



STAR 1 - 5

RESOURCE GUIDE



ACKNOWLEDGMENTS

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OUR SPECIAL THANKS TO:

Lisa Arai (Marketing and Ticketing Manager) and Maria Zaynullina (Graphic Designer) for guidance through branding.

Greg Kolz, Sean Rice and Dane Lockie for their photography.

The STAR 1-5 experts and Skate Canada staff who worked together to develop the best programming for Skate Canada athletes.

The Skate Canada Clubs/Skating Schools who participated in the concept testing of the program:

Cochrane SC	GoulbournSC	Sparkling Blades SC	Alberton Silver Blades
Gateway SC	Whitby FSC	Flying Blades SC	CPA Centre-Sud
Sungod SC	Gloucester SC	Fort William FSC	CPA Charlesbourg
Fernie SC	Skate Brandon	Huntsville SC	Dalmeny SC
Mile Zero SC	Capital City SC	Yarmouth SC	Weyburn SC
LeFroy SC	Saint John SC	Halifax SC	Ilderton SC
Orillia FSC	Kennebecasis Valley SC	Kensington FSC	

The local skaters and coaches in the Ottawa and Toronto area who participated in video and photoshoots for the program.



TABLE OF CONTENTS

01: INTRODUCTION AND LONG-TERM DEVELOPMENT	8
Introduction	9
About STAR 1-5	9
STAR 1-5 Philosophies	9
02: PLANNING AND PREPARATION	12
STAR 1-5 Content	13
Overview: STAR Assessment Content	14
Skate Canada Requirements and Delivery Standards	16
The STAR 1-5 Delivery Team	19
Coach	19
Program Assistant (PA)	19
STAR 1-5 Coordinator	20
Assessment Coordinator	20
Program Format	20
Parts of a Session	21
Scheduling and Logistics	22
Training Frequency	22
Coach Directed Time	22
Grouping Strategies	24
Delivery Options	25
03: PROGRAM DELIVERY	30
On Ice Delivery	31
Classes	31
Stations	33
Lessons	34
Private Lessons	34



Semi-Private Lessons	34
Group Lessons	35
Team Coaching	36
Music	36
Program Music (Freeskate and Artistic)	37
Dance Music	37
Music for Classes	37
Teaching Aids in STAR 1-5	38
Incentives	39
04: COACHING STAR 1-5	42
Teaching and Learning Review	43
Group Coaching Strategies	44
Variations for Different Target Groups	45
05: CLASS STRATEGIES	50
On Ice Class Strategies	51
Off Ice Class Strategies	52
On Ice Class Examples	54
Off Ice Class Examples	68
06: TRAINING RATIONALE AND TIPS	70
This section provides additional information for training purposes. It is divided into disciplines for clarity and purpose only. Coaches are encouraged to develop training plans that focus on areas of development versus discipline. This will support a well-rounded approach to training and be an efficient use of coach time.	
Skills	71
Freeskate	74
Dance	77
Synchro	79
Artistic	80



TABLE OF CONTENTS

07: ASSESSING IN STAR 1-5	81
Assessment Strategies	82
APPENDICES	84
Terms and Definitions	85
Jump Classification	94
Sample Lesson Plans	94
Skills	95
Freestyle Elements	96
Freestyle Program	97
Dance lessons	98
Artistic Program content	100
Synchro Elements	101
Communications	102
Parent Communications	102
Sample STAR Parent Information Session	102
Sample STAR Parent Information Letter	103
Assessment Communications	103
Sample Assessment Card for Skaters	104
Sample What to Expect on Assessment Day	105
Equipment and Attire Communications	105
STAR 1-5 Equivalency Chart	106



CHAPTER 1: INTRODUCTION AND LONG-TERM DEVELOPMENT





01.

INTRODUCTION AND LONG-TERM DEVELOPMENT

INTRODUCTION

The STAR 1 – 5 program offers a development pathway for skaters who are entering a figure skating program for the first time. As this resource contains many “figure skating terms”, please refer to the Terms and Definitions located in the Appendices.

The STAR 1-5 Resource Guide is designed to give coaches, clubs and skating schools the tools and information to support programming and delivery formats that build a strong foundation for all skaters.

ABOUT STAR 1-5:

The STAR 1-5 program is the introduction to figure skating program that follows CanSkate. Skaters will explore the building blocks of our sport that will support the development in any area of figure skating they choose to go.

As the STAR 1-5 program is located at the entry of the Learn to Train stage, a large part of this program focuses on teaching the skaters how to train. The program is built on repetitive type exercises or drills to reinforce development and training strategies.

In the Learn to Train stage skaters are encouraged to acquire a skill set that will allow them to reach the highest level of proficiency that their unique talent and commitment will allow. It is defined by technical development rather than chronological age.

STAR 1-5 PHILOSOPHIES

GOLDEN AGE OF LEARNING

Learn to Train is tagged the “golden age of learning” as it generally occurs during a key period in a skater’s pathway for skill development. To support this, STAR 1-5 has been designed to offer skaters entering this program to be under the direction of a coach as much as possible. Providing skaters with the correct technique and offering a well-balanced skill set, supports quality skater development. Coaches are also expected to guide the skater’s practice time to initiate good training habits.

BARRIER-FREE ADVANCEMENT

During this “golden age of learning”, it is imperative that skaters have access to advancement opportunities that match their rate of development. All STAR 1-5 assessments are coach assessed. This supports many development strategies that are critical at this level, including:

- The ability to decide when assessments fit best into the training calendar.
- The ability for the coach to train the level of quality desired in each discipline without time constraints or deadlines.
- Ensures the ability for all skaters to have access to advancement regardless of local resources or geographical location.
- Reduces inconvenience and extra cost by offering assessments on regular training sessions.

STRONG FOCUS ON QUALITY BASICS

The STAR 1-5 program is designed to encourage skaters and coaches to strive for the highest quality of skill execution and acquisition. A solid foundation at this level will enable skaters to progress quickly and be ready for the next level of development. This philosophy is reinforced by encouraging skaters to achieve the “Pass with Honours” designation on their assessments, as well as achieving “Gold” ratings on their performances at events. Coaches are also expected to continue to train the basic elements of skating throughout this program, even if the skater has “passed” a level.

INTRODUCE SPECIFIC COMPLEX ELEMENTS EARLY TO ALLOW FOR A BETTER FOUNDATION FOR DEVELOPMENT

As in CanSkate, many elements in the STAR 1-5 assessment structure are introduced early to allow coaches the opportunity to train quality acquisition over time. Skating contains many complex areas. Introducing these areas/elements early provide coaches the opportunity to hone and develop the skaters’ technique over a longer period. Be mindful that many of these elements are not expected to be performed at an advanced level, but rather at a level that is in-development. It is critical that coaches are aware of each standard as they progress through the STAR program.



CREATE A BRIDGE FROM CANSKATE TO FIGURE SKATING

The entry level of STAR 1 is designed to meet the exit level of Stage 6 in CanSkate. It is imperative that all skaters beginning STAR 1 have the skill set identified in Stages 5 and 6 in CanSkate. STAR 1 Skills and STAR 1 Freeskate are designed to be achieved within three to nine months of exiting CanSkate. The remainder of the STAR 1-5 program is designed to assist the skater's development in a progressive manner. Skaters may move through the STAR assessment structure at their own pace per discipline. For example: A skater may be working on STAR 3 Skills, STAR 1 Dance, STAR 3 Synchro and STAR 2 Freeskate.



CHAPTER 2: PLANNING AND PREPARATION





02.

PLANNING AND PREPARATION

STAR 1-5 CONTENT

STAR 1-5 is designed to introduce skaters to five disciplines in figure skating. Skaters will learn the basics for each discipline that will serve as a foundation for continued growth in all areas of figure skating. The disciplines are:

DISCIPLINE	CONTENT
Skills	Includes the development of turns in figure form, as well as skill exercises to develop power and control. Field moves are also included in this discipline.
Freestyle	ELEMENTS: includes the development of jumps and spins in isolation. PROGRAMS: includes the development of program components and element success in a performance situation.
Dance	Includes the development of skating technique while promoting timing, accuracy and musicality through pattern dances.
Artistic	Includes the development of movement, creativity, projection and interpretation through programs.
Synchro	Includes the development of synchronized skating elements through a variety of skating skills and teamwork.

In STAR 1-5, many elements will be repeated to allow coaches the opportunity to introduce technique, develop the technique and finally refine the technique required for further advancement in the sport.

The STAR 1-5 program contains an assessment structure that guides development.

The next chart shows a list of all content that is included in the STAR 1-5 assessment pathway.

Note for Freestyle and Artistic Programs:

Freestyle: As the skill of performance and music interpretation is developing, the freestyle program has integrated assessment criteria to match the development of the skaters with the following order of program components:

STAR 2: Skating Skills and Performance

STAR 3: Skating Skills, Performance, and Interpretation

STAR 4: Skating Skills, Performance, and Interpretation

STAR 5: Skating Skills, Performance, Interpretation and Transitions

Composition will appear on assessments at the STAR 6 level and higher.

Artistic: There is only one artistic program within the STAR 1-5 assessment structure. STAR 5 Artistic includes all program components.

