Skaters are evaluated on timing and form, not speed, so even very slow skaters can successfully complete this event. Repetition improves both timing and form. Starting in time to the music without verbal prompting with take additional practice.



Level I School Figures – Figure 1

ROF-LOF Circle Eight (Requires two contiguous 6-meter circles painted or taped on the skating surface)

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Roll on the left foot at least 2 meters (6')			
Roll on the right foot at least 2 meters (6')			
Push onto the right foot from a T-position with the left foot in back.			
Totals			

Teaching the Skills

T-Start

- ◆ Stand on the short axis where it crosses long axis.
- ◆ Put feet in the shape of the letter “T,” right foot in front, left in back and perpendicular to the right.
- ◆ Keep the back straight.
- ◆ Bend the knees and push from the left onto the right.
- ◆ Do not use the toe-stop to push.

Outside Edges

- ◆ Roll clockwise on the right foot and lean to the right.
- ◆ Put pressure on the outside (little toe side) of the ankle and foot.
- ◆ The foot will follow a curve called an outside edge around the circle.
- ◆ Try the same on the left foot.
- ◆ The goal is to complete a whole circle in one push, but many pushes can be used until skater masters the skill.

Transition Take-Offs

- ◆ Halfway around the circle on the right outside edge, bring the left free leg in front of the body.
- ◆ Approach the long axis, bend the right knee, and place the left foot down directly in front of the right (feet will look like two railroad cars rolling one behind the other).
- ◆ As the left foot takes the floor, pivot on the right foot around the big toe, making a modified T-position.
- ◆ Push onto the left outside edge.
- ◆ Practice the same sequence left to right.

Putting These Skills Together to Perform Figure 1

Athletes start with a right outer forward circle, continue to the left outer forward circle, and repeat. This four circle sequence will complete the entire figure two times, and is called a Double Repetition.

Suggestions for the Teacher/Coach

Practice each of the skills on the circles so that the skater relates each to the overall figure. Extra pushes without using a toe-stop are a better choice than one strong push using the toe-stop. No points are deducted for skating more than the double repetition, so encourage the skater who cannot count the four circles to keep going until someone stops them. The free leg needs to rotate from behind the body after the take-off to in front of the body in preparation for the next take-off. Timing of this rotation is optional, but most often occurs at the halfway point of the circle.



Level I Free Style Singles Event

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform 6 of the 10 skills identified below.			
Totals			

Teaching the Skills

[Toe-Stop Stop](#)

[Forward Scissors](#)

[Alternating Steps](#)

[Outside Edges](#)

Forward Roll

- ◆ Begin with two or three scissors or marching steps.
- ◆ Bring both feet side by side on the floor (called the “and” position).
- ◆ Pause, rolling on two feet.

Backward Scissors

- ◆ Stand with toes together and heels apart, making a letter “V.”
- ◆ Keeping the back straight and arms up, bend the knees.
- ◆ Push the feet shoulder-width apart.
- ◆ Pull the feet back together.
- ◆ Repeat the sequence.

Backward Roll

- ◆ Begin with two or three backward scissors or with a push off a wall.
- ◆ Bring both feet side by side in the “and” position.
- ◆ Pause and roll on two feet.

Inside Edges

- ◆ Without leaning, roll counterclockwise on the right foot.
- ◆ Put pressure on the inside (big toe side) of the ankle and foot.
- ◆ The foot will follow a curve called an inside edge around the circle.
- ◆ Practice the sequence on the left foot.
- ◆ Inside edges are more difficult than outside edges for most skaters.

Backward One-Foot Roll (Edge or Flat)

- ◆ Start with two or three backward scissors.
- ◆ Bring the feet to the “and” position.
- ◆ Pick up one foot and stretch the free leg in front (actually trailing the body).



- ◆ Go straight as a flat, or curve as an edge.
- ◆ Once mastered, alternate left to right backward steps.

Cross in Front

- ◆ Face the wall, holding on if necessary.
- ◆ Balance on the left skate.
- ◆ Pick up the right skate, cross it over and place it down beside the left.
- ◆ Stretch the left skate back and return it to the “and” position beside the right.
- ◆ Repeat the sequence, step left – cross right, step left – cross right, at the wall.
- ◆ Practice the sequence in place without holding on.
- ◆ Practice the sequence rolling counterclockwise.
- ◆ Once mastered, try the sequence crossing the left foot over the right.

Cross Behind

- ◆ Face the wall, holding on if necessary.
- ◆ Balance on the left skate.
- ◆ Stretch the right skate back, cross behind, and place it beside the left.
- ◆ Pick up the left foot and return it to the “and” position beside the right.
- ◆ Repeat the sequence.
- ◆ Practice the sequence, step left – cross right, while rolling counterclockwise.
- ◆ Once mastered, practice the sequence crossing the left skate behind the right.
- ◆ Cross behinds are much more difficult than cross in fronts for most skaters.

Putting These Skills Together to Perform a Beginning Singles Program

Skaters must attempt a minimum of six of these skills to music chosen by the coach and no more than 90 seconds long. The music may be instrumental or vocal and should be a selection which the skater enjoys, and to which he or she can skate. Arrange the six or more skills into a sequence highlighted by the selection, whether classical or modern. Higher scores are given when a skater uses the entire skating floor and moves in both clockwise and counterclockwise directions. Additional content items not on the Level 1 list may be performed but do not improve the score.

Suggestions for the Teacher/Coach

Pick the six skills the skater will be most likely to master and design the program before starting to teach. As you teach each skill, put it on the floor where it will occur in the program. When you put the pieces together, the skater will find it easier to remember the sequence and the placement of the item.



Level II Dance – The Glide Waltz

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform the left-chassé-left sequence.			
Perform the right-chassé-right sequence.			
Keep time to the 108 Waltz music.			
Remember the sequence of steps in order.			
Totals			

Teaching the Skills

Left Chassé Sequence

- ◆ Hold on to a wall or rail.
- ◆ Walk through the four-step sequence of: left for two beats, right for one beat with the left raised straight up in a chassé, left for three beats, right for three beats
- ◆ Say the words with the steps – “left, chassé, left, and right,” or “left two, chassé, left-two-three, right-two-three.”
- ◆ Practice at the wall to the music.
- ◆ Practice rolling counterclockwise.
- ◆ Practice as a drill rolling to the music.

Right Chassé Sequence

- ◆ Hold on to a wall or rail.
- ◆ Walk through the four-step sequence of: right for two beats, left for one beat with the right raised straight up in a chassé, right for three beats, left for three beats
- ◆ Say the words with the steps – “right, chassé, right, and left,” or “right-two, chassé, right-two-three, left-two-three.”
- ◆ Practice at the wall to the music.
- ◆ Practice rolling counterclockwise.
- ◆ Practice as a drill rolling to the music.

Putting These Skills Together to Perform the Glide Waltz

Demonstrate the dance, starting with four three-beat opening steps down the straightaway. Then, perform the two left-chassé corner sequences and the one right-chassé center lobe on the straightaway. Walk through the steps with the athletes. Have the athletes follow you through the steps. Add the music and have them follow you again. Once this first pattern is mastered, add a second and a third.

