

# MIRFSC

# Instructor's

# Handbook



## Table of Contents

<b>Basic Skills Instructor Requirements .....</b>	<b>3</b>
Legal Duties and Objectives of Basic Skills.....	3
Objectives of Basic Skills Program.....	3
<b>Qualities of a Great Instructor .....</b>	<b>4</b>
<b>Professionalism .....</b>	<b>5-7</b>
Appearance .....	5
Being Prepared.....	5
Working with Other Instructors.....	6
Dealing with Parents .....	6
Safety .....	7
10 Tips for a Great Class.....	7
<b>Classroom Management Procedures.....</b>	<b>8</b>
Classroom Management Tips.....	8
<b>Learning Styles.....</b>	<b>9</b>
<b>Skill Acquisition .....</b>	<b>10</b>
Stages of Development .....	10
<b>Skill Progression .....</b>	<b>11</b>
Examples of Skill Progression.....	11
<b>Breakdown of a 60 Minute Class .....</b>	<b>12</b>
Before Class.....	12
<b>Evaluating Skills .....</b>	<b>13</b>
Encouraging a skater who does not pass.....	13
<b>Review Games .....</b>	<b>14</b>
<b>Rewarding Your Skaters .....</b>	<b>15</b>

## **Basic Skills Instructor Requirements**

- All instructors over the age of 18:
  - Register as a Basic Skills Instructor for \$12
  - Pass the background screen
- All instructors under the age of 18
  - Register as Basic Skills Instructor with program for \$12
- CER C- recommended for all group instructors
  1. Class organization and management
  2. Basic Skating Skills and Techniques
  3. Growth and Retention of Members

## **Your Legal Duties**

- Proper instruction
- Proper supervision
- Know skaters skill level
- Warn of inherent risks
- Keep records
- Provide a safe physical environment

## **Objectives of the Basic Skills Program**

- To provide a fun and safe skating experience for the beginner as well as the more advanced skater
- To teach correct technique of all basic elements
- To promote health and wellness
- To enable all to be able to skate for fun the rest of their lives or to move into U.S. Figure Skating advanced test and /or competitive structure.

## Qualities of a GREAT Instructor

- Member of U.S. Figure Skating
- Enthusiastic, friendly, reliable, encouraging
- Communicate effectively and positively-8 words or less
- Class management and strong leadership
- Promote and support all rink programs
- Extensive knowledge of skills
- Care about the welfare of students
- Clear teaching methods
- Safety conscious at all times
- Well trained
- Ethical and Professional
- Show your passion! Your skaters will believe that you want to be there if you show them.
- Have a positive attitude
- Spend equal time with every skater- parents WILL notice
- Have fun with the students but make sure they are practicing

# Professionalism

## Appearance

- Dress
  - Avoid jeans since they make demonstrating elements difficult and are meant for casual events, not teaching
  - Do not wear clothing with easily seen holes, rips, or stains
  - Dress appropriately for the rink temperature
- Hair
  - Out of the face so you are visible to students and you can easily see them
- Gum
  - Avoid chewing gum since it gives the impression that skaters can have gum too and may make it difficult to talk

## Being Prepared

- An instructor should arrive 15 minutes before the lessons start
- Any materials needed should be ready to go such as your class record sheet, marker, pen/pencil, on-ice game materials, basic skills handbook, lesson plan, notes for class, etc.
- If you will be unable to teach for a lesson, you must contact the Basic Skills Coordinator immediately and search for a substitute if possible

## Working with Other Instructors

- Communication
  - Talk to your fellow instructors about any concerns, if you need help, or ideas on how to teach an element
- Arguments
  - If there are arguments between instructors, it needs to be solved by a board member or the head coach right away
- Respect
  - Be respectful of the instructors around you and treat them as you would like to be treated

## Parents- Dealing with Conflict

“Why didn’t my child pass?”

“You didn’t spend enough time with my child.”

“My child was sure they were going to pass.”

How do you handle these types of situations?