STAR 5: Skating Skills, Performance, Interpretation, Transitions and Composition



OVERVIEW: STAR ASSESSMENT CONTENT

	SKILLS	FREESKATE	
		Elements	Program
STAR 1	Fwd Edges Fwd Three-Turns FI C Step Sequence Fwd Spiral Circles Field Move of Choice: <ul style="list-style-type: none"> • Fwd 1ft Sit Glide • Inside Spread Eagle • Ina Bauer STAR 1 Skills Exercise - Basic	Waltz Jump Single Salchow Single Toe Loop Fwd Upright Spin Bwd Upright Spin	
STAR 2	Bwd Edges Bwd Three-Turns Fwd Circle on Circle 2ft to 1ft Multi Turns Fwd Outside Turn Sequence	Single Salchow Single Loop Single Flip Waltz/Toe Loop Combination Fwd Sit Spin Change Foot Upright Spin Fwd Camel Spin	STAR 2 Program
STAR 3	Fwd Spiral Circles Field Move of Choice: <ul style="list-style-type: none"> • Bwd 1ft Sit Glide • Spread Eagle • Y-Spiral • Ina Bauer STAR 3 Skills Exercise - Power	Single Flip Single Lutz Waltz/Loop Combination Single Loop/Loop Combination Bwd Upright Spin Bwd Sit Spin Fwd Camel/Sit Spin	STAR 3 Program
STAR 4	Fwd Brackets Bwd Brackets Fwd Double 3s Bwd Circle on Circle Fwd Change of Edge	Single Lutz Single Axel Single Flip/Toe Loop Combination Single Loop/Loop Combination Bwd Camel Spin Change Foot Sit Spin Flying Camel or Sit Spin Fwd Combination Spin	STAR 4 Program (Must attempt axel)
STAR 5	Spiral Sequence STAR 5 Skills Exercise: Quick Edges STAR 5 Skills Exercise - Bwd Slalom	Single Axel Double Jump (2S – 2Lz) Single Lutz/Toe Loop Combination Spin in 1 Position Sit or Camel Spin Combination Spin	STAR 5 Program (Must land clean Axel)



	DANCE	ARTISTIC	SYNCHRO
	Elements/Pattern Dance		
STAR 1	Elements Fwd Progressives Fwd Chassés Fwd Swing Rolls Fwd Slide Chassés Fwd Outside Cross Rolls		
STAR 2	2A: Dutch Waltz 2B: Canasta Tango		Linear Element (Block) Linear Element (Line) Intersection Element Rotating Element (Circle or Wheel)
STAR 3	3A: Baby Blues 3B: Elements Bwd Progressives Bwd Chassés Bwd Swing Rolls Fwd Inside Open C Step Cross Roll, Cross Behind Fwd Three-Turn, BO Edge		Pivoting Element (Block) Linear Element (Line) Intersection Element Rotating Element (Circle) Rotating Element (Wheel)
STAR 4	4A Swing 4B: Fiesta Tango		Transition Exercise #1 Transition Exercise #2 Intersection Moves Element: Spiral
STAR 5	5A: Willow Waltz 5B: Elements LFO Open C Step Double Knee Bend Fwd Progressive - Swing Roll Sequence Bwd Progressive - Swing Roll Sequence Tenfox Progressive LFO Cross Behind Chassé Bwd Rolls Fwd Cross Roll, Three-turn Fwd Cross Rolls	STAR 5 Program	



SKATE CANADA REQUIREMENTS AND DELIVERY STANDARDS

As with all Skate Canada programs, clubs and skating schools must adhere to the Skate Canada Requirements and Delivery Standards assigned to STAR 1-5.

STAR 1-5 (LEARN TO TRAIN FOR FIGURE SKATING)		
Requirements	<p>Ensure a minimum of one NCCP Regional Coach In-training coach or higher, on the ice always, who is registered and in good standing</p> <p>All coaches teaching the STAR 1-5 program must be wearing skates</p> <p><u>All participants must be registered with Skate Canada</u></p> <p>All Program Assistants (PAs) on the ice must be wearing skates and be registered with Skate Canada. *</p> <p>Operate and deliver the STAR 1-5 program in accordance with the minimum delivery standards identified by Skate Canada</p>	
Coach Directed Time	<p>Program designed to include the minimum</p> <p>Program designed to include the minimum expectations for coach directed time:</p> <p>STAR 1-2: 75%</p> <p>STAR 3-4: 50%</p> <p>STAR 5: 25%</p>	Program designed to exceed minimum expectations at all levels (STAR 1 through 5)
Movement	90% movement during all session time	<p>Greater than 90% movement throughout the session.</p> <p>Note: Skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</p>
Music	<p>Age appropriate music for entire session including:</p> <p>Pattern Dance music</p> <p>Program Music</p>	Age appropriate music for the session that is fun, energizing and contains signals to indicate session segment changes
Program Assistants	<p>Use program Assistants as required</p> <p>All Program Assistants on the ice must be in skates.</p>	<p>All minimum standards plus:</p> <p>Program assistants are used to supervise stations, lead circuits and demonstrate skills</p>
Program Assistant Training	Ensure Program Assistants are trained before assisting on the ice with a minimum of one training per season.	<p>Offer multiple training sessions throughout the season to engage, support and monitor development of the program assistants</p> <p>Ensure PA's re award of the Emergency Action Plan of the club or skating school</p>
Teaching Aids	Use of teaching aids as required	Use of a variety of teaching aids that engages the skaters learning and interest
Session Format	<p>All sessions have a set plan for warm up and cool down whether it be in class form or a private plan for the skater</p> <p>Skaters are provided instruction in all disciplines: Freeskate, Dance, Skills, Artistic and Synchronized Skating</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Full ice surface is being used for the session and is available to all skaters in this program • Provide variety in programming format to keep the sessions motivating, challenging and inspiring to meet the needs of the skater's development



Session Format: Warm Up	<p>Use of full ice</p> <p>Include forward and backward skating in both directions.</p> <p>Warm up may also be included as a class or individual activity off the ice.</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Inclusion of deep knee bends • Evidence of increased heart rate in participants. • Use of lanes or similar pattern to increase range of motion and balance.
Session Format: Lesson Time	<p>All skaters are offered coach directed time in all disciplines on a regularly scheduled basis</p> <p>Evidence of Stations, Lanes, circuits etc. under coach direction</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Provide a variety of formats for learning. This could include: Stations, Classes, Group lessons, Private/semi-private lessons
Session Format: Cool Down	<p>Evidence of gliding stretches to increase range of motion and lower heart rate, for example: Toe touch while gliding (hamstring stretch)</p> <p>Cool down may also be included as a class or individual activity off the ice</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Use of lanes or similar pattern to increase range of motion and balance • Use of slower music to support lowered heart rate
Quality Coaching	<p>Coach ensures that each skater on the session receives one on one attention during the lesson time</p> <p>Coaches know and teach the standards of the skills as per the STAR 1-5 Resource Toolkit and videos</p>	<p>All minimum standards, plus:</p> <ul style="list-style-type: none"> • Coach gives each skater: • Individual feedback • Individual corrections • Individual challenges based on their level of development <p>Introduce technology to enhance the learning environment for skill analysis</p>
Assessment:	<p>Assess skaters when ready to ensure solid development</p> <p>Establish an assessment procedure with coaches that outlines a clear process</p> <p>Skater receives result and assessment sheet on day of assessment</p> <p>Results are submitted to Skate Canada in an appropriate and timely manner (once a month)</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Results are filed within one week following assessment online
Branding and marketing	<p>Must advertise and refer to the program as STAR and use the official STARSkate logo</p> <p>Use the official Skate Canada Assessment sheets</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> • Use ALL Skate Canada STAR/ tools and promotional materials



	Minimum Delivery Standards	Advanced Delivery Standards
Parent Information Sessions	<p>Offer a minimum of 1 parent information or interaction session per season.</p> <p>Offer a written source of information about the program and other club opportunities (Info letter, website, bulletin board, etc.)</p>	<p>Offer multiple opportunities for parents to connect with the coaches. This could include but is not limited to:</p> <ul style="list-style-type: none">• In-person information session• In-person progress update opportunities• In-person “next steps” touch base to guide skaters into next appropriate step in their development• Overview of the Emergency Action Plan (EAP) <p>Offer several written sources of information about the program and other club opportunities (inf letter, website, bulletin board, etc.)</p>
Off Ice Classes	<p>Offer off ice classes to increase physical literacy, awareness, and coordination</p> <p>Note: Off ice classes can be used for Warm Up and/or Cool Down.</p>	<p>All minimum standards plus:</p> <p>Offer a well-rounded content in off ice training that include physical and mental training. Examples include:</p> <ul style="list-style-type: none">• Off ice jump technique• Goal setting• Dance class: ballet, creative movement etc.• Flexibility• Nutrition, Hydration, Sleep• Etc.

*PA's who are in attendance on the session solely to work with an Adaptive Skater directly, do not have to pay the Skate Canada registrant fee. The Adaptive skater must be a registered participant. The club/school should collect the name, contact information and date of birth of the PA. An example of this would be a skater has an assistant from school who is best able to assist the skater on a CanSkate session, but they are not a participant in the club/school in any other capacity. This aide would not pay the Skate Canada registrant fee, but the skater must be a registrant of the club.





THE STAR 1-5 DELIVERY TEAM

The **TEAM** may consist of NCCP Regional coach(es) or higher, program assistants (PAs), the STAR 1-5 coordinator and the club or skating school's assessment coordinator.

The following are their roles:

COACH

Coaches are eligible to teach the STAR 1-5 program when they:

- Have a National Coaching Certification Program (NCCP) status of In-Training, Trained or Certified in the following contexts:
 - » Regional Coach
 - » Provincial Coach
 - » National Coach
- Have completed the most recent updates as required by Skate Canada.
- Are registered Skate Canada Coaches and maintain an "in good standing" status while coaching the program.

Note: CanSkate or CanPowerSkate coaches are not eligible to coach figure skating.