Suggestions for the Teacher/Coach

Repeating the steps in circle drills and following an experienced skater through the dance over and over is the only way to learn the sequence and the pattern on the floor. Skaters who will skate this dance with a partner should master it solo first.



Level II School Figures – Figure 1B, LOIF-ROIF Change Eight

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform a T-start.			
Perform outside edges on both feet.			
Perform inside edges on both feet.			
Perform transition take-offs.			
Perform a change edge from outer to inner.			
Totals			

Teaching the Skills

[T-Start](#)

See also Figure 1 below.

[Outside Edges](#)

See also Figure 1 below.

[Transition Take-Offs](#)

See also Figure 1 below.

[Inside Edges](#)

Change Edge

- ◆ Roll on a left outer forward edge on the circle, counterclockwise.
- ◆ Approach the long axis and change the pressure from outer to inner (little toe to big toe).
- ◆ Change circles, skating a left inner forward edge, clockwise.
- ◆ Once mastered, practice the change edge from the right outer forward to the right inner forward

Putting These Skills Together to Perform Figure 1B

Skater stands on the short axis at the long axis with two full circles to his/her left. The figure starts with a T-start onto the left outside edge, and after one half circle, changes to a left inside edge. After one half circle on the inside edge, the skater pushes onto the right skate, using a transition take-off, skating a right outside edge. After one half circle on the outside edge, the skater changes to a right inside edge and finishes the last half circle. Repeat the entire sequence, left-outer-change-inner to right-outer-change-inner, completing a double repetition.

Suggestions for the Teacher/Coach

Most skaters will have one edge that is more difficult, perhaps even too hard, to hold on one foot. Do not go back to Level I, work on Level II instead, gradually increasing the strength of the skater on that more challenging edge. Good form is mandatory, so encourage the skater to struggle for the edge without changing the body position. The free leg needs to rotate from behind the body after the take-off to in front of the body in preparation for the next take-off. Timing of this rotation is optional, but it often occurs within the first half circle.



Level II Free Style Singles

Skill Progression

Your Athlete:	Never	Sometimes	Often
Has mastered the Level I Free Style Singles skills.			
Can perform 7 of the 10 skills below.			
Totals			

Teaching the Skills

Shoot-the-Duck

- ◆ Roll on two feet in the “and” position.
- ◆ Bend the knees and squat with hips at least as low as the knees.
- ◆ Extend one foot (either) forward.
- ◆ Hold the extended leg with hands if helpful.
- ◆ Roll for at least 5 meters.
- ◆ Return the extended leg to the floor and stand up.

Arabesque

- ◆ Roll on two feet in the “and” position.
- ◆ Bend forward at the waist.
- ◆ Raise one foot (either) and arch the body and free leg to a position parallel to the floor and perpendicular to the employed leg.
- ◆ The arabesque can be done on a forward or backward flat or an edge (sometimes called a spiral).

Bunny Hop

- ◆ Roll forward on the right foot, raising the left leg in front of the body.
- ◆ Jump off the right skate.
- ◆ Land first on the left toe-stop then immediately on the right foot.
- ◆ This may be done starting on the left or right foot.
- ◆ Bunny hops are physically simple but conceptually difficult and cannot be broken into component parts for teaching. Skaters will most often learn this skill through imitation.

Two-Foot Jump with Half Rotation

- ◆ Hold on to a wall rail with the right arm in front and the left arm in back.
- ◆ Bend the knees and jump off both feet.
- ◆ Land on both feet with the knees soft.
- ◆ Keeping the arms right where they are, jump again.
- ◆ Turn halfway around from the waist down, rotating counterclockwise, landing backwards.
- ◆ Practice this jump rolling.
- ◆ This jump may also be done with clockwise rotation.



Spread Eagle

- ◆ Face and hold on to the wall or rail.
- ◆ Stand on the right skate, with the foot parallel to the wall.
- ◆ Bring the left foot heel-to-heel with the right, in an open position.
- ◆ Roll on the right skate, right arm in front.
- ◆ Bring the left skate down heel-to-heel.
- ◆ Roll with both feet on the floor.
- ◆ The spread eagle can also start on the left foot.
- ◆ This skill demands flexibility.

Forward to Backward Mohawk Turn

- ◆ Skate forward on the left skate.
- ◆ Place the right foot down heel-to-heel (spread eagle).
- ◆ Pick up the left and place it besides the right rolling backwards.
- ◆ Mohawks can be done starting on the left or right foot and on inside-to-inside or outside-to-outside edges.

Forward to Backward Mohawk Jump

- ◆ Skate forward on the right skate. (can start with either foot)
- ◆ Jump from the right to the left, heel-to-heel (spread eagle).
- ◆ Land backwards.

Backward Cross Pulls

- ◆ Skate backward scissors in a counterclockwise circle.
- ◆ Hold left hand in front of body, right hand in back.
- ◆ Look over the right hand in direction of travel.
- ◆ Start to scissor, pushing feet apart.
- ◆ Pull the right skate behind the left, crossing.
- ◆ Pick up right skate and place it back beside the left.
- ◆ Pull the right skates behind the left again, crossing.
- ◆ Repeat the sequence.
- ◆ Cross pulls can be done clockwise with the left skate pulling behind the right.
- ◆ Cross pulls are a great source of momentum.

Two-Foot Spin

- ◆ Stand with feet shoulder-width apart.
- ◆ Turn the trunk and reach to the right.
- ◆ Pull back to the left, creating counterclockwise spin.
- ◆ Repeat, attempting three complete rotations.
- ◆ Press on the right heel and the left toe.
- ◆ Clockwise spins are around left heel and right toe.

One-Foot Spin

- ◆ Begin with the two-foot spin.
- ◆ Pick one foot up off the floor, bending the knee and keeping the foot close to the employed leg.
- ◆ Practice completing three rotations.
- ◆ Skaters may drop their foot and pick it up again several times in one spin while they master the skill.

T-Stop

- ◆ Roll on the right foot.
- ◆ Extend the left leg behind the right.
- ◆ Drag the inside wheels of the left foot on the floor, perpendicular to the right skate, forming a T.
- ◆ Pressure on the left skate slows and stops the right.



-
- ◆ Practice the T-Stop rolling on the left skate, dragging the right.
 - ◆ This skill is easy to describe but difficult to master.
 - ◆ Can be performed starting on either foot

Putting These Skills Together to Perform a Level II Singles Program

The coach chooses music of 2 minutes or less duration and maps out the 7 items in the program. Skaters will perform the items to the music in the sequence designed by the coach. Music can range from classical to ultra modern and may include vocals. More points will be given for programs that use the entire skating surface and counterclockwise directions. No extra points will be given for adding content not on the Level II list.

Suggestions for the Teacher/Coach

Map out the program first, then teach each item to the skater on the spot on the floor where it will be performed in the program. Select music the skater likes and to which he or she can skate.



Level III Dance – The Skaters March

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform a right cross in front.			
Perform a left cross behind.			
Complete a progressive run.			
Master a right outer forward swing.			
Keep time to a 100 March.			
Totals			

Teaching the Skills

[Cross in Front](#)

Level I Free Style Singles.

