

Lesson Plan: Ready, Set, Roll! Introduction to Roller Skating

Materials List

- Roller Skates or Roller Blades (fitted properly)
- Safety Gear (Helmet, wrist guards, elbow pads, knee pads)
- Cones, markers, or small toys (for obstacle course)
- Safe, flat, clear surface (concrete, smooth wood floor, or pavement)
- Optional: Soft surface area (carpet or grass) for initial practice
- Optional: A sturdy chair or railing for balance support

Learning Objectives

By the end of this lesson, Student will be able to:

1. Identify and use the four essential pieces of skating safety equipment (Formative Assessment).
2. Demonstrate the proper "ready stance" (the "A-Frame" or "Pizza Slice") for stability.
3. Successfully move forward using the basic "scooter push" motion for a distance of at least five steps (Summative Assessment).
4. Know how to safely recover from a stumble or fall.

Part 1: Introduction (10 Minutes)

Hook and Motivation

Educator Talking Point: "Imagine you are gliding super fast, like a superhero moving without flying! Roller skating lets us move fast and have fun, but first, we need to learn how to be safe and steady. What's the coolest thing you think you could do once you learn to skate?"

Setting the Stage (Tell Them What You'll Teach)

Educator Talking Point: "Today, we are going to learn three main things: 1) How to put on our Skating Armor, 2) How to stand like a strong statue, and 3) How to take our very first sliding steps! By the end of this, you'll be a beginner skater!"

Success Criteria

We know we've succeeded today if you can stand up without wobbling too much and scoot yourself forward across the floor!

Part 2: The Body of the Lesson (30-45 Minutes)

Activity 1: I Do (Safety Check & Modeling)

Concept: Skating Armor and Ready Position

I Do: The Educator models the process and explains the 'why' behind each safety step.

1. **Safety Check (Skating Armor):** "Before we even stand up, we need our armor! This armor protects our important parts. We need the helmet for our brain, the wrist guards for our hands (because they always hit first), and the pads for our knees and elbows. We also check our laces or straps to make sure our skates are tight."
2. **The A-Frame Stance:** "Put your skates on and stand up, but keep your feet close together, making a small V-shape, like a slice of pizza or the letter 'A'. Bend your knees a little bit, like you're sitting in a chair, and put your hands on your knees. This is the strongest way to stand!"

Formative Assessment Check: Ask Student to name three pieces of safety gear and explain where their hands should be in the 'A-Frame' stance.

Activity 2: We Do (Guided Practice: The Marching Ants)

Concept: Weight Shift and Movement Start

We Do: The Educator and Student practice together, preferably starting on a carpet or soft surface where the wheels don't roll easily, or with the Student holding onto a stable object (wall, chair, or the Educator's hand).

1. **Static A-Frame Practice:** Practice holding the A-Frame stance for 10 seconds. "Pretend you are a statue. Can you stay still?"
2. **The Marching Ants (Walk in Place):** "Now, lift one foot, and then the other, like you are marching slowly. Keep looking forward! This teaches us how to shift our weight from one skate to the next without falling over."
3. **The Gentle Scooter Push:** Move to the smooth surface. "Now, let's try to glide. We start in our A-Frame. Push one foot sideways just a little bit, and let the other foot glide forward. It's a quick push, and then you bring your feet back together into the A-Frame. Push-Glide-Hold. Push-Glide-Hold."

Activity 3: You Do (Independent Practice: Navigate the Path)

Concept: Control and Direction

You Do: Student practices movement along a simple, marked path.

1. **Set up the Course:** Place 3-5 cones or markers in a straight line, about five large steps apart.
2. **The Challenge:** "Your mission is to use your scooter push to move from the starting cone to the finish line, keeping your feet mostly in that A-Frame shape when you glide. Move slowly and steadily. If you feel wobbly, bend your knees lower!"
3. **Safe Falling Practice:** Before starting, practice falling onto the softer surface (carpet or grass). "If you feel like you are going to fall, try to drop onto your knee pads and elbow pads quickly, instead of falling backward on your bottom. Practice: Gently lower to one knee."

Differentiation (Scaffolding): If the Student struggles, place a chair at the start and end of the path for them to hold onto, or reduce the number of cones to only two. Encourage "one scoot" and then a stop.

Differentiation (Extension): If the Student glides easily, introduce the concept of stopping by dragging the heel brake (if applicable) or making a small snowplow shape with the feet.

Part 3: Conclusion and Wrap-Up (5 Minutes)

Recap and Review (Tell Them What You Taught)

Educator Talking Point: "Wow, look at all the gliding we did! Let's quickly check our memories. What was the name of our strong standing position?" (A-Frame/Pizza Slice). "And what do we need to put on before we ever skate?" (Safety Gear).

Summative Assessment

Demonstration Task: Ask Student to stand up, put on all required safety gear correctly, and perform the scooter push motion for a distance of five steps.

Reflection and Next Steps

Educator Talking Point: "You moved five steps all by yourself! That means you mastered the basic glide. Next time, we will practice turning and learning how to stop even faster. Fantastic job, Student!"

Takeaway Reinforcement

Key Message: Safety first, slow is smooth, and smooth is fast!