- Parents only want the best for their child
- Communication is key- Talk to the parents
  - Be approachable and listen to what they have to say
  - Offer evidence to back up what you say
  - Focus on the skater and show you care
  - Stay calm and avoid getting angry
  - Get help if you need it!
- Try to prevent problems from happening
  - Do not mislead a skater in thinking they will pass
  - Encourage the skater to do their best and be realistic about their likelihood of passing

## **Safety**

- Be sure skaters have properly tied skates
- Teach and review how skaters should naturally fall and get back up
- Try to prevent accidents when possible, i.e.
- Be sure guards are off before skaters step on the ice
- Watch for pinching fingers when closing hockey box doors
- Teach skaters to get their hands above the ice right away if they fall
- Check skaters' blades for rust

## **10 Tips for a GREAT Class**

1. Keep all skaters moving
2. Give short, precise instruction
3. Break down all skills into easier steps
4. Smile and enjoy what you are doing
5. Deal with discipline immediately
6. Be organized! Have all supplies, materials, and lesson plans done ahead of time
7. Give rewards after class (if desired)
8. Positive feedback
9. Know your stuff
10. Be on time!

## Classroom Management Procedures

- Take attendance
- Leaving the ice during the lesson—buddy system or with supervision
- Evaluation
- Control over class
- Proper supervision
- Have a plan!
  - Each class must flow from one skill to the next, keeping skaters moving and interested, challenged but not bored or frustrated.
  - Each class must have a clear beginning, middle, and end

## Class Management Tips

1. Set clear expectations for the class early in the session-
  - a. I expect you all to use your listening ears when I am speaking
  - b. I expect you all to give me your eyes- eye contact
  - c. Etc.
2. If student has difficulty focusing, make sure you are moving from skill to skill every 5-8 minutes
3. If a skater often has difficulty listening on the ice, make note of it and inform the parent.
  - a. Use the child's name and give specific instructions to them using eye contact. \*Point to forehead and ask child to look at you\*
  - b. Sometimes skaters misbehave because they do not want to be there.
4. If a skater is repeatedly not listening, draw a square in your teaching area for the skater to stand in until they are ready to skate.
  - a. \*Take a Break Square\*- Skater is still on the ice, but is unable to join the class because of their behavior.
  - b. They must earn back joining the class through good behavior when they are ready to leave the box.
  - c. Inform the parents why this action was necessary



## Learning Styles

- Everyone Learns Differently
  - a. **Verbal**- Skater learns best by having the skill verbally described by the instructor
  - b. **Visual**- Skater learns best by watching the instructor perform the skill
    - i. Be sure to perform the skill properly and exactly as you want them to do it
  - c. **Body-Kinesthetic**- Skater learns best when instructor physically moves and walks the skater through the positions necessary for doing the skill correctly
- Many skaters will use a combination or all three.
- What will YOU do to help your students learn the best?
- Is just showing skaters a skill enough for them to learn?
- Do you know at least three different ways to teach an element?

## Skill Acquisition

Breakdown of a new skill:

- ✓ Verbal description
- ✓ Walk through
- ✓ Connect Prior skills
- ✓ Common errors
- ✓ Evaluation and corrections

## Stages of Development

1. Introductory
  - Skater is being introduced to skill
2. Developing
  - Skater can somewhat perform the skill
3. Mastery
  - Skater can perform the skill well
  - A skater reaches this point when they are able to perform a skill properly 8 out of 10 times

## Skill Progression

- The USFS has organized the elements in each level to build upon each other
- Skaters MUST be able to perform an element on a previous level in order to be able to do a more advanced skill in the next level that relates to it.
- Remember the Mastery ratio-8/10
- Passing a skater prematurely does not help a skater in the long run