[Cross Behind](#)

Level I Free Style Singles.

Progressive Run with a Cross in Front

- ◆ Hold on to the wall or rail and walk through the run of: left for one beat, right for one beat, left for two beats, right two beat cross in front.
- ◆ Prompt with the words” left, right, left and, cross and” or “left, right, left two, cross two.”
- ◆ Put the sequence to 100 March music at the wall.
- ◆ Practice the sequence rolling counterclockwise without music.
- ◆ Practice the sequence as a drill to a 100 March.

Right Outer Forward Swing

- ◆ Hold on to the wall or rail.
- ◆ Balance on the right skate.
- ◆ Swing the left foot from behind the body to the front of the body.
- ◆ Keep the free leg straight and toe pointed.
- ◆ Swing in a pendulum motion, only as high in front as in back.
- ◆ Practice as four beats, back on beat two, forward on three, and returning to the “and” position on four.
- ◆ Practice to a 100 March at the wall.
- ◆ Practice to a 100 March rolling.

Putting These Skills Together to Perform the Skaters March

Demonstrate the entire dance, starting with four opening 2-beat steps down the straightaway. Then perform the two corner sequences of progressive runs with cross in fronts and the one straightaway sequence (left-right-left and-cross in front-cross behind-step swing). Walk through the steps with the athletes. Have the athletes follow you through the steps. Add music and have them follow you again. Once the first pattern is mastered, add a second and a third.



Suggestions for the Teacher/Coach

Take this progression slowly-learning a new skill each week while practicing previously learned skills over and over again. Demonstrate and walk through the steps each week before trying the dance with a partner should master it solo first.



Level III School Figures – Figure 5A, ROIF-LIOF Serpentine

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform a T-start.			
Perform outside edges on both feet.			
Perform inside edges on both feet.			
Perform a right outer change inner edge.			
Perform a left inner change outer edge.			
Perform transition take-offs.			
Totals			

[T-Start](#)

[Outside Edges](#)

[Transition Take-Offs](#)

[Inside Edges](#)

[Change Edges](#)

Putting These Skills Together to Perform Figure 5A

Skaters will need three adjoining circles for this figure and will start at the long and short axis where two of the circles meet. Starting with a strong push onto the right outer forward edge, skaters complete one half the circle then change circles to skate a full circle on the right inside edge. Pushing onto the left inside edge, skaters complete one half the circle then change circles to skate a full circle on the left outside edge. Repeat the entire sequence, right outer change inner to left change outer, completing a double repetition.

Suggestions for the Teacher/Coach

Although there are no new skills here, skaters need a very strong push to master the serpentine figure. Practicing the T-Start over and over again will be important. The free leg needs to rotate from behind the body at the take-off to in front of the body in preparation for the next take-off. Timing of this rotation is optional, but often occurs within the first half-circle after the take-off.



Level III Free Style Singles

Skill Progression

Your Athlete:	Never	Sometimes	Often
Has mastered the Level II Free Style Singles skills.			
Can perform three of the spins below.			
Can perform five of the jumps below.			
Totals			

Teaching the Skills

[Bunny Hop](#)

Level II Free Style Singles.

[Mohawk Jump](#)

Level II Free Style Singles.

[Two-Foot Spin](#)

Level II Free Style Singles.

One-Foot Upright Spin

See [One-Foot Spin](#), Level II Free Style Singles. Performed as described there, the one-foot spin will be an inner forward or inner back edge (counterclockwise = RIF or LIB, clockwise = RIB or LIF). Stronger skaters may also choose to spin on outer edges, forward or back. In all spins, skaters should strive for a minimum of three rotations. To gain the necessary momentum to do this well, most skaters will use an entrance:

- ◆ Backward cross pulls for momentum.
- ◆ Step forward on a deep outside edge.
- ◆ Pull into a pivot or spin using the free leg and arms.

Sit Spin

- ◆ While spinning on any edge, “sit,” bringing the hips at least as low as the skating knee.
- ◆ Hold the free leg straight in front, bent to the side, or wrapped around the employed leg.

Camel Spin

- ◆ While spinning on any edge, arch the body into an arabesque position, parallel to the floor.

Upright-Change-Upright Spin

- ◆ Spin on an inner back edge.
- ◆ Change feet and continue to spin on an inner forward.
- ◆ Complete three revolutions on each foot.
- ◆ Skaters may choose to start on the inner forward and change to the inner back.



Waltz Jump

- ◆ At the wall, stand on the LOF (left outer forward).
- ◆ Stretch the right leg behind.
- ◆ Bring the right leg forward, lifting and bending the knee (making a lower case letter “h” with the body).
- ◆ Jump off the left foot, rotate halfway around counterclockwise, and land on the ROB (right outer back). Practice the jump rolling.
- ◆ Skaters who prefer clockwise rotation jump ROF and land LOF.

Single Mapes Jump

- ◆ Take-off ROB.
- ◆ Use the left toe-stop to assist in the jump.
- ◆ Rotate one revolution counterclockwise.
- ◆ Land ROB.
- ◆ Clockwise jumpers take-off LOB with right toe assist and land LOB.
- ◆ On ice, this is called a Toe Loop.

Half Mapes Jump

- ◆ Take-off ROB.
- ◆ Use the left toe-stop to assist.
- ◆ Rotate one-half revolution counterclockwise.
- ◆ Land forward on either toe-stop, then step onto the opposite foot.
- ◆ Clockwise jumpers take-off LOB with right toe assist.

Single Flip Jump

- ◆ Take-off LIB.
- ◆ Use a right toe-stop to assist in the jump.
- ◆ Rotate one revolution counterclockwise.
- ◆ Land ROB.
- ◆ Clockwise jumpers take-off RIB with left toe assist, landing LOB.

Half Flip Jump

- ◆ Take-off LIB.
- ◆ Use right toe-stop to assist.
- ◆ Rotate one-half revolution counterclockwise.
- ◆ Land forward on either toe-stop, stepping onto the opposite foot.
- ◆ Clockwise jumpers take-off RIB with left toe assist.

Single Salchow

- ◆ Take-off LIB.
- ◆ No toe-stop assists.
- ◆ Rotate one revolution counterclockwise.
- ◆ Land ROB.
- ◆ Clockwise jumpers take-off RIB, landing LOB.

Bunny Hop/Waltz Jump Combination

- ◆ Bunny hops LOF, right toe assist, LOF to waltz jump LOF, no toe assist, ROB.
- ◆ No pause or steps between jumps.
- ◆ Clockwise jumpers’ bunny hops ROF to ROF, Waltz Jump ROF to LOB.

Putting These Skills Together to Perform an Advanced Singles Program

The three spins and five jumps should be connected by sequences of footwork, that is simpler skills that interpret the music and demonstrate the athlete’s ability to skate. Beginning and intermediate items such as crosses, cross pulls,



arabesques and spread eagles are all good choices. Programs that use the entire skating surface and that have both clockwise and counterclockwise footwork sequences get more credit. Select a 2 minute musical program to which the skater can comfortably skate. Be careful to stay away from music that is inappropriately strong or too mild and neutral to be interpreted. Technically correct content items are vital, but credit is also given for poise, personality on the floor, and style.