Roles and responsibilities of a Skate Canada coach:

- Adhere to Skate Canada Requirements and Delivery Standards
- Deliver all on-ice sessions
- Assist with skater groupings and program assistants for on-ice delivery
- Teach all skills using progressions and proper technique – quality coaching
- Ensure that all disciplines are taught on a regular basis (daily, weekly, monthly, etc.)
- In conjunction with the STAR 1-5 team, design a schedule that incorporates all areas of development
- Schedule variety, challenge, fun and simulation/performance days into program
- Work with other coaches in the club/school for cohesive delivery
- Prepare music as needed
- Assess skaters based on the skill standards provided
- Must have completed the STAR 1-5 Coach Assessor Training to be eligible
- Stay up to date with all information and/or training

- Train, supervise and evaluate program assistants
- Lead parent engagement sessions
- Educate/advise volunteers on skating matters

PROGRAM ASSISTANT (PA)

PAs are individuals who have been trained by the coach to assist in the delivery of the STAR 1-5 program. They may vary in age but must have a figure skating background (exceptions may be made for adaptive skaters). They must have adequate skating skills and knowledge to be of service. Roles assigned to each PA must be appropriate for their age and ability.

Roles and responsibilities of a STAR 1-5 PA:

- Assist or lead warm-ups or cool-downs (under coach's direction)
- Lead circuits, dances or skill exercises (under coach's direction)
- Assist with the set up of stations, circuits or lessons
- Provide demonstrations
- Take attendance
- Shadow dances
- Provide encouragement to skaters





STAR 1-5 COORDINATOR

The coordinator is responsible for the administration details of STAR 1-5. They may be a volunteer or a paid staff who may or may not be a coach.

Roles and responsibilities of a STAR 1-5 Coordinator:

- Ensure each coach has the appropriate NCCP status, completed the appropriate training and is a registered coach in good standing with Skate Canada
- Organize registration for the program
- Assist with grouping skaters, provide tracking tools, info letters & assessment sheets when appropriate
- In conjunction with the STAR 1-5 coaches, design a schedule that incorporates all areas of development
- Ensure that all disciplines are taught on a regular basis (daily, weekly, monthly, etc.)
- Schedule variety, challenge, fun and simulation/performance days into program
- Work with the STAR 1-5 coach to ensure proper delivery of the program and ensure delivery standards and requirements are met
- Assist with any materials needed for PA training
- Ensure parent engagement sessions are scheduled; assist with set-up as required

ASSESSMENT COORDINATOR

The assessment coordinator plays a vital role within a skating club/school. Assessment coordinators are volunteers or paid individuals who have been tasked with overseeing all logistics associated with assessments in a club or skating school. They are primarily responsible for preparing assessment sheets and forwarding all results and payment to the Skate Canada National Service Center.

For more information on Assessment Coordinators, visit the Assessment Coordinator Resource Guide.

PROGRAM FORMAT

The STAR 1-5 program covers a wide variety of skill development. Clubs, skating schools and coaches will create schedules to organize the skaters for both on and off ice sessions.

Programs will vary in number of weeks, lengths of sessions and layout of disciplines. All STAR 1-5 program should include the following:

OFFER ALL DISCIPLINES ON A REGULAR BASIS THROUGHOUT THE SEASON

Each discipline includes development applicable to all disciplines. It is advantageous to organize the STAR 1-5 program by areas of development versus discipline.

Example: Edge/Turn classes

- Edges and turns are used in all disciplines. Training these in a class format allow skaters to be exposed to the different applications and techniques that can apply to different situations in different disciplines.
- Example:
 - » Figure form three-turns
 - » Dance three-turns
 - » Power three-turns
 - » Three-turns with identified arms, power and extension targets
 - » Etc.

Not all disciplines are equal at every stage of development.

Examples include:

- Dance requires skaters to have a base knowledge and performance level of edge quality, power and musicality. Skaters are expected to add further technique to basic edges and incorporate more intricacies to basic steps. This requires the acquisition of elements taught in the discipline of Skills.
- Synchro skating requires skaters to have ability to be stable and self-reliant. When working in a group/team situation, it is imperative that each skater have the proficiency to produce their own power, be stable and stay in control while performing steps and maneuverer.

All disciplines in STAR 1-5 benefit from the development of each other.

To accommodate the varying needs of developing skaters within a program, it is strongly suggested that clubs and skating schools build schedules that can be adjusted throughout the year.

Example:

- Offer a 30 min class on Mondays and rotate the focus of the class based on the development that would be most beneficial at each specific period within the season.



- Start with more general classes at the beginning of the season and graduate to more technical classes as the season progresses.
- Offer Synchro classes once a month at the beginning of the season, with increasing frequency towards the end of the season to prepare for assessments.

In summary, STAR 1-5 schedules should be created to reflect areas being trained. Example:

- Power, Jumps, Spins, Edges, Turns, Field Moves, Movement to Music, etc.

PARTS OF A SESSION

All sessions, regardless of discipline(s) being trained should include:

- Warm up time
- Teaching and learning time
- Cool down time

WARM UP:

- May be done on or off the ice
- **MUST** include exercises that increase blood flow to the major muscle groups and increase the skater's heart rate.



ON ICE	OFF ICE
A warm-up class containing edge/power exercises. Upbeat with lots of action for the major muscle groups incorporated (glutes, quadriceps)	A warm-up class containing aerobic exercises and active stretching. Upbeat with lots of action for the major muscle groups incorporated (glutes, quadriceps)
Individual plans for each skater identifying proper warm up exercises appropriate for their level and development	Individual plans for each skater identifying proper warm up exercises appropriate for their level and development

TEACHING AND LEARNING:

MUST include periods of review and new skill acquisition or development. The “Learn to Train” stage of development requires a strong focus on “coach directed” time.

This type of activity is usually identified as training, practice, or instructional (lesson) time. Many strategies may be used to support this directive including:

- Classes
- Station work
- Traditional lessons (group, semi-private, private)
- Etc.

**COOL DOWN:**

May be done on or off the ice

MUST include exercises to lower the heart rate and stretch the major muscle groups.

On Ice	Off Ice
A cool down class containing edges, field moves and on ice stretches (moving).	A cool down class containing some low-level cardio activity and some easy stretches
Individual plans for each skater identifying proper cool down exercises appropriate for their level and development	Individual plans for each skater identifying proper cool down exercises appropriate for their level and development

SCHEDULING AND LOGISTICS**TRAINING FREQUENCY**

The suggested quantity and frequency of ON ICE training at this level is as follows:

Entry level STAR 1-2			By STAR 5		
On ice session length	Days per week	Weeks per year	On ice session length	Days per week	Weeks per year
45 – 60 minutes on ice, with a 15 minute off ice warm up prior. 1 session per day.	2 to 4	Minimum: 20 weeks. Ideal: 30 – 40 weeks.	45 – 60 minutes on ice, with a 15 minute off ice warm up prior. 1 – 2 sessions per day.	4 to 5	Minimum: 40 weeks Ideal: 44 weeks

COACH DIRECTED TIME

Each club or skating school operates with a different scenario for figure skating training, coach resources and ice availability. As STAR 1-5 is a “learn to figure skate” program, it is essential that skaters at the beginning levels have ample time under a coach’s direction to receive the necessary technical information to build the skill development required for our sport.

The suggested percentage of coach directed time vs individual practice is as follows:

	STAR 1	STAR 2	STAR 3	STAR 4	STAR 5
Coach Directed	75% - 100%	75% - 100%	50% - 75%	25% - 50%	25% - 50%
Individual Practice Time	0% - 25%	0% - 25%	25% - 50%	50% - 75%	50% - 75%
Note: All levels of STAR program can be offered in a 100% coach directed format where applicable or appropriate.					



ADVANTAGES OF COACH DIRECTED TIME AT THIS LEVEL:

- The development of quality technique
- Coaches direct the skater's focus on the basics in all areas to provide a foundation for future learning
- Skaters are taught how to practice before being expected to practice on their own
- Coaches can create an environment that is safe, challenging and engaging

TRAINING STRATEGIES TO INCREASE COACH DIRECTED TIME:

Coaches are encouraged to use a variety of teaching strategies to engage the skater's interest and different learning styles. Below are examples of how you can incorporate various strategies into multiple delivery formats on a session. This is a guide only. Many coaches will discover new ways to offer topics. Regardless of the format chosen, always consider the following:

- Ensure the delivery format encourages strong technique and growth
- Rotate delivery methods to allow a variety of intensities, focus and ice usage.

Strategy	Description
Group lessons	May be coach or club/school organized. Can be included in a hybrid model of group and /semi-private lessons.
Private/semi-private lessons	Generally organized by the coach. Can be used in conjunction with group lessons to ensure coverage in all disciplines and maximize coach-directed time.
Classes	Coach or club/school organized. Classes are a great tool to focus skaters on specific areas of development with coach supervision, instruction and guidance. Classes may be delivered in many different formats: open classes, structured classes, lane work, etc.
Stations (Coach directed or self-directed)	Stations can be used to guide the skater's focus during practice time. Stations can be generic: <ul style="list-style-type: none"> • Examples: Jump station, Spin station, Program station, etc. or more specific: <ul style="list-style-type: none"> • Example: Basic spins, Flying spins, Combo spins, Variation spins, etc.
Engaged supervised practice	Coaches may use supervised practice to encourage, motivate and facilitate good practicing habits. This strategy supports the Learn to Train stage of development by providing an environment for skaters to practice how to train.
Self-directed practice with Training Books	Coaches can provide skaters with training books to indicate practice areas, goals and skill acquisition plan. Coaches will need to monitor use and practice with Training Books to ensure skaters are following expectations accordingly. This strategy is best for skaters at the STAR 4 and 5 level. Skaters at the STAR 1-3 level require more correction and technical information.
Assessments*	Coaches will assess skaters during a lesson or as a designated activity on a regularly scheduled session.

