

Ice-Skating Classes @ iceHQ Reservoir

Overview & Links to Victorian Curriculum



OVERVIEW:

Ice-Skating classes at iceHQ provide a link between physical activity, movement skill development, the development of resilience and recognition of emotions. By learning how to ice-skate, students gain a greater understanding of their bodies whilst getting a great muscular and cardiovascular workout. Students will be challenged to perform movement skills they may not be very familiar with, encouraging persistence and resilience. Students attempt to improve their movement skills by learning basic and complex movement skills while utilising a range of feedback strategies such as instructor feedback, self-reflection and/or peer assessment. With multiple visits, iceHQ are able to take students from beginner level to confident and capable skaters using a variety of skill-based, game-based and challenge-based activities to engage them.

Each class addresses the Victorian Curriculum learning areas of 'Health and Physical Education' and 'Personal and Social Capability' through the strands and sub-strands identified below:

Health and Physical Education: Movement and Physical Activity

- Moving the body
- Understanding movement
- Learning through movement

Personal and Social Capability: Self-Awareness and Management

- Recognition and expression of emotions
- Development of resilience

For a more detailed understanding of what and how the Movement and Physical Activity and Self-Awareness and Management content descriptors are addressed through our ice-skating classes see below:

Victorian Curriculum Levels 7 & 8



Domain: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand	Curriculum (What?) Content Descriptions	Pedagogy (How?) Through ice-skating lessons students will:	Assessment Achievement Standard(s)
Moving the body	Use feedback to improve body control and coordination when performing specialised movement skills. (VCHPEM133)	<ul style="list-style-type: none"> - Learn and perform a variety of ice-skating skills and use feedback from the iceHQ instructors or a self-reflection rubric to improve performance. 	<ul style="list-style-type: none"> • Students demonstrate control and accuracy when performing specialised movement skills. • Students apply and refine movement concepts and strategies to suit different movement situations. • Students apply the elements of movement to compose and perform movement sequences.
	Compose and perform movement sequences for specific purposes in a variety of contexts. (VCHPEM134)	<ul style="list-style-type: none"> - Demonstrate control when transitioning between a variety of movements. For example, demonstrating control transitioning between a forward skate, a dip in place while moving, forward skate, one foot glide, into a moving snowplough stop. 	
	Practise, apply and transfer movement concepts and strategies. (VCHPEM135)	<ul style="list-style-type: none"> - Explore similarities in technique between ice-skating and rollerblading. - Explore the similarities between the 'snowplough stop' technique while snow-skiing compared to ice-skating. - Explore the similarities between the flow of movements when dancing compared to ice-skating. - Explore the similarities between the base of support for a squat compared to a 'dip in place' while moving. 	
Understanding movement	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. (VCHPEM137)	<ul style="list-style-type: none"> - Analyse the impact of speed on stopping ability by skating at different speeds and practice stopping at specific locations. 	
Learning through movement	Evaluate and justify reasons for decisions and choices of action when solving movement challenges. (VCHPEM140)	<ul style="list-style-type: none"> - Discuss and provide feedback to one another about how they were able to successfully perform a movement challenge such as a forward swizzle or a backward wiggle. 	

Domain: Personal and Social Capability

Strand: Self-Awareness and Management

Sub-Strand	Curriculum (What?) Content Descriptions	Pedagogy (How?) Through ice-skating lessons students will:	Assessment Achievement Standard(s)
<i>Development of Resilience</i>	Discuss the range of strategies that could be used to cope with difficult tasks or changing situations. <u>(VCPSCSE036)</u>	<ul style="list-style-type: none">- Discuss the importance of resilience when undertaking a task like ice-skating when a negative performance such as falling over is quite frequent for a beginner.- Discuss strategies to reduce the amount of anxiety that a beginner skater may face, and highlight ways to respond positively to the challenges they face.	<ul style="list-style-type: none">• Students reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

Victorian Curriculum Levels 9 & 10



Domain: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand	Curriculum (What?) Content Descriptions	Pedagogy (How?) Through ice-skating lessons students will:	Assessment Achievement Standard(s)
<p><i>Moving the body</i></p>	<p>Perform and refine specialised movement skills in challenging movement situations. (VCHPEM152)</p>	<p>Through ice-skating lessons students will:</p> <ul style="list-style-type: none"> - Perform a variety of ice-skating skills and activities around obstacles such as cones or people. - Perform a variety of ice-skating skills within mini-game situations where the use of equipment is added to increase skill complexity. - Participating in activities such as ice-skating limbo, where students have to perform a dip in place while moving as they attempt to go below a stationary pole. 	<ul style="list-style-type: none"> • Students apply and transfer movement concepts and strategies to new and challenging movement situations. • Students apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. • Students work collaboratively to design and apply solutions to movement challenges.
	<p>Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations. (VCHPEM153)</p>	<ul style="list-style-type: none"> - Learn and perform a variety of ice-skating skills and use feedback from the iceHQ instructors, or via a peer assessment or a self-reflection rubric to improve performance. 	
	<p>Develop, implement and evaluate movement concepts and strategies for successful outcomes. (VCHPEM154)</p>	<ul style="list-style-type: none"> - Participate in a sequence of movement challenges such as an obstacle course where they have to perform a variety of movement sequences within a set time. Students will reflect on their previous performance and implement changes to their movement patterns to increase likelihood of success. 	
<p><i>Understanding movement</i></p>	<p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences. (VCHPEM156)</p>	<ul style="list-style-type: none"> - Analyse the impact of speed on stopping ability by skating at different speeds and practice stopping at specific locations. - Analyse the impact of speed and friction when trying to achieve the greatest distance when performing a knee slide. 	

Sub-Strand	Curriculum (What?) Content Descriptions	Pedagogy (How?) Through ice-skating lessons students will:	Assessment Achievement Standard(s)
<i>Learning through movement</i>	Transfer understanding from previous movement experiences to create solutions to movement challenges. (VCHPEM159)	<ul style="list-style-type: none"> - Explore similarities in technique between ice-skating and rollerblading. - Explore the similarities between the 'snowplough stop' technique while snow-skiing compared to ice-skating. - Explore the similarities between the flow of movements when dancing compared to ice-skating. - Explore the similarities between the base of support for a squat compared to a 'dip in place' while moving. - Demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks such as forward 1-foot glide or a 2-foot spin, or when they fall over, they get back up and continue skating. 	<ul style="list-style-type: none"> • Students apply and transfer movement concepts and strategies to new and challenging movement situations.

Domain: Personal and Social Capability

Strand: Self-Awareness and Management

Sub-Strand	Curriculum (What?) Content Descriptions	Pedagogy (How?) Through ice-skating lessons students will:	Assessment Achievement Standard(s)
<i>Recognition and expression of emotions</i>	Evaluate emotional responses and the management of emotions in a range of contexts. (VCPCSE043)	<ul style="list-style-type: none"> - Evaluate and discuss the emotional responses that occurred when students first stepped onto the ice or attempted to perform a skill for the first time. - Discuss strategies to reduce the amount of anxiety that a beginner skater may face, and highlight ways to respond positively to the challenges they face. 	<ul style="list-style-type: none"> • Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. • Students demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.