Suggestions for the Teacher/Coach

Level III skaters should be seasoned competitors who enjoy performing to an audience. Speed, sureness of edge, form, and control will all be important. A skater who can master Level III is often ready to begin competition in the programs of the National Governing Body.



Level IV Dance – The Siesta Tango

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform the Skaters March.			
Perform a RIF-LIB Mohawk turn.			
Perform a LIB-RIF Mohawk turn.			
Perform a RIF cross behind.			

Totals			
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Teaching the Skills

[Cross in Front](#)

Level I Free Style Singles.

[Cross Behind](#)

Level I Free Style Singles. Practice both LIB and RIB cross behinds for this dance.

Right Outer Forward Swing

See [the Skaters March](#). In this dance, skaters do a 6-beat swing:

- ◆ Beats 1 and 2, ROF edge with left leg extended back
- ◆ Beats 3 and 4, ROF edge with left leg forward
- ◆ Beats 5 and 6 change to RIF's edge with left leg back.

[Mohawk Turns](#)

Level II Free Style Singles. Practice specifically the RIF-LIB turn. New to this dance is the LIB-RIF turn:

- ◆ Roll backwards on a ROB
- ◆ Cross the LIB over the right
- ◆ Turn the right foot heel-to-heel stepped to a RIF.

Putting These Skills Together to Perform the Siesta Tango

Teach and practice the straightaway sequence first, starting with the straightaway of the Skaters March and adding the extended swing – left, right, left and, cross in front, cross behind, swing forward, swing back. Coast around the corner and do the straightaway again. Then try it to Tango music. Now teach and practice the corner sequence – left, right, left turn, right, left, right, left cross in front, turn right, left, right cross behind. Once this sequence is learned it can be repeated as a drill in a circle. Then try it to Tango music. When both sequences are mastered, put them together. Repetition is vital.

Skaters who will skate with a partner must first become proficient independently. On the straightaway of this dance, the man is on the reverse side, that is, to the lady's right. During the Mohawk turn, he changes hand positions to stay on the outside of the team around the corner as well.

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Suggestions for the Teacher/Coach

Skaters will learn faster if they can see this dance being performed by an individual or team. If there is no strong dance team in your facility for them to watch, show them the dance on video (the USAC/RS Artistic Standards Video Shows all the dances in detail).



Level IV School Figures – Figure 7 ROF-LOF Three Turn

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Perform Figure 1.			
Skate a LIB edge for half-circle.			
Skate a RIB edge for half-circle.			
Perform a ROF three turn.			
Perform a LOF three turn.			
Perform Choctaws in both directions.			
Totals			

Teaching the Skills

T-Start

[See Figure 1.](#)

Outside Edges

[See Figure 1.](#)

Inside Edges

[See Level I Free Style.](#)

- ◆ Although inside edges are a beginning item, this figure requires left and right backward inside edges.
- ◆ Skate backward scissors counterclockwise on a circle.
- ◆ Stretch right leg back, toe pointed down to skate LIB.
- ◆ Right hand is over the right foot, left hand over the circle in front of the body.
- ◆ Eyes look over the right hand to see the circle.
- ◆ Practice clockwise to skate the RIB edge.

Outer Forward Three Turns

- ◆ Skate on a ROF edge, left leg stretched behind.
- ◆ Approaching the long axis halfway around the circle, rotate the upper body over the circle (left hand in front, right hand in back).
- ◆ Soften right knee and bring weight over little toe.
- ◆ Slide the heel wheels around the toe wheels and turn, ending on a RIB edge.
- ◆ Keep the upper body over the circle with as little motion as possible throughout the turn.
- ◆ A skate's width deviation from the circle (a "cusp") will occur during the turn (see illustration below).
- ◆ Practice the same sequence on the left foot.



Inner Back to Outer Forward Choctaw Turns

- ◆ Roll on the RIB edge.
- ◆ Approaching the new circle, rotate the upper body to face the new direction of travel.
- ◆ Soften right knee and step forward onto to LOF.
- ◆ Practice this turn the LIB to the ROF as well.

Putting These Skills Together to Perform Figure 7

Start with a T-Start onto the ROF edge. Perform the right three turns halfway around the circle, ending on a RIB edge and stepping forward at the axis onto the LOF. Perform the left three turn halfway around the circle, continue on the LIB edge to the axis, then perform a Choctaw onto the ROF and repeat. Four circles will be the double repetition.

Suggestions for the Teacher/Coach

Three turns can be frightening for many skaters. Before actually attempting the figure, you may want to try one-foot turns from front to back just for fun. Once the skater gets beyond the fear of the turn, putting it on the circle on the proper edges will be easier.



Free Style Pairs Skating

Each pairs program requires the male/female team to skate a minimum of six items, including at least one of each of the following:

- ◆ **Shadow Item** – skill performed individually by each skater, but as a matching image of each other.
- ◆ **Contact Item** – skill performed by the team while in physical contact with each other.
- ◆ **Jump** – shadow or contact
- ◆ **Spin** – shadow or contact.

All of the skills described as items below are composites of previously described skills.

Level I Free Style Pairs

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Individually perform skills needed for six of the items below.			
Perform at least one jump.			
Perform at least one spin.			
Work cooperatively with other athletes.			
Totals			

A Description of the Skills

Contact Scissors Face to Face

See also [Forward Scissors](#) and [Backward Scissors](#).

- ◆ One partner skates backward scissors.
- ◆ One partner skates forward scissors.
- ◆ Team holds hands or holds in traditional waltz position.

Contact Cross in Fronts, Side by Side

- ◆ Both partners skate forward and perform matching left, right, or alternating cross in fronts.
- ◆ Team holds hands or skates in Side B dance position.

Assisted Arabesque

- ◆ Woman performs an arabesque.
- ◆ Man skates beside her holding one hand and/or placing one hand on her waist.

Contact Stop, T- or Toe-Stop

- ◆ Partners skate side by side holding hands or in Side B position.
- ◆ Teams come to a stop using a T- or toe-stop.



Shadow Bunny Hops

- ◆ Partners perform matching bunny hops.
- ◆ Partners do not hold on to each other.

Shadow Two-Foot Jumps

- ◆ Partners perform matching two-foot jumps, with or without rotation.
- ◆ Partners do not hold on to each other.

Shadow Spread Eagle

- ◆ Partners perform matching spread eagles.
- ◆ Partners do not hold on to each other.

Contact Spread Eagle

- ◆ Partners perform spread eagles, one on a smaller circle in front of the other.
- ◆ Skater on the bigger circle places his/her hands on the waist of the skater in front.

Shadow Two-Foot Spins

- ◆ Partners perform matching two-foot spins.
- ◆ Partners do not hold on to each other.

Contact Two-Foot Spin, Face to Face

- ◆ Partners face each other and hold hands (may cross).
- ◆ Standing in a modified spread eagle position, skaters spin around their held hands.

Shadow One-Foot Upright Spins

- ◆ Partners perform matching one-foot upright spins.
- ◆ Partners do not hold on to each other.