*Please note: Assessments may take place at any time of the year and at any frequency. Coaches are expected to develop the quality of the skill prior to performing any assessments.



GROUPING STRATEGIES

Due to the fluid and accessible nature of assessments in the STAR 1-5 program, clubs/schools may need to consider grouping strategies other than “assessments passed” to organize skaters on sessions. Some suggestions are listed below:

AGE & STAGE

Allocating sessions for skaters of the same age range and level may be a good option. This strategy is very helpful when arranging off-ice training for the athletes, as different age ranges require different attention. For example: Strength training for a 7-year-old looks much different than strength training for a 14-year-old.

Clubs/schools could use the skater’s Freeskate event level, or the average of all 5 disciplines to establish level. For example: If a skater is working on STAR 3 Dance, STAR 4 Freeskate and STAR 5 Skills, they would be considered a STAR 4 level skater

Session A	Session B	Session C	Session D
STAR 1-3	STAR 1-3	STAR 4 & up	STAR 4 & up
8 and up	9 and up	11 and up	12 and up

FREESKATE LEVEL (EVENT/COMPETITION)

Clubs/schools may consider organizing skaters by level of Freeskate they are performing at events or competition.

Session A	Session B	Session C
STAR 1-2	STAR 3-4	STAR 5 & Up

OPEN SESSIONS

Open sessions allow for skaters at different levels to skate on the same ice. This is a great option for clubs/schools that are trying to encourage skaters to pick up more sessions during the week to gain development, or for clubs/schools who do not have a lot of skaters to make different sessions.



OPEN DISCIPLINE TRAINING SESSIONS

Due to the nature of the cross training involved in the STAR 1-5 development, clubs/schools may choose to offer discipline specific class time with open discipline training time. This will allow skaters the opportunity to practice or focus on their areas of need daily. All types of lessons (group, semi-private, private) may be offered during the training sessions. This is the preferred option for training schedules at this level.

Monday	Wednesday	Friday
30 minutes: Spin Session 45 minutes: Training Session	45 minutes: Training Session 15 minutes: Field Move Class	30 minutes: Edge/Turn Class 45 minutes: Training Session 15 minutes: Dance Class
Monday	Wednesday	Friday
10 minutes: Warm up Class 20 minutes: Jump Class 30 minutes: Training Session 15 minutes: Movement to Music Class/Cool Down	10 minutes: Power Edges Class 10 minutes: Jump Preparation 30 minutes: Training Session 10 minutes: Cool Down Class	10 minutes: Dance Step Class 50 minutes: Training Session 15 minutes: Spin Class 15 minutes: Synchro Class
Monday	Wednesday	Friday
15 mins: Presentation and Power Class 45 mins: Training Session 15 mins: Field Move and Cool Down Class	15 minutes: Synchro Class 35 minutes: Training Session 10 minutes: Edge Class	15 minutes: Power Turn Class 45 minutes: Training Session 15 minutes: Dance Step Class 15 minutes: Creative Movement Class/Cool Down

DELIVERY OPTIONS

The STAR 1-5 program can be delivered using the following strategies:

Club/School Organized:

- All lessons (classes, group, semi-private/private), are organized by the club/school. This would include the facilitation of instruction for all disciplines.
- Fees for the lessons are included in the registration fee. This would include ice fees and all coaching fees for the entire program. No additional fees would be required by the skater's families for lessons.

Coach Organized:

- All lessons (classes, group, semi-private/private) are organized by the coach or coaching staff. This would include the facilitation of instruction for all disciplines.
- Fees for ice would be covered by the club/school's registration/program fees.

- Fees for lessons would be organized and invoiced to the skaters directly by the coaching staff.
- Coaches may opt to work as a team for this delivery model.

Combination of Club/School and Coach Organized:

- This model is a combination of both the club/school organized and coach organized options.
- Lessons (classes, group, semi-private/private) would be organized by both the club/school and coaching staff. This would include the facilitation of instruction for all disciplines
- Once lesson allocation is decided, the club/school would incorporate their portion of lesson fees into the program registration and the coaches would then directly invoice the skaters any additional lesson fees.



Below is an example of budgeting for each of the options.

CLUB/SCHOOL ORGANIZED	COACH ORGANIZED	CLUB/SCHOOL & COACH ORGANIZED
<p>CLUB A is offering a STAR 1-2 Program for \$810.00</p> <p>This program includes 3 hours of ice per week (fully coached and 3 off ice classes per week.</p> <p>In this scenario, skaters will receive all coaching needed for this level within their program. No extra fees will be charged for private/group lessons.</p>	<p>CLUB B is offering a STAR 1-2 Program for \$510.00</p> <p>This program includes 3 hours of ice per week (coaching not included) and 3 off ice classes per week.</p> <p>In this scenario, the coaches work together to organize a lesson/class schedule that sees all on ice sessions fully coached. The coaches will invoice the skaters individually to cover their time. In this scenario, it works out to \$15.00 per week, per skater or a total of \$300.00 in lesson fees.</p>	<p>CLUB C is offering a STAR 1-2 Program for \$635.00</p> <p>This program includes 3 hours of ice per week with some coaching and 3 off ice classes per week.</p> <p>In this scenario, the club has decided to cover the costs of some of the coaching fees, (most class times).</p> <p>Coaches then work together to organize a lesson/class schedule that sees the remainder of the on-ice and off-ice sessions covered with the instruction needed to cover all areas.</p> <p>The coaches will invoice the skaters individually to cover their time. This works out to \$8.75 per week, per skater or a total of \$175.00 in lesson fees.</p>
<p>Club/School Fee: \$810 (\$202.50/month)</p> <p>Coaches Fee: Invoice club hourly rate (included in club fee)</p>	<p>Club/School Fee: \$510 (ice and off ice only)</p> <p>Coaches Fee: \$15/week per skater (privately billed, 10 skaters per coach) \$15 x 20 skaters = \$300/week, \$300 x 20 weeks = \$6,000</p>	<p>Club/School Fee: \$635 registration fee Ice = \$9,000 Off ice costs = \$1,200 2.5 hours of coaching time per week = \$2,500 divided by 20 skaters = \$635</p> <p>Coaches Fee: Invoice skaters \$8.75/week (privately billed, 10 skaters per coach) (3.5 hours of coaching/week = \$175, divided by 20 skaters = \$8.75 per skater)</p>
Total cost to skater: \$810.00	Total cost to skater: \$810.00	Total cost to skater: \$810.00



Some clubs/schools only offer a Private Lesson Model on figure skating sessions. The traditional version of this model limits the amount of coach directed time for skaters and is the costliest option. It also requires more coaches per skaters which can be difficult for some clubs/schools.

Below is a comparison model to identify the advantages in comprehensive programming.

PRIVATE LESSON MODEL - SCENARIO #1 (25% Coach Directed Time for the skater)		
SCHEDULE – CLUB D		
Day 1: 4:00 – 4:20PM: Off ice warm up Lead by a PA, designed by a coach. 4:30 – 5:30PM: On ice session With 1 to 15 minutes lesson from a private coach.	Day 2: 5:00 – 5:45PM: Off ice class Classic topics to rotate between: off ice jump, fitness, dance, mental training. 6:00 – 7:00PM: On ice session With 1 to 15 minutes lesson from a private coach.	Day 3: 4:00 – 5:00PM: On ice session With 1 to 15 minutes lesson from a private coach. 5:15 – 5:45PM: Off ice cool down Stretch and flexibility class.
Amount of Coach Directed time: (on ice only, per day)		
15 minutes of coach directed time. 45 minutes of individual practice.	15 minutes of coach directed time. 45 minutes of individual practice.	15 minutes of coach directed time. 45 minutes of individual practice.
SUMMARY	Coach directed Time: 45 minutes per week	
	Individual Practice Time: 2 hours and 15 minutes per week	
COST FOR SESSION:	Club Fee (20 weeks, on and off ice programming) = \$510	
	Coach Fee (3x 15-minute lessons per week at \$50.00/hour) x 20 weeks = \$750	
	TOTAL COST TO SKATER: Club fee + Coach fee = \$1,260	
Note: The number of skaters that can be accommodated in this model would directly correlate with the number of coaches available to teach on that program. For example: If there are only 2 coaches available, this model would only be able to accommodate a maximum of 8 skaters with the format presented above.		



