



Skating

1. Do the following:
 - (a) Explain to your counselor the most likely hazards associated with skating and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
 - (b) Show that you know first aid for injuries or illnesses that could occur while skating, including concussions, hypothermia, frostbite, lacerations, abrasions, fractures, sprains and strains, blisters, heat-related reactions, and shock.
2. Working under the supervision of an experienced adult, complete ALL of the requirements for ONE of the following options.

Ice Skating Option

- (a) Do the following:
 - (1) Give general safety and courtesy rules for ice skating. Discuss preparations that must be taken when skating outdoors on natural ice. Explain how to make an ice rescue.
 - (2) Discuss the parts and functions of the different types of ice skates.
 - (3) Describe the proper way to carry ice skates.
 - (4) Describe how to store ice skates for long periods of time, such as seasonal storage.
- (b) Do the following:
 - (1) Skate forward at least 40 feet and come to a complete stop. Use either a two-foot snowplow stop or a one-foot snowplow stop.
 - (2) After skating forward, glide forward on two feet, then on one foot, first right and then left.
 - (3) Starting from a T position, stroke forward around the test area, avoiding the use of toe points if wearing figure skates.
- (c) Do the following:
 - (1) Glide backward on two feet for at least two times the skater's height.
 - (2) Skate backward for at least 20 feet on two skates.
 - (3) After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left.
- (d) Do the following:
 - (1) Perform forward crossovers in a figure-eight pattern.
 - (2) Explain to your counselor the safety considerations for participating in an ice skating race.
 - (3) Perform a hockey stop.

Roller Skating Option

- (a) Do the following:
 - (1) Give general safety and etiquette rules for roller skating.
 - (2) Discuss the parts and functions of the roller skate.
 - (3) Describe five essential steps to good skate care.
- (b) Do the following:
 - (1) Skate forward with smooth, linked strokes on two feet for at least 100 feet in both directions around the rink and demonstrate proper techniques for stopping.
 - (2) Skate forward and glide at least 15 feet on one skate, then on the other skate.
- (c) Do the following:
 - (1) Perform the forward crossover.
 - (2) Skate backward for at least 40 feet on two skates, then for at least 15 feet on one skate.
 - (3) Skate forward in a slalom pattern for at least 40 feet on two skates, then for at least 20 feet on one skate.
 - (4) Skate backward in a slalom pattern for at least 15 feet on two skates.
- (d) Do the following:
 - (1) Shuttle skate once around the rink, bending twice along the way without stopping.
 - (2) Perform a series of two consecutive spins on skates, OR hop, skip, and jump on skates for at least 10 feet.
- (e) Do the following:
 - (1) Race on a speed track, demonstrating proper technique in starting, cornering, passing, and pacing.
 - (2) Perform the limbo under a pole placed at least chest-high, OR shoot-the-duck under a waist-high pole and rise while still on one foot.
 - (3) Perform the stepover.
 - (4) While skating, dribble a basketball the length of the floor, then return to your starting position, OR push a hockey ball with a stick around the entire rink in both directions.

In-Line Skating Option

- (a) Do the following:
 - (1) Give general and in-line skating safety rules and etiquette.
 - (2) Describe the parts and functions of the in-line skate.
 - (3) Describe the required and recommended safety equipment.
 - (4) Describe four essential steps to good skate care.
- (b) Do the following:
 - (1) Skate forward with smooth, linked strokes on two feet for at least 100 feet.
 - (2) Skate forward and glide at least 15 feet on one skate, then on the other skate.
 - (3) Stop on command on flat pavement using the heel brake.
- (c) Do the following:
 - (1) Perform the forward crossover.
 - (2) Perform a series of forward, linked swizzles for at least 40 feet.
 - (3) Skate backward for at least 40 feet in a series of linked, backward swizzles.
 - (4) From a strong pace, perform a lunge turn around an object predetermined by your counselor.
 - (5) Perform a mohawk.
- (d) Do the following:
 - (1) Perform a series of at least four one-footed downhill slaloms on pavement with a gentle slope.
 - (2) Describe how to pass a pedestrian or another skater from behind.
 - (3) Describe at least three ways to avoid an unforeseen obstacle while skating.
 - (4) Describe two ways to get on and off a curb, and demonstrate at least one of these methods.

Skateboarding Option

- (a) Explain the following to your counselor:
 - (1) History and evolution of skateboarding
 - (2) Benefits of skateboarding (physical fitness, balance, coordination, perseverance, and creativity)
 - (3) Purpose of skateboarding safety and protective gear (helmets, knee pads, elbow pads, wrist guards)
- (b) Explain the following to your counselor:
 - (1) Rules and regulations of skateparks
 - (2) Understanding skatepark zones (street, bowl, and ramp)
 - (3) Right-of-way and respect for others
 - (4) Communication signals and warnings

- (c) Do the following:
 - (1) Explain skateboard anatomy (deck, trucks, wheels, bearings)
 - (2) Build a board by assembling all pieces (deck, wheels, trucks, bearing, and grip tape) in the proper order
 - (3) Explain skateboard maintenance (cleaning, tightening bolts, and replacing parts)
- (d) Demonstrate the following skateboarding skills:
 - (1) Stance and foot placement (regular and goofy)
 - (2) Pushing and balance
 - (3) Turning and carving
 - (4) Braking and stopping techniques
 - (5) Ollies (basic and variations)
- (e) Demonstrate a total of three skateboarding tricks from the following types:
 - (1) Flatland tricks
 - (2) Flip and shove-it tricks
 - (3) Grind and slide tricks
 - (4) Air, grab, bowl and ramp tricks
 - (5) Footplant tricks
 - (6) Balance tricks