Assisted Two-Foot Jump

- ◆ Partners skate side by side.
- ◆ Man's right arm is around the woman's waist.
- ◆ Woman's left arm is over the man's right shoulder or holding the man's left hand.
- ◆ Woman jumps; man assists.

Assisted Shoot-the-Duck

- ◆ Woman performs a shoot-the-duck.
- ◆ Man skates behind her holding on to her shoulders.

Putting These Skills Together to Perform a Level I Pairs Program

Each member of the team must master most of the skills independently before trying it with a partner. Select music to which the skaters can skate; use the entire skating floor, and skate in both clockwise and counterclockwise directions.

Suggestions for the Teacher/Coach

Design the program first, and then teach the team the skills where they are performed on the skating floor.



Level II Free Style Pairs

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
Individually perform skills needed for six of the items below.			
Perform at least one jump.			
Perform at least one spin.			
Work cooperatively with other athletes.			
Totals			

Totals

Teaching the Skills

Contact Arabesque

- ◆ Partners perform matching arabesques side by side holding hands, or
- ◆ One partner performs a forward arabesque and one partner performs a backward arabesque holding hands face to face.

Contact Shoot-the-Duck

- ◆ Partners perform matching shoot-the ducks while holding hands.

Contact Mohawk Jumps

- ◆ Partners skate forward on the same foot.
- ◆ The outside partner has both hands on the waist of the inside partner.
- ◆ Partners jump to the other foot backwards.

Contact Camel Spin – also called a Pull-Around Camel

- ◆ Both skaters skate forward.
- ◆ Man leads and pulls the woman around on a RIF's edge.
- ◆ Woman deepens her edge, turns, and rocks to a ROB, moving into a camel position.
- ◆ Man grasps woman's left hip with his left hand.
- ◆ Man steps in his ROB and joins woman in camel spin.

Shadow Sit or Camel Spin

- ◆ Partners perform matching sit or camel spins.
- ◆ Partners do not hold on to each other.

Shadow Waltz Jump

- ◆ Partners perform matching waltz jumps.
- ◆ Partners do not hold on to each other.



Assisted Arabesque, Woman Backward

- ◆ Woman performs backward arabesque.
- ◆ Man skates forward besides her holding her hand, or man skates backward beside her with his hand on her hip and/or holding her hand.

Shadow Mohawk Jump

- ◆ Partners perform matching Mohawk jumps.
- ◆ Partners do not hold on to each other.

Shadow One-Foot Upright Spin

- ◆ Partners perform matching one foot upright spins.
- ◆ Partners do not hold on to each other.

Hip Lift/Two-Foot Jump

- ◆ Man and woman skate side by side, his hand on her waist.
- ◆ Woman jumps up, resting on his hip.
- ◆ Woman keeps both knees bent, legs tucked.
- ◆ Man lifts her into the position and helps hold her there for a moment.
- ◆ Woman may have her left arm over the man's left shoulder or she may hold his left hand.
- ◆ Man may skate forward or rotate in a series of Mohawk turns while lifting the woman.

Stag Lift/Two-Foot Jump

- ◆ Follow directions for the hip lift.
- ◆ Woman extends one leg forward while keeping the other tucked when resting on man's hip.

Throw Waltz Jump

- ◆ Partners skate backwards; man to the woman's left with his hand around her waist.
- ◆ Her left hand is on his left shoulder.
- ◆ Both step onto the LOF edge and he assists her as she performs a waltz jump and one-half rotation, landing on the ROB facing the man.

Pass Over Lift

- ◆ Partners skate backwards; man to the woman's left with his hand around her waist.
- ◆ Both step onto the LOF edge; woman will swing up to a position facing the man.
- ◆ Man begins a forward to back Mohawk.
- ◆ Man changes his holding arms from the right to left and finishes his Mohawk.
- ◆ Man places the woman down backwards at his left.
- ◆ Both partners roll on ROB edges.

Putting These Skills Together to Perform Level II Pairs

Each member of the team must master most of the skills independently before trying it with a partner. Select music to which the skaters can skate, use the entire skating floor, and skate in both clockwise and counterclockwise directions.

Suggestions for the Teacher/Coach

Design the program first, and then teach the team the skills where they are performed on the skating floor.



Hockey Skating Skills

Skill Progression – Shoot Round the Goal

Your Athlete Can:	Never	Sometimes	Often
March, scissor, or step 30 meters.			
Hold the stick.			
Shoot the ball at least 6 meters.			
Totals			

Teaching the Skills

[Marching Steps](#)

[Forward Scissors](#)

[Alternating Steps or Strokes](#)

Holding the Stick

- ◆ Stand with feet shoulder-width apart, knees bent.
- ◆ Bend slightly forward from the waist.
- ◆ Rest the blade of the stick on the floor.
- ◆ Hold the stick with both hands, fingers pointed down.
- ◆ Right-handed skaters have left hand above right.
- ◆ Arms and shoulders are relaxed, elbows held away from the body.

Shooting the Ball at Goal

- ◆ Practice the motion without a ball, sweeping along the floor or using a quick wrist action.
- ◆ Stand sideways to the goal, not face on.
- ◆ Practice hitting the ball.
- ◆ Use the flat blade of the stick at a 90 degree angle.
- ◆ Use a cage or cardboard box on its side as a goal at which to aim.
- ◆ Raising the stick above the waist is high sticking and not permitted.

Putting These Skills Together to Shoot Round the Goal

Set up the course with 5 balls in a 6-meter arc around the mouth of the cage (also known as the good shot area). Stand at ball one; at the whistle or gun, shoot the first ball toward the cage. Move on to the second, shoot it, then on to the third, the fourth, and the fifth. In a competition, skaters are placed first by the number of balls that successfully go into the cage. When ties exist, tied skaters are placed by the amount of time it took for their total 5 ball shoot.

Suggestions for the Teacher/Coach

Even introductory level skaters can perform this even successfully, skating with wheels tightened or with the assistance of a walker. This event is a good choice for older athletes and for those with limited balance.



15 Meter Dribble

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
March, scissor or step 30 meters.			
Hold the stick.			
Carry the ball 15 meters on a defined course.			
Totals			

Teaching the Skills

[Marching Steps](#)

[Forward Scissors](#)

[Alternating Steps or Strokes](#)

Carrying the Ball Laterally

- ◆ Stand still and tap the ball alternately on the left and right sides.
- ◆ Switch the stick from side to side repeatedly, holding the ball in one place.
- ◆ Add forward motion with scissors or steps.
- ◆ Move the ball with the momentum of the skater, not by tapping it ahead with the stick.

Pushing the Ball

- ◆ Place the blade of stick on the floor against the ball.
- ◆ Push the ball along the floor in a straight line.
- ◆ The ball will move with the forward momentum of the skater, not by tapping it ahead with the stick.
- ◆ Once mastered, practice skating faster and around corners and curves.

Putting These Skills Together for the 15 Meter Dribble

From a starting line, measure five intervals of 3 meters each and mark each spot with a pylon. Put the goal cage at the end of the course. Skaters push or carry the ball in a slalom course around the five pylons and over the line at the mouth of the cage. Skaters may shoot the ball from any point beyond the last pylon. In a competition, the fastest skater through the course wins, but a second is added to the skater's time for each pylon missed.