PRIVATE LESSON MODEL - SCENARIO #2

(75% Coach Directed Time for the skater)

SCHEDULE – CLUB D

<p>Day 1:</p> <p>4:00 – 4:20PM: Off ice warm up Lead by a PA, designed by a coach.</p> <p>4:30 – 5:30PM: On ice session</p> <p>4:30PM – Edge/Turn Class Skill content.</p> <p>4:50PM: Freeskate Lessons 4 groups, 2 x 15 minutes rotations, each coach sees 2 groups.</p> <p>5:20PM: Field Move Class</p> <p>5:30PM: Finish</p>	<p>Day 2:</p> <p>5:00 – 5:45PM: Off ice class Classic topics to rotate between: off ice jump, fitness, dance, mental training.</p> <p>6:00 – 7:00PM: On ice session</p> <p>6:00PM: Power Class</p> <p>6:10PM: Freeskate Stations Jump, spin, challenge, field moves. 4 groups, 10-minute rotations, each coach chooses a station to work at for the session.</p> <p>6:50PM: Creative Movement Class</p> <p>7:00PM: Finish</p>	<p>Day 3:</p> <p>4:00 – 5:00PM: On ice session</p> <p>4:00PM: Dance Class Steps in lanes one week, pattern dances the following week.</p> <p>4:20PM: Freeskate Lessons 2 groups, each coach sees 2 group for 20 minutes.</p> <p>4:40PM: Skill Lessons</p> <p>5:00PM: Finish on ice</p> <p>5:15 – 5:45PM: Off ice cool down Stretch and flexibility class.</p>
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Amount of Coach Directed time: (on ice only, per day)

45 minutes of coach directed time. 15 minutes of individual practice.	40 minutes of coach directed time. 20 minutes of individual practice.	50 minutes of coach directed time. 10 minutes of individual practice.
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SUMMARY	Coach Directed Time: 2 hours and 15 minutes per week
	Individual Practice Time: 45 minutes per week
COST FOR SESSION:	<p>Ice (\$150/hour x 20 weeks x 3 hours/week) = \$9,000</p> <p>Off Ice (\$40/hour x 20 weeks x 1.5 hours/week) = \$1,200</p> <p>Coaches (\$50/hour x 20 weeks x 6 hours/week) = \$6,000</p> <p>TOTAL COST FOR SKATERS: \$16,200</p> <p>TOTAL COST PER SKATER: \$16, 200 / 20 skaters = \$810 per skater</p>

Note: This session format as presented with 2 coaches would accommodate 20 skaters easily with a coach/skater ratio of 1:5 on each day.

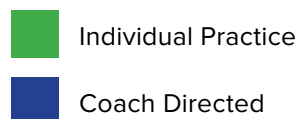
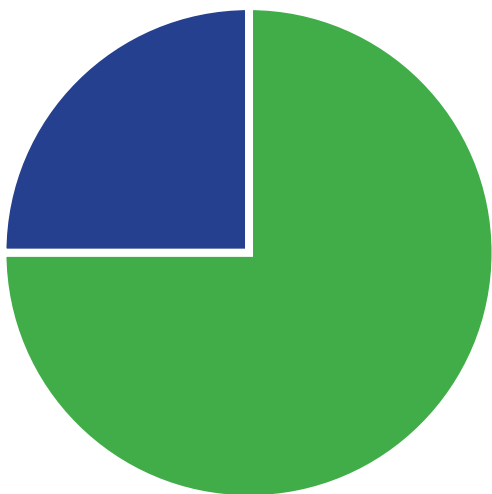


COMPARISON

02

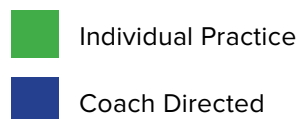
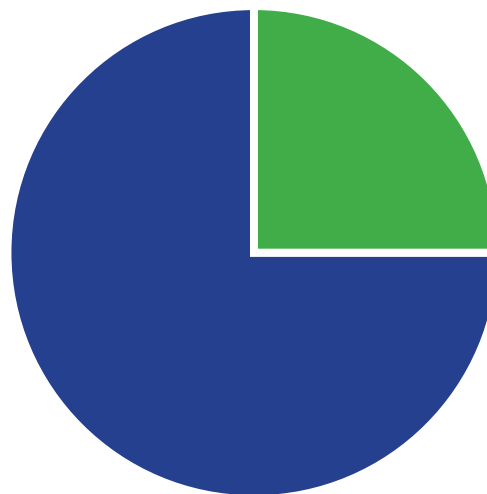
PLANNING AND PREPARATION

SCENARIO 1



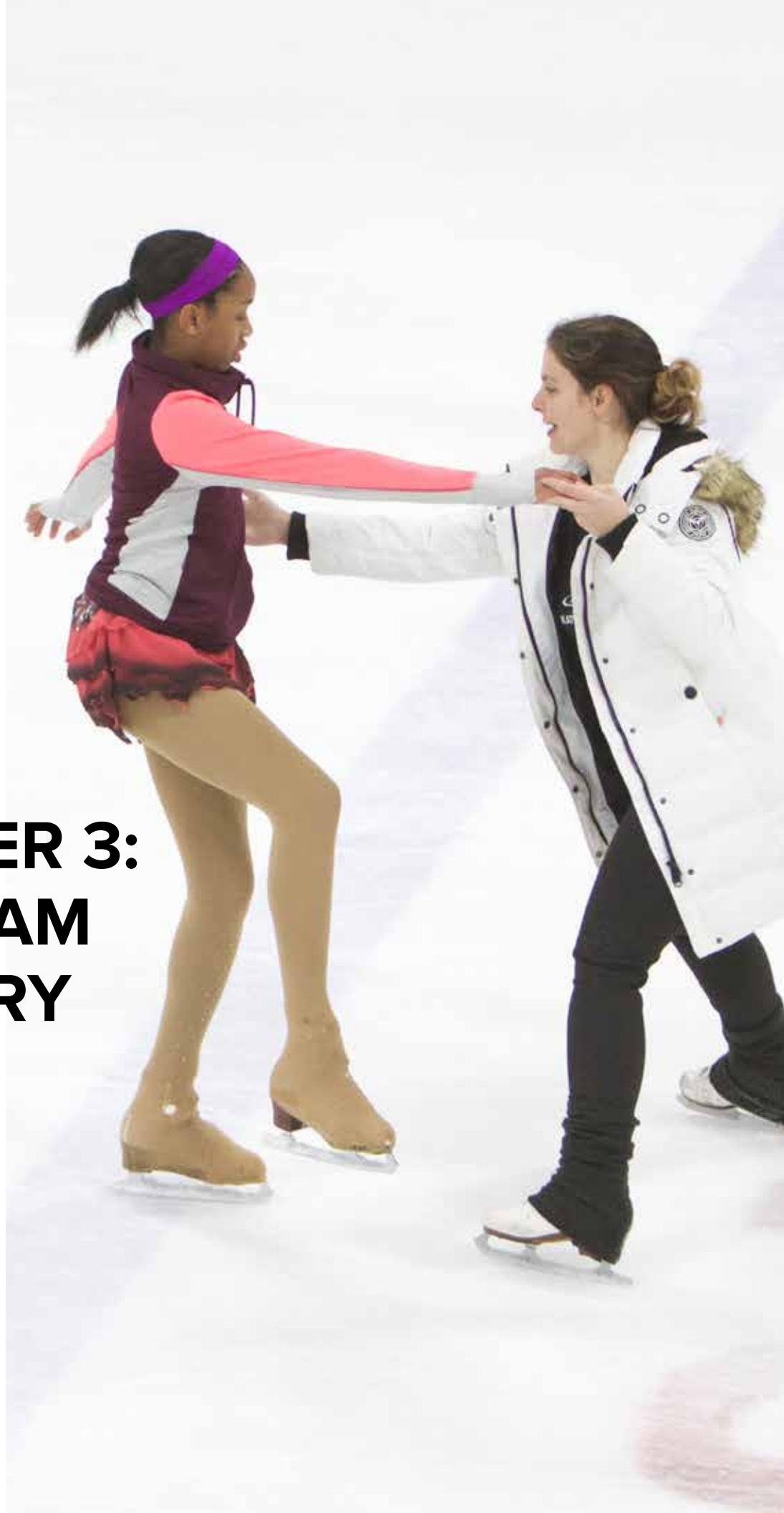
\$1260.00 PER SKATER

SCENARIO 2



\$810.00 PER SKATER

CHAPTER 3: PROGRAM DELIVERY





03.

PROGRAM DELIVERY**ON ICE DELIVERY**

As discovered in both the Program Format and Delivery Options sections, there are many strategies to use when deciding how to facilitate coach directed time.

The following information identifies each strategy and lists a few examples of advantages and disadvantages.

CLASSES

Classes are a great way to direct the skaters' work and effort in a manner that is cost effective and productive. Classes may be offered to direct several development areas.

Examples include:

- Edges & Turns
- Power
- Spins
- Jumps
- Creative Movement
- Field Moves
- Mental Training
- General Fitness
- And more

Classes can be any length of time and may vary depending on the topic. Suggested times range from 10 to 30 mins.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> • Cost effective • Provides development time for areas hard to practice individually or areas that skaters generally don't practice on their own • Allows coaches to schedule time to practice and develop key areas • Provides an environment to build club/school morale, camaraderie, etc. • Allows multi-level skaters to work at their own level and pace. • Provides an environment to tutor newer coaches • Provides an opportunity to highlight skater development focus at a club/school level (i.e. We want everyone in the club/school to develop presentation, field moves, confidence, etc.). • Provides an opportunity to use music as part of the development strategy without interrupting the music needs on a session • Provides an opportunity for skaters to perform in a large group situation (with audience, build confidence) • Lends itself to more coach directed time on a session • Provides peer motivation environment • Individual attention can still be given 	<ul style="list-style-type: none"> • In clubs/schools that have large coaching staffs, it is sometimes harder to create a global vision • May need additional support from other coaches or PA's to meet the needs of some skaters • More planning is needed by coaching staff for content delivery • Coaches may need to use a variety of teaching styles to meet the needs of all skaters



Some clubs/schools may have more coaches available than needed to run a “class” during a portion of the session. Below are some strategies that may assist the workload of the extra coaches.

- Allow coaches to teach lessons through a class. Encourage coaches to rotate their students so the skaters will have the opportunity to benefit from the classes on a rotational basis
- Split the group of skaters in half and offer 2 classes, 1 off ice and 1 on the ice. Assign a coach to each class. Set up a rotation schedule to allow groups to alternate through the classes. Benefits of this scenario include:
 - » Opportunity to incorporate on and off ice programming in the same time slot
 - » Opportunity to have more quality time with the coach (less skaters per group)
 - » Opportunity to use more than one coach for the same time slot
- Rotate the coaches who are instructing the classes. This allows the skaters to reap the benefits of being exposed to different coaches’ strengths while sharing work time amongst the coaching staff.
- One coach may lead the group while others offer feedback and instruction to the skaters by assigning a number of skaters per coach to observe and assist, providing all coaches an opportunity to participate.
- Alternatively, coaches could also use the class time as an opportunity to provide one on one or small group planning sessions off ice. Again, it is suggested that coaches rotate their skaters to enable all skaters to take part in the classes on the ice as much as possible. Content for the off-ice sessions could include goal setting, monitoring, mental performance, off ice jump technique and more.