## Examples of Skill Progression

- Examples of Skill Progressions
  - Basic 1 Moving two foot glide → Basic 2 Moving one foot glide → Basic 3 Forward Stroking (edge glide) → Basic 4 Forward outside and inside edge glide
  - Basic 1 Backward Wiggles → Basic 2 Backward two foot glide → Basic 3 Backward one foot glide → Basic 5 Backward outside and inside edge glide → Basic 7 Backward landing glide → Basic 8 Waltz Jump with landing glide
  - Basic 1 Rocking Horse → Basic 2 Alternating Swizzles → Basic 3 Forward ½ swizzle pumps → Basic 4 Forward crossovers
  - Basic 2- 2 foot turn in place → Basic 3- 2 foot spin and forward ½ swizzle pump → Basic 5 Beginning 1 Foot Spin → Basic 8 one foot spin → Freestyle 1 Scratch Spin → Freestyle 2 and 3- Back Spins → More advanced spins
  - Basic 4 Forward Crossovers → Basic 5 Backward Crossovers → Basic 7 Mohawk → Basic 8 Combination Sequence

## **Breakdown of a 60 Minute Class**

- 5 min- Gather class, settle down, announcements
- 5 min- Review prior skills (warm up)
- 5-8 min- Learn a new skill
- 5-8 min- Work on another skill
- 5-8 min- Another skill
- 5-8 min- Another skill
- 5 min- Educational game or series of skills
- Extra time to review or practice
- Individual help time
- Final words and see you next time!

Every class should have a definite beginning, middle, and end!

### **Before Class**

- Writing a lesson plan-know what you will be teaching and how you will teach it
- Check your students' skates
- Talk with parents and skaters
- Learn the skaters' names
- Using teaching tools

## **Evaluating Skills**

- A skater must achieve mastery of a skill before passing it- Remember skills progression
- Ask yourself
  - Is the skater doing the move well enough that they will be able to do more advanced skills related to it?
  - Is the skater doing the move the way it is outlined in the handbook or according to the instructions?
  - Could they perform the skills 8/10 times if asked?
- Use your best judgment when evaluating skater's skills
- Be fair, do not let a skater pass just because you like them more
- Even though you may not be formally evaluating skaters, you will still be evaluating progress and preparing the skaters for a formal evaluation.

## **Encouraging a Skater Who Does Not Pass**

- Handle positively and tactfully
- Must be honest!
- Keep to the standard you are looking for and explain that the skills just weren't there yet
- Talk with parents.
  - Explain what was good and what needs more work
  - Oreo method- Say something positive, correction, and finish with positive
  - Give ideas to improve skills
- Encourage them so the setback won't cause them to quit skating.

## Review Games

- Balloon (Snowplow Sam and Basic 1): Everyone starts in a small cluster, reach in your pocket and pull out an imaginary balloon. To blow up the balloon, everyone wiggles or backward swizzles away. The first one to fall pops the balloon or if the circle is getting too large, clap your hands over your head to pop it yourself. When it pops, everyone must fall down. After getting up, everyone skates together again using forward swizzles and the game starts over with a new balloon. Skills addressed: backward wiggles, forward swizzles, backward swizzles, stopping, falling and getting up.
- Storybook- Tell a tale and incorporate the level's skills.
- Red Light/Green Light
- Obstacle/Driving Course
- Relay games- Separate class into partners or teams and have skaters perform moves towards other skater then touching hands to continue the relay.
- Simon Says
- Patterns- Make a pattern of skills for skaters to memorize and follow then have them perform the pattern.
- How Long? - How long can a skater hold an element? This can be used for elements like the one foot glide or landing edge glide.
- Any other ideas?

## Rewarding Your Skaters

- Skaters will continue to skate if coaches are positive and encouraging.
- Parents will continue to enroll in our program if they see that you care about their child.
- Please use kind words when talking with a skater that will not put them down.
  - “Jenny, I see how hard you are working on your swizzles and I am proud of you.”
  - “Billy, I know crossovers are difficult, but keep practicing and you will get them.”
- Parents will love a “warm fuzzy” about their child if they did something really well or finally did a move that they have been working hard on.
- There will be skate shaped notes available for these cases
  - Make note of who you have given these notes to
- Do not over-reward your students; they must be rewarded when they achieve a goal or something that was difficult for them. Constant rewarding will mean less and less. However, you can always use positive language.