Suggestions for the Teacher/Coach

Beginning skaters will lose the ball to either side of the slalom course, so either set up barriers to contain the ball or place helpers along either side to help you stop stray balls. This event could well be practiced in a hallway or aisle with walls on both sides.



Game Play

Skill Progression

Your Athlete Can:	Never	Sometimes	Often
March, scissor, or step the length of the court.			
Perform a T-stop, toe-stop, or hockey stop.			
Perform a cross, right foot over left.			
Hold the stick.			
Pass the ball to another.			
Understand the basic rules of the game.			
Carry the ball down the floor.			
Shoot the ball into the cage			
Protect the goal cage, performing a save.			
Totals			

Teaching the Skills

[Marching Steps](#)

[Toe-Stop](#)

[Forward Scissors](#)

[Steps or Strokes](#)

[Cross in Front](#)

[T-Stop](#)

[Holding the Stick](#)

[Shooting the Ball into the Cage](#)

[Carrying the Ball Laterally](#)

[Pushing the Ball](#)

Passing the Ball

- ◆ Push or carry the ball down the floor.
- ◆ With a smooth sweeping motion, send the ball to the stick of another player.
- ◆ Do not use a big back swing or lift the ball off the floor to pass.



- ◆ Pass one-on-one standing still.
- ◆ Practice stationary passes with the whole team in a circle.
- ◆ Aim at the person's stick, not the person's feet.

Receiving a Pass

- ◆ Keep the stick blade on the floor and at a 90 degree angle.
- ◆ Use a small tap first stroke to stop the ball.
- ◆ Use a second stroke to return the pass or begin to move with the ball.
- ◆ Turn to the side to receive the pass.
- ◆ Practice stationary catches.
- ◆ Practice rolling catches.
- ◆ Practice a catch and return drill.
- ◆ As skill increase, work to pass, catch, and return the ball without breaking stride.

Goalie Stance

- ◆ Crouch on skates in front of the cage.
- ◆ Hold the stick on the floor in front of body.
- ◆ Practice hopping side to side on toe-stops.
- ◆ Without standing up, practice sliding on one foot, pushing with the other.

Goalie Saves

- ◆ Get in position holding the stick with one hand, and wearing a glove on the other hand.
- ◆ Practice moving side to side.
- ◆ Practice sweeping motions with the stick.
- ◆ Practice with others shooting balls, moving to get square to the ball.
- ◆ Practice with others shooting balls, sweeping the balls back into play away from own goal.
- ◆ Do not sit on, grab, hold, or throw the ball.

Box Defense

- ◆ Mark the four corners of the imaginary good-shot area, about 7 meters (23 feet) wide across the front of the goal and 3 meters (10 feet) deep toward the center line.
- ◆ With the goalie in the cage, the other four players each go to one of the marked corners.
- ◆ Each player makes a circle with his/her stick to define his/her area to guard.
- ◆ Each player practices skating away and returning to his/her spot.
- ◆ Each player practices passing, carrying, and shooting the ball, but is reminded that defense is most important.
- ◆ If possible, the two players closest to the goalie should stay in their circles all of the time.
- ◆ The strongest skaters will do well in the circles closest to the center line.
- ◆ Once skaters know their positions, practice with others trying to shoot or carry the ball through the defense.
- ◆ Mastering defense takes much repetition and practice.



Hockey Drills

Stop and Start Drill

- ♦ Carrying their sticks, athletes skate
- ♦ At the sound of the whistle, skaters stop as fast as they can.
- ♦ At the second whistle, skaters turn around and skate clockwise.
- ♦ At the next whistle skaters stop again, and repeat.

Fall and Start Drill

- ♦ Carrying their sticks, athletes skate counterclockwise around the floor.
- ♦ At the sound of the whistle, skaters fall down as fast as they can.
- ♦ At the second whistle, skaters get up, turn around and skate clockwise.
- ♦ At the next whistle skaters fall again, and repeat.

Stationary Team Pass Drill

- ♦ Carrying their sticks, skaters stand in a circle.
- ♦ One ball is passed from member to member, first to the left, then to the right, then across the circle.
- ♦ As skaters develop skill, add a second ball to the circle.

Traveling Partner Drill

- ♦ Two skaters skate slowly down the floor, court-width apart.
- ♦ As they skate, they pass and receive the ball, not breaking their stride.

Three Person Pass Drill

- ♦ Add a third skater traveling down the floor in between and a little behind the two partners in the Traveling Partner Drill.
- ♦ Players keep passing in a triangle as they skate.

Dribble Slalom Drill

- ♦ Use the course for the 15 Meter Dribble Individual Skills Event.
- ♦ Each skater moves the ball through the course and shoots the ball into the goal cage.



The Facility

The Skating Surface must be a minimum of 22 meters (72') x 50 meters (165') to fit a standard 100 meter speed track. Smaller surfaces may be used. The ideal floor is made of wood with a smooth, level, clean, dry surface, and free of debris and holes. Concrete and tile are acceptable alternatives.

For Artistic Skating, 3 adjoining 6-meter circles are needed. They can be painted or taped onto the surface. A full-sized skating surface can hold several sets of circles.

For Speed Skating, there must either be barriers around the track or at least 10 feet of floor beyond the inside edge of the track all the way around. When there are barriers, any openings in those barriers that occur on the straightaways between pylons 2 and 3 or 4 and 1 must be padded. A painted or taped starting line near pylon 4 and a painted or taped timing/finish line in the center of the straightaway between markers 4 and 1 are necessary.

Please Note: When the skating surface is too small for a safe 100 meter track, the distance should be shortened. If 90 meters, for example, is the largest safe track, then convert the 100-300-500 distances to 90-270-450, keeping the number of laps skated the same. In no case should the starting or timing/finish line be moved to another portion of the track.

For Hockey, the playing floor length to width ratio should be approximately 2:1, minimum 20 meters (65.6') x 10 meters (32.8'), and maximum 35 meters (114.8') x 17.5 meters (54.4'). A barrier must be provided around the court, but can be as small as 5 cm (2") x 15 cm (6") dasher boards. A standard size skating floor can be divided into two or three hockey courts at one time. Plastic downspout guttering makes a good barrier. Floor markings must include a center spot and a 5 cm (2") line across the mouth of each goal. A goalie" safe" area exists for 1.3 meters (4') in front of each cage and may be marked. There must be off-court areas to serve as team benches and a penalty box, all with direct access to the court.



Coach's Safety Checklist

The Facility

- 1) The skating surface is smooth, level, clean, dry, and free from debris or holes.
- 2) There is easy access to bathrooms, a telephone, water to drink, and ice for an injury.

Supervision

- 3) There are at least 2 responsible adults present, at least one of whom will be directly with the athletes at all times.
- 4) Copies of the medical forms are on hand.
- 5) If training for competition, there is a minimum of one coach or assistant for each 10 athletes. If skating recreationally in a public skating session, there is a floor supervisor for every 100 skaters in addition to the two adults with the Special Olympics group.