Note: Additional coaches may assist with classes to provide additional feedback or instruction.





STATIONS

Stations are a tool coaches may use to organize practice time or lesson time. They are versatile and can be used to add variety and challenge into a session. Stations can be used formally in a session that schedules skaters to rotate to each one to ensure practice in many areas. They may also be used informally on a session for skaters to use as guidance or reminders of what and how to practice different areas.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Cost effective• Provides development time for areas hard to practice individually or areas that skaters generally don't practice on their own• Allows coaches to schedule time to practice and develop key areas• Provides an environment to build club/school morale, camaraderie, etc.• Allows multi-level skaters to work at their own level and pace.• Provides an opportunity to highlight skater development focus• Lends itself to more coach directed time on a session• Provides peer motivation environment• Individual attention can still be given• Can create a library of stations that may be recycled, revised throughout the season• Applicable for on ice and off ice training	<ul style="list-style-type: none">• In clubs/schools that have large coaching staffs, it may be challenging to create a global vision, however each coach could establish their own stations• May need additional support from other coaches or PA's to meet the needs of some skaters• More planning is needed by coaching staff for content delivery

Stations are a tool coaches may use to organize practice time or lesson time. They are versatile and can be used to add variety and challenge into a session. Stations can:

- Give skaters guidance for their practice time
- Ensure skaters are practicing and focusing on the correct areas of their training
- Remind skaters about key points or progressions to be used daily
- Build good training habits for self-directed practice later in development
- Allows coaches to provide directed practice time during a designated session

Example:

- A Spin Session that includes 4 Stations: Basic Spins, Variation Spins, Flying Spins and Challenge Spins. The coach can stay at one station and provide instruction to each group of skaters on that topic. Skaters will rotate to all stations and be directed to practice specific spins at each.

Stations can include content from any discipline. Coaches are encouraged to use pictures, diagrams or drawing to reinforce teaching points, technique, or daily missions. Stations can be used for both on and off ice practice.



LESSONS

There are 3 main types of lessons given by coaches for discipline development.

Private Lessons

- This lesson format is a 1:1 ratio between coach and skater
- This type of lesson is good for technical content in all disciplines (except Synchro)

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Full individual attention from coach• Generally easier for coaches to focus on one skater at a time	<ul style="list-style-type: none">• Difficult to cover many skills or areas of development in one lesson• Costly for parents• Skaters can get complacent• Can be uncomfortable for some personalities• Tends to lend itself to less coach directed time on a session <p>Not ideal for entry level skaters as they do not have the skill set to work on their own productively.</p>



Semi-Private Lessons

- This lesson format is a 1:2 ratio between coach and skater
- This type of lesson is ideal for technical content
- Good for motivating skaters to push development in areas of:
 - » Speed, performance, acquisition

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Individual attention• Encourages peer learning• Provides peer motivation environment• More cost efficient than private lessons• Could enable more lesson time within same budget	<ul style="list-style-type: none">• Personality conflicts could arise• May lend itself to less coach directed time on a session• Difficult to cover many skills or areas of development in one lesson, depending on length



Group Lessons

- This lesson format is a 1:3+ ratio between coach and skater
- Technical content can be given easily
- Group strategies activated to ensure individual feedback is given
- Good for motivating skaters to push development in areas of:
 - » Speed, performance, acquisition, etc.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Individual attention• Encourages peer learning• Provides peer motivation environment• More cost efficient• Could enable more lesson time within same budget• Can accommodate a variety of levels in the same lesson with a common focus	<ul style="list-style-type: none">• Some coaches not comfortable with this method (therefore quality of lesson may be affected)• Skaters may become distracted in group setting, i.e. inability to concentrate



TEAM COACHING

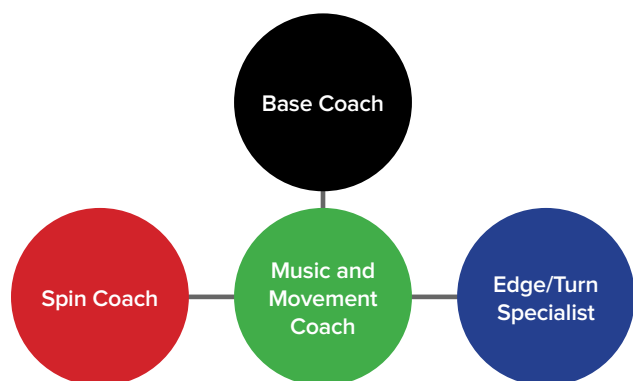
Team coaching is the preferred strategy for skater development as it offers the skater more access to knowledge, expertise and motivation. The term “team coaching” can describe many different scenarios. Essentially, team coaching is more than one coach working together to assist the development of a skater or group of skaters. Team coaching has many benefits including:

- Maximizing or capitalizing on coaches’ strengths
- Creating an environment of experts
- Allows skaters to be introduced to many different coaching styles in a supportive environment
- Allows an opportunity for more coach directed time
- Enables more perspectives to contribute to individual training plans.

Sample scenarios of team coaching:

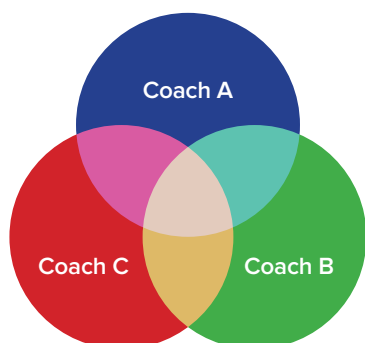
Base Coach Directed:

A Base Coach (manager and decision maker) will work with and coordinate with other coaches to give skater direction in the areas identified by the Base Coach.



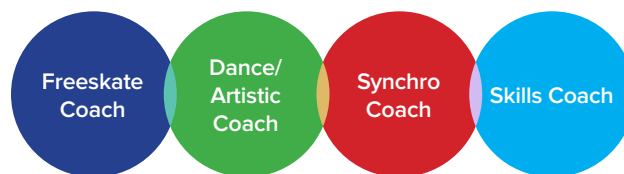
Team Directed:

Two (or more) coaches working together to plan and direct the skaters’ development in all areas. All coaches would be able to make decisions and be involved in lesson planning and direction.



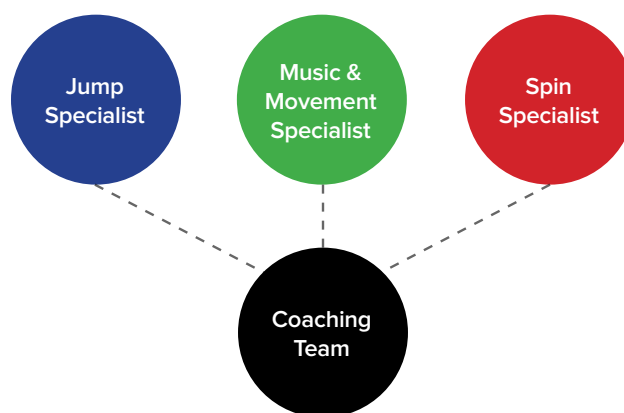
Specialization Coaching:

This scenario would see a coach lead their area of specialty. Communication needs to exist between coaches for maximum benefit to the skater. Each coach would make decisions for their area of development.



Support Coaches:

Coaches or clubs/schools may decide to bring in a coach(es) on a regular or as-needed basis to enhance skater development and provide support to the core coaching staff.



MUSIC

Music will be an integral part of the STAR 1-5 program. Coaches will use music for warm-ups, cool downs, edge and turn sessions, power classes, dance step sessions, music interpretation, programs, off ice classes and more.

Music can also be used as a motivator or teaching tool to help:

- Increase energy on the session
- Increase or decrease speed or tempo of exercises
- Teach rhythm or timing of steps
- Explore movement, creativity, and musicality
- Increases clarity and expectations for unison of all synchro elements

Look to many different sources, genres, and time periods of music to keep sessions fun and provide variety.



PROGRAM MUSIC (FREESKATE AND ARTISTIC)

Freestyle programs at the STAR 2-5 level have been designed to be the same length to allow for easy transition through the skill development stages. Coaches are encouraged to allow skaters to share programs, enabling many skaters to skate the same program in the early stages of development. This eases financial burden and allows for easy implementation in a group lesson format. As the focus is on the individual skill performance at this level, programs will be designed to be simple in nature, using choreography to instill the basic strategies of music interpretation and highlight accents.

To facilitate the easy distribution of music for programs at this level, coaches and clubs/schools may decide to have a library of “stock” programs to use for skater’s/group lessons. Advantages include:

- No additional cost to skaters.
- Easy to teach in a group lesson format.
All skaters learn the same program.
- Easy to ensure all skaters have a chance to have their music played on sessions for practice. For example:
 - » 10 skaters divided into 2 groups, each group learns 1 solo, therefore 2 solos played facilitates the needs of 10 skater’s practice.
- Programs customizable to meet the development needs of the skater. For example, in the STAR 3 program, one spin can be a camel or a sit; one jump can be a flip or a lutz.
- Skaters may use the same program in the STAR events. This is highly effective and cost efficient at the STAR 2 level especially.

The STAR 5 Artistic program may be the first opportunity for skaters to be involved in music selection. As this discipline develops creativity, expression, and performance, it is very important that the skater feels a connection to the music.

DANCE MUSIC

Skaters and coaches have choices when deciding what music to use for the pattern dances in STAR 1-5. These choices are identified on the Skate Canada Approved Music for Pattern Dance and include:

- Skate Canada Series Dance Music
- Skate Canada Additional Music

MUSIC FOR CLASSES

Using music in class formats will help skaters develop their sense of timing, rhythm as well as encourage development of power and artistry.

Coaches are encouraged to use a variety of music throughout the STAR 1- 5 program to increase the skater’s awareness, knowledge, and adaptability to different styles of music.

Consider incorporating music that may be traditionally used for one discipline for another purpose entirely. This expands the skater’s exposure to musicality, expression, timing, etc.

Example:

- Using dance music for a creative movement class
- Using creative music for an artistic edge/turn class
- Using power music for a field move class





TEACHING AIDS IN STAR 1-5

Using teaching aids will help coaches transfer information, provide kinesthetic and visual strategies, and add variety to lessons. Below are some ideas of how to incorporate teaching aids into the STAR 1-5 program lessons.

Rotating Axis Props (balls, stuffed animals, skate guards, different coloured gloves, etc.)	Used to help increase awareness of rotating axis. Skaters can hold the teaching aid in the hand of their rotating axis side and use it as an anchor to pull the other hand to it in the air or spin. Coaches may also use the teaching aid to help skaters check out of the jump or spin by having the skater look at that hand holding the teaching aid during the landing or exit. Balls of various sizes can be used for variety as well. For spins, skaters may hold them in one hand and transfer them to the other hand at exit or entrance. They may also be used to emphasize arm placement in spin. Gloves may also be used as a visual aid to identify different focus points during the skill. Coaches can have the skaters wear different colour gloves and instruct the skater to look at a certain coloured glove at a distinct point of the skill.
Harness	There are 2 main types of on ice harnesses: A fixed harness that has a designated path on the ice (attached to the ceiling) or a jumping pole that a coach holds as the skater skates freely on the ice. Both are good and can be used in different stages of jump development.
Video & Video Library	Video playback and analysis is a very useful tool for skaters to see their positions and analyze their technique. Coaches may use, cameras or apps on their phones or tablets. There are many video analysis applications made for sport available through digital technology. Coaches may also create video libraries of successful elements to be able to show skaters what a completed skill looks like before teaching it or using it to inspire improvement. This is a great tool to use to give skaters a visual example of skills that can be achieved but are not currently being performed on the session. Coaches may direct skaters to the Skating Development Video Library to view examples of elements and levels of performance. Videos may also be used to show examples of artistry, performance, interpretation, creativity, etc.
Partners	Coaches can pair up skaters to encourage speed, timing, presentation, and other mimicking techniques when performing different skills. This is an excellent way to add energy, encourage role modeling and have fun while improving technical and performance skills.
Posters/Pictures	Creating posters with pictures of proper positions is a helpful way to give the skaters a visual cue of the positions they are striving to achieve in their jumps, spins or field moves. They may also be used when creating stations.
Markers/Liquid Chalk	Markers can be used to draw the pattern of the jumps, spins, steps, etc. on the ice. Coaches may also use markers to indicate the pattern of the approach to a jump. This is a very helpful tool to reinforce proper edges, timing, and placement. Coaches may also use paper or tablets to draw the patterns, shapes, or positions for the skaters.
Bean Bags	Bean bags are a good tool to use when teaching proper body alignment in a spin or basic posture in skating. Placing a bean bag on the skater's head for an upright (Fwd or Bwd) spin will encourage them to concentrate on proper posture and centering.



Circuits	Circuits may be used in a lesson or as a tool for practice time. Coaches can lay out a pattern on the ice with the specific skills that they want the skater to practice and the skater will have something to guide their development during their practice time.
Chiffon scarves, beach balls, ribbons	These articles are tools that may be useful when introducing movement to music. Skaters to use the ribbons or scarves as extensions of their arms to emphasize movements, encourage flow, etc. These types of items may inspire creativity and originality.
Elastics	Giant sewing elastic loops may be helpful in synchro skating to loop around a line of skaters to reinforce line or block formations.

INCENTIVES

Coaches and clubs/schools are encouraged to add incentives and challenge programming to their delivery and format. Adding incentives will bring awareness to quality development and encourage skaters to push their limits.

Below are some ideas of incentive and challenge programs that could be implemented into a session. Coaches and clubs/schools are welcome to use any of these ideas or create their own.

It is recommended that coaches and clubs/schools choose different incentives for different time periods of the training calendar that directly relate to the purpose of the preparation/training in that time period.

Example: The “Toot your Horn” example below is an excellent incentive to be placed in the weeks leading up to an important event or competition.

INCENTIVE NAME	PURPOSE/FOCUS	DESCRIPTION
Bingo	Encourage skaters to develop aspects of their skill development and ability. This exercise can be adjusted to meet the developmental needs of any level of skater.	<p>Design bingo type cards for each skater depending on their skill level. Skaters work to achieve each element in each box. When they feel it is ready, they show a coach and if they performed it to expectation, they receive a sticker to place in the box. The mission is to cover the entire grid with stickers!</p> <p>The BINGO concept can be easily reworked to address development in Field Moves (Field Moves Bingo: each square contains a different move, foot, edge, and direction designation)</p> <p>Spin (each square contains different spins)</p> <p>Jump Combos (each square contains a different jump combo)</p> <p>And more!</p>
High Five Program	Recognize consistency in skill performance	<p>Cut out hands from construction paper to be used to post on a wall or bulletin board. Coaches identify what skills they are looking for the skater to perform consistently. When the skater demonstrates they can perform that skill 5 times in a row successfully, their name and skill are added to a hand and posted in a designated area.</p> <p>This program is easily adaptable to any discipline and may also be used to recognize behaviors and attitudes (ex: sportsmanship, tenacity, etiquette, etc.)</p>



INCENTIVE NAME	PURPOSE/FOCUS	DESCRIPTION
Ring the Bell or Toot your Horn	Encourage consistency of clean program run-throughs	Have a bell or horn at the side of the boards. When skaters skate a clean program, they skate over to the ring the bell or toot the horn. The coaches and other skaters on the ice are then encouraged to clap and congratulate the skater on a job well done. This may also be used as skaters acquire a new skill.
Golden Gloves	To encourage presentation and program components	Purchase yellow or gold mini gloves from the dollar store or comparable. Inform the skaters that the coaches will be looking for skaters who are shining when performing or practicing. Ensure the skaters have been given the tools and training in this area before implementing this program (understanding of strong landing positions, good posture with eye focus upwards, extension and presentation of gestures). Coaches can award the golden gloves (to keep) to skaters at any time during practices. It is suggested to run this incentive for a 2-4-week period to highlight focus. Key words that can be used with this program include: Golden touch, sparkle, shine, world or Olympic, etc.
Challenge/Fun days	To encourage the development of skills, speed and power.	Create a time slot on a Friday (or any day) that can be used as a “challenge session”. (Fearless Friday, Try it Tuesday etc.) Coaches can challenge the skaters to many different activities during this time slot that will strengthen the personal development of each skater. Prizes or points can be awarded to skaters who are successful. Sample ideas: <ul style="list-style-type: none"> • Fastest lap around the ice (Fwd/Bwd/CW/CCW) • Spin challenges (# of rotations, # of positions per foot, speed of rotations, position perfection, flying spins, death drops, variations, etc.) • Jump challenges (measure distances, jumps with speed, jump combinations or multiple combinations, fun jumps like mazurka, walleys, stag or split jumps, etc.) • Field Move challenges (highest spiral, longest held positions, introduction of different moves, etc.)
Incentive programs can be extended to off ice program, behavior traits or self-tracking/goal setting practices. For example: Rewards for off-ice fitness achievements, sportsmanship, perseverance and more		



**EXAMPLE OF A SPIN BINGO CARD
(STAR 4 OR 5 LEVEL SKATER):**

03

PROGRAM DELIVERY

SPIN BINGO			
Fwd sit 8 revs	Broken leg spin (SS) 4 revs	Flying camel (proper take off) 4 revs	A-Frame Spin 3 revs
Fwd Y spin 3 revs	Fwd Corkscrew	Bwd sit – pancake 3 revs	Layback 4 revs
Flying sit spin 3 revs	Sit jump sit (same foot) 3 revs for each	Camel-Sit change Camel-Sit (Fwd or Bwd entry)	Bwd corkscrew
Fwd camel 8 revs	Bwd sit 4 revs	Bwd camel catch 3 revs	Thompson Spin 3 revs

STARSKATE STAR 1-5 RESOURCE GUIDE

CHAPTER 4: COACHING STAR 1-5





04.

COACHING STAR 1-5

The following section reviews information and tips helpful for coaches teaching in the STAR 1-5 Program.

Teaching the STAR 1-5 program can be a very rewarding experience for coaches. The success of the coach will depend on their knowledge, organization, and attitude. The coach's approach should be engaging, patient and motivating. Sessions should be productive and efficient. The coach should:

- Gain confidence of the group immediately
- Be clear and straightforward in explanations
- Use all of the ice available for the lesson when appropriate
- Use time wisely
- Teach lessons suitable to the skaters' abilities
- Provide individual and group feedback
- Provide opportunities to challenge development
- Ensure "safety first" at all times

TEACHING AND LEARNING REVIEW

The STAR 1-5 coach should understand the basic principles of teaching and learning through previous exposure to the CanSkate program.

Teaching is the imparting of knowledge or skills from one person to another.

Learning is the receiving of this knowledge.