Equipment and Clothing

- 6) Athletes are sized for proper fit of skates, that is, there is room enough for toes to sit flat, but no more than one size (1/2") of extra length.
- 7) All skates receive a 4-part safety check before use:
 - ♦ Toe-stops secure
 - ♦ Laces long enough
 - ♦ Wheels securely fastened and rolling freely (unless tightened intentionally for a less able skater)
 - ♦ Truck action relatively tight (front and back components that connect wheels/axles to plate have little free movement).
- 8) All skates are laced to the top and tied securely.
- 9) Athletes are wearing comfortable, loose-fitting or stretchy clothing. No hats, combs, portable tape players, sunglasses or other objects are worn or carried onto the skating surface.
- 10) All speed and hockey skaters are wearing helmets.

Before Entering the Skating Surface

- 11) Athletes warmed up and completed a stretching routine.
- 12) Athletes learned the proper way to fall down and to get back up.
- 13) Athletes were reminded of the basic rules:
 - ♦ Maintain one way traffic
 - ♦ Keep your hands to yourself
 - ♦ Get up right away after you fall
 - ♦ Do what the floor supervisor asks.



Mental Preparation and Training

Mental training is all important for the athlete, whether striving to do his or her personal best or competing against others. Mental imagery, what Bruce D. Hale of Penn State calls "No Sweat Practice," is very effective. The mind cannot tell the difference between what is real and what is imagined. Practice is practice, regardless of whether it is mental or physical.

Ask the athletes to sit in a relaxed position, in a quiet place with few distractions. Tell them to close their eyes and picture themselves performing a specific skill. Walk them through the skill step by step. Use as much detail as possible, using words to elicit all the senses – sight, hearing, touch, and smell. Ask them to repeat the image themselves and picture themselves rehearsing the skill successfully.

New skaters might picture themselves standing up straight and taking steps from one foot to the other, balancing with control on each foot. Advanced singles skaters might put on the music and rehearse their entire program. A hockey goalie might move within the cage in perfect form, and make save after save after save.

Some athletes will need help to start the process. Others will learn to practice this way on their own. The link between performing the skills in your mind and performing the skills on the court may be hard to explain, but the skater who repeatedly imagines himself correctly completing a skill is more likely to make it happen.



Cross Training in Roller Skating

Cross training is a modern day term which refers to the substitution of skills other than the skills directly involved in the performance of an event. Cross training came about as a result of injury rehabilitation and is now also used in injury prevention. When runners sustain injuries in their legs or feet that keep them from running, other activities can be substituted so that the athlete can keep up his or her aerobic and muscular strength.

There is a limited value and cross over to the specific exercise. A reason to "cross train" is to avoid injury and maintain muscular balance during a period of intense sport specific training. One of the keys to success in sport is staying healthy and training over the long haul. Cross training allows athletes to do event-specific training workouts with greater enthusiasm and intensity, or less risk of injury.

Within Special Olympics there are many sports which use some of the same skills and muscle groups as roller skating. Speed Roller Skaters find an easy transition to Cross Country Skiing, Cycling, and Speed Skating. Many Artistic Roller Skaters also Figure Skate and find an affinity with Gymnastics. Roller Hockey players often transfer their skills to Floor and Poly Hockey, and would find similarities in Soccer and Team Handball.



Home Training Program

1. If athletes only train once a week with their coaches and do no training on their own, progress will be very limited. There are training kits available for most sports that can be purchased that include most of the equipment you would need to practice at home.
2. An Athlete Handbook/Home Training Guide can be downloaded from the Special Olympics website to assist coaches in integrating Home Training into their season, as well as helping athletes and families with ideas on how to practice between practices!
3. Nothing improves the athlete's sport ability like playing! Parents/Guardians can challenge the athlete to family competitions for additional practice or just social outings.
4. To be effective, coaches should run a home training orientation for family members and/or training partners. This should be an active session where partners get hands-on experience with the different activities.
5. As a motivational tool, a coach may want to award a certificate of Achievement to athletes and training partners who complete a set number of home training sessions during the season.



Special Olympics

ROLLER SKATING COACHING GUIDE

Roller Skating Rules, Protocol & Etiquette



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Teaching Hockey Rules

The official sports rules will give details of the rules, but to get started, the coach and the athletes need to know the basics:

- 1) Games are made up of 2 eight-minute halves with a 3-minute break in between.
- 2) A goal (1 point) is scored each time the ball crosses over the line marked at the mouth of the opponent's cage.
- 3) One time out may be called by each team per half, each one lasting one minute.
- 4) Substitution can be made at any time, but the new player may not enter the court until the old player is completely off the court.
- 5) Face-offs used to start play after a time out, or when the referee has stopped play temporarily. Face-offs happen within one meter of the barrier. One player from each team places his back to his own goal and holds his stick 19.9cm (9") from the ball until the referee blows the whistle.
- 6) Free hits are awarded by the referee when a member of the opposing team has committed a foul or when the ball goes out of bounds. The player must pass the ball, not shoot at goal or hit the ball twice. Players do not wait for a whistle to pass the ball on a free hit.
- 7) Fouls include:
 - Checking or obstructing the opponent high sticking
 - Lifting the ball higher than the cage
 - Rough play
 - Hitting the ball illegally, that is:
 - without a stick
 - while lying on the floor
 - While holding onto the barrier or cage.



Unified Sports® Rules

There are few differences in the rules for Unified Sports® competition as the rules as stipulated in the official Special Olympics Sports Rules and modifications outlined in the rules book. The additions are highlighted below.

1. A roster consists of a proportionate numbers of athletes and partners. Although the exact distribution of roster spots is not specified, a hockey roster containing eight athletes and two partners does not meet the goals of Special Olympics Unified Sports® Program.
2. A line up during the competition consists of half athletes and half partners. Teams that have an odd number of players (e.g. 11-A-Side Football) have one more athlete than partner in the game at all times.
3. Teams are divisioned for competition based primarily on ability. In team sports, division assignment is based on the best players on the roster, not the average ability of all players.
4. Team sports must have an adult, non-playing coach. Player-coaches are not allowed in team sports.



Protest Procedures

Protest procedures are governed by the rules of competition. The role of the competition management team is to enforce the rules. As coach, your duty to your athletes and team is to protest any action or events while your athlete is competing that you think violated the Official Roller Skating Rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome of an event. Making protest are serious matters that impact a competition's schedule. Check with the competition team prior to competition to learn the protest procedures for that competition.



Criteria for Advancement

- 1) To advance to a higher level of competition in a particular year, an athlete must have participated for a minimum of eight weeks in an organized training program in the sport or sports in which he or she is entered for higher level competition. (A planned regimen of training under a volunteer coach, teacher, or parent is considered an organized training program.)
- 2) To advance to a higher level of competition, an athlete must have placed 1st, 2nd, or 3rd, at the lower level of competition in the same sport or sports (e.g. an athlete may not advance to international or multinational competition in a given sport unless he or she competed in that sport at a National or Chapter competition and placed 1st, 2nd or 3rd).
- 3) Athletes should be chosen for higher-level competition by random selection from among 1st, 2nd, and 3rd place winners from all divisions by event. Athletes selected may also enter other events in which they have not placed 1st, 2nd, or 3rd at the next lower level competition.
 - a) National or Chapter programs may establish additional criteria for advancement to higher-level competition based upon behavior, medical, or judicial considerations. These criteria would be applied to athletes on an individual basis. Additional criteria should not conflict with any part of the Official Special Olympics Sports Rules.
- 4) When conditions exist which preclude all 1st, 2nd, or 3rd place winners from advancing to higher-level competition (e.g. a Chapter has 100 1st, 2nd, and 3rd place winners in the 100 meter dash and a quota of 5 athletes for the 100 meter dash at the next World Games), athletes shall be selected as follows:
 - a) First priority: Athletes shall be 1st, place winners in at least the event at the next lower level of competition. If the number of 1st place winners exceeds the quota, athletes shall be chosen by random selection from among all division winners.
 - b) Second priority: Athletes who were 2nd place finishers in the event shall be chosen next by random selection, then 3rd place finishers.
 - c) A team having no competition at specific level shall be declared a winner. The team shall receive a place award and be eligible to advance to the next higher level of competition.
- 5) An athlete shall not be barred from future competition because of prior competition (e.g. an athlete who competed in the 1991 International Summer Special Olympics Games is eligible to compete in the 1995 Special Olympics World Summer Games unless he or she fails to meet some other eligibility criteria).
- 6) The above criteria shall be used for selecting athletes for advancement to World Games. They are strongly recommended for use in selecting athletes for advancement to other levels of competition.
- 7) If a Special Olympics organization, because of the size or nature of its competition program, finds that these criteria are inappropriate, it can request authority to deviate from them. Such a request should be submitted, along with proposed substitute selection criteria, to the Chairman of Special Olympics International, Inc., at least 90 days before the Games or competition for which these different selection criteria will be used.



Hockey Protocol

Customs that make every game feel like an official part of the sport include:

The Salute

- At the start of the game, players line up on either side of the referee in the center of the court.
- Players hold their sticks with the blade on the floor in front of them.
- At the referee's whistle, players lift their sticks straight up over their head and return them to the floor.
- The entire line turns to face the other way.
- At the second whistle, they salute the other side of the court.

The Coin Toss

- Team captains meet with the referee in the center of the court.
- Captains call the toss.
- The winning team may either start the game or choose starting side.
- The first play of the game is a pass, not a face-off.

Halftime

- Teams switch sides, goals, and benches.
- Teams playing the next time period may warm up during the break.

The Handshake

- Teams form two lines facing each other in the center of the court.
- At the referee's command, teams skate past each other in line.
- As players pass, they extend and touch right hands.

Putting These Skills Together to Play the Game

Skating skills must come first. Once skaters can march or roll and stop, add ball handling drills. From that point, every practice needs a balance of skating skills, ball handling skills, and game play or scrimmage. By mid-season, a one-hour practice for competent skaters could be 15 minutes of warm-ups and stretches, 15 minutes of skating skills, 15 minutes of ball handling drills, and 15 minutes of scrimmage. Keep rules simple, add one or two each week, but start using protocol as soon as possible.

Suggestions for the Teacher/Coach

When there are too few skaters to have two full teams be creative. Invite other skaters outside your program to join the ranks. Use volunteer coaches as goalies or play one player short on each team. Encourage coaches at other locations to start teams with which you can scrimmage. Play against a junior Olympics or community team at your skating facility. Talk to your Special Olympics organizers about piloting a Unified Sports® program.

For scrimmages at home, five or six players per team are fine. For a multi-game tournament, that team of five needs two substitutes, at least one of whom can sub for the goalie. Eight or nine players are not too many for a tournament team if care is taken to give all a chance to play. Playing the game is what it is all about – no matter how strong the skater's skills become, individual expertise will not replace the lessons learned in team play.



Sportsmanship

Good sportsmanship is both the coach's and athletes' commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes. Lead by example.

Competitive Effort

- ♦ Put forth maximum effort during each event.
- ♦ Practice the skills with the same intensity, as you would perform them in competition.
- ♦ Always finish a race or event – Never quit.

Fair Play at All Times

- ♦ Always comply with the rules.
- ♦ Demonstrate sportsmanship and fair play at all times.
- ♦ Respect the decision of the officials at all times.

Expectations of Coaches

1. Always set a good example for participants and fans to follow.
2. Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics the top priorities.
3. Respect judgment of contest officials, abide by rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, directors, participants and fans with respect.
5. Shake hands with officials and the opposing coach in public.
6. Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations of Athletes & Partners in Unified Sports®

1. Treat teammates with respect.
2. Encourage teammates when they make a mistake.
3. Treat opponents with respect: shake hands prior to and after contests.
4. Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
5. Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
6. Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
7. Accept seriously the responsibility and privilege of representing Special Olympics.
8. Define winning as doing your personal best.
9. Live up to the high standard of sportsmanship established by your coach.

Coaching Tips

- Discuss etiquette, such as congratulating opponent after all events, win or lose, controlling temper and behavior at all times
- Teach waiting for one's turn in artistic events
- Teach skating outside the pylons during speed events.
- Give sportsmanship awards or recognition after each competition or practice.
- Always commend the athletes when they demonstrate sportsmanship.



Remember

- ♦ Sportsmanship is an attitude that is shown is how you and your athletes act on and off the field of play.
- ♦ Be positive about competing
- ♦ Respect your opponents and yourself
- ♦ Always stay under control even if you are feeling mad or angry



Roller Skating Glossary

Term	Definition
Action	In Quads, the adjustment of the truck assembly, making it harder or easier to produce edges. Action can be tightened or loosened to the skater's preference.
Axis (1)	In figures, a long axis is an imaginary line that connects the center point of the three contiguous circles and a short axis is the imaginary line perpendicular to the long axis at the point where the circles meet.
Axis (2)	In dance, the angle at which the edges cross the imaginary baseline.
Baseline	An imaginary reference line. In dances, a line on the floor parallel to the barrier around which the steps of the dance are placed. In posture, a line from the top of the head to the center of the employed foot, around which the body rotates.
Brake	On In-Lines, the rubber piece attached to the heel of the right skate, used to stop.
Edge	Any curve traced by the employed foot.
Employed Foot or Leg	The foot or leg rolling on the skating floor.
Free Foot or Free Leg	The foot or leg not touching the skating floor.
In-Lines	Roller Skates with two, three, four, or five wheels arranged in a row down the center of the each foot (see diagram under "brake.")
Inside Edge	An arc curving toward the big toe side of the skate.
Operator	The owner of a roller skating facility. Operators may or may not manage the center.
Outside Edge	An arc curving toward the little toe side of the skate.
Quads	Roller Skates with four wheels on each foot, arranged two on one axle under the ball of the foot and two on a second axle under the heel.
Toe-Stop	In Quads, the rubber piece attached to the front of the plate under the toe, used to stop and to assist in speed starts and artistic jumps.
Truck	In Quads, the assembly that connects the front or back axle to the plate on the bottom of the boot. A truck includes a king pin that goes through rubber or plastic cushions into the plate. The cushions compress when a skater leans to the inside or outside, making edges possible.