A skater learns through sight, sound, touch, memory, and reason.

Teaching a skater requires good demonstrations and simple explanations. The skater must know what is required before they can concentrate on performing or practicing a skill correctly.

Learning does not end with merely knowing "how". After the rationale process has been understood, the muscular and nervous systems must perform it. To do this will require practice. Practice transfers the control from the conscious to the sympathetic nervous system. Practice is crucial to learning a skill and it must be done correctly, or the skater may develop bad habits. In skating, practice must continue until the correct movements become consistent.



Everyone has their own rate of learning. Skaters who take longer to acquire a skill must not be pushed beyond their capabilities or they may become careless, frustrated, and develop incorrect habits or technique. Similarly, if a skater who acquires skills quickly is held back, they may lose interest in the activity and learned skills may deteriorate.

Learning is a building process. Therefore, the basics must first be mastered before progressing to the next skill in the building progression.

Qualities of a Good Coach

- Ensure "safety first" at all times
- Knows the subject well
- Is dedicated and enthusiastic
- Is interested in the skaters
- Is creative and makes learning fun
- Is patient, understanding and impartial
- Can instill respect and confidence
- Expresses objectives clearly
- Is flexible

Qualities of a Good Leader

- Wants to help others reach their goals
- Is fair, impartial, patient, tolerant, dependable, punctual, courteous, cheerful, enthusiastic, motivating
- Praises good work and effort
- Is imaginative
- Is knowledgeable
- Respects the opinion of others
- Is well organized
- Takes responsibility
- Is decisive and makes decisions based on rational, sound judgments
- Gets along well with people of all ages



GROUP COACHING STRATEGIES

EFFECTIVE GROUP STRATEGIES

Teaching a group or class, is much different than teaching on a one to one basis. A coach, who is good at one, may not necessarily be good at the other. There are some basic principles to effective group instruction:

- **Communicate well**
Clear messaging will keep the group engaged and focused.
- **Understand learning and teaching theory**
A person masters a new skill by hearing it described, seeing it done and by doing it repetitively.
- **See each group member as an individual**
Everyone in the group is different – and everyone is unique.
- **Be aware of the difference between groups**
Each group of skaters will contain different personalities, goals, interests, etc. The coach must learn to teach to the audience they have.
- **Be willing to compromise**
Coaches often find it hard to accept anything less than perfection. The goals of a coach need to reflect the age and stage the skater is at. Remember, the coach is striving to make a better skater. That will look different for each skater.
- **Have goals that are realistic for the age and ability of the skaters**
A ten-year-old should not be treated as an adult. Adjust to each age, stage and interest of the skater. Expecting too much or too little will result in frustration from both the coach and the skater.
- **Establish expectations**
Teach the lesson material but also stress the principles of good sportsmanship and respective conduct.
- **Encourage**
A skater can quickly lose interest if they are not encouraged. Find the good in what the skater is doing, identify what needs to be corrected and provide specific instructions to correct the error.
- **Provide motivation**
It's important to motivate the group. All skaters need a reason or purpose for learning a skill to maintain their interest.

EFFECTIVE WAYS TO LEAD A GROUP

A group lesson or class must be organized for maximum learning to take place. Strategies include:

- have a challenging session plan prepared
- keep the skaters continuously active (90% movement)
- have a clear voice so you can be heard
- limit the amount of small talk so the pace of the lesson is not interrupted
- practice and reinforce good manners

GROUPING SKATERS FOR CLASS WORK (STATIONS, LANES, ETC.)

Coaches may need to organize skaters into groups for different session formats. Coaches may use similar grouping strategies as outlined in the CanSkate Resource Guide or devise their own. For classes or lane type activities, coaches may group skaters for strategic placement:

Examples:

Each line has a different level of skating ability

- STAR 1 & 2 line, STAR 3 line, STAR 4 & 5 line
- Assign each line skills appropriate for their level

Use more random/fun options, such as:

- All skaters whose first names start with A to L – line 1, M to P -line 2, Q to Z – line 3
- Skaters wearing a certain colour in one group and another colour in another group, etc.

This strategy promotes inclusiveness and may increase camaraderie, confidence and role-modelling. These strategies eliminate bias.





VARIATIONS FOR DIFFERENT TARGET GROUPS

The STAR 1-5 Program can be used for many different age or target groups. The most common group coaches will encounter are skaters between the age of 7-12 years old.

Coaches must tailor the delivery of the program to suit the age group with which they are working. The general principles listed below provides a reference for adapting the program as needed/required.

Regardless of age, skaters learn at their own pace. Encouraging the development of each discipline to introduce skaters to all basic forms of figure skating is the number one focus of STAR 1-5. The coach's job is to present skill development in a motivating, fun and supportive way.



STAR 1-5 SKATERS

Are most likely in the school system, thus, can function in an instructional setting and take direction from a coach and socialize in the group.

Generally, are visual learners who must watch the skill and then try it for themselves.

Need structured sessions but also enjoy practice and review time to try out skills on their own.

Learn at different paces — skaters who take longer to acquire a skill must not be rushed beyond their capabilities as this results in carelessness, mistakes, and frustration. A skater who acquire skills quickly should not be held back as this results in boredom and lack of interest.

TEACHING TIPS

- Skaters like a general routine (e.g. parts of a session in order) but with a variety of activities.
- Circuits should be designed to incorporate many practice opportunities.
- Coaches need to ensure that they are spending time with each skater to meet the individual needs.
- Challenge the skaters acquiring skills more quickly and be patient with the skaters taking longer to acquire a skill.

TEEN AND ADULT STAR 1-5

Teens and adults may have additional reasons or expectations for skating. These may include:

- social and fitness benefits
- learning skills correctly and safely
- improving current skating skills
- busy, active session
- quality coaching
- well-organized program
- friendly, safe environment
- affordable program and value for money
- positive feelings generated about oneself and a sense of belonging
- recognition for achievement
- encouragement from group members

HOW TEENS AND ADULTS LEARN:

Skaters at this age have diverse individual abilities that vary depending on the person's entry skill level, motivation, degree of confidence and level of fitness and equipment.

Many teens and adults enjoy the opportunity to try out their new skills on their own or work with their peers, asking for assistance as required.

Teens and adults tend to be very goal oriented. It is important for the coach to work with the adults to ensure that they set reasonable goals and work through new skills from easiest to more difficult. Teens may have very different reasons and goals for joining the program. Expectations may be high. Work with skaters individually to set reasonable goals and benchmarks.

Through fun activities. These are also valuable learning experiences and help the adults relax. Fun activities can be done on or off the ice.



Through music which helps create a positive learning environment. It also helps to establish rhythm and timing in all skills that they attempt.

Through communication with other participants. Participants learn from each other. The opportunity to socialize with others is likely a primary factor in signing up for the session.

TEACHING TIPS:

- Provide a cooperative learning environment. Use group teaching, team concept and buddy systems.
 - Adults are capable of reasoning out “why” and will benefit from plenty of unstructured practice time of “how.”
 - Communicate clearly, honestly, and directly with patience. Do not overload with too much information at one time.
 - Use music extensively to make the practice interesting.
 - Add plenty of adult-friendly teaching aids
 - Keep records up to date and offer “good effort” rewards.
 - Give plenty of encouragement and praise. Always try to find something positive and keep a sense of humour.
 - Teens and adults can understand a skill that is described in practical, technical, and theoretical terms.
 - Offer correct demonstrations with safety as a prime consideration.
 - Technical descriptions should emphasize how rather than the outcome; remind them that perfection is not required.
 - Information hand-outs or web links should be made available to provide additional guidance.
 - Keep the level of enthusiasm high. Enthusiasm and a positive attitude are keys to motivation and to success.
- Use the off-ice time after the practice for a brief review and social time.
 - Provide information of interest to the adult skater with articles on nutrition, foot care, equipment, sports psychology, adult learning, other sports, the arts, the Olympics, sporting attire and upcoming events.
 - Teens and adults are interested in knowing the theoretical “why” behind the skill being taught. Alter your explanations and language to suit adult learners.
 - Adults enjoy having fun, too. Choose circuits and activities that are age appropriate. Be sensitive to their needs while being supportive, encouraging, and flexible.

CONSIDER THE FOLLOWING:

Teen/adult skaters may wish to assist in the planning of the session. Coaches may do a “chalk talk” in the dressing room to discuss the plan for the session and what to accomplish that day.

- Plan well ahead (have music available, pylons ready, equipment in place) and have a clear idea of the flow and format of the program (use of ice, number of skaters, number of repetitions, time blocks and achievement goals).



ADAPTIVE STAR 1-5

Adaptive skaters are athletes with physical, intellectual, or sensory disabilities or impairments. Some athletes may present with more than one impairment or disability.

- Minimum program delivery standards are to be maintained. Depending on the nature of the disability, a one-to-one program assistant or skating volunteer may be required.
- Certain aspects of delivery may need to be customized to suit the needs of special needs athletes, depending on their abilities. For example:



- » Scheduling – shorter sessions, tailored to attention spans
- » More emphasis on individual feedback, rather than group feedback, depending on comprehension levels
- » Less individual practice time if skaters require constant guidance or supervision
- » Different teaching aids, props – use larger, easier-to-manipulate props if gross motor skills are underdeveloped or there is a visual impairment
- » Use learning activities that are simple, safe and at a level that the athlete can comprehend
- » More action, less talk – skaters learn by watching and doing, so demonstrate well and keep verbal instruction to a minimum
- Seek information and training – Skate Canada coaches who are interested in working with Special Olympics or adaptive athletes are encouraged to pursue training in this area. Special Olympics Canada offers NCCP courses on Athletes with Disabilities which are general to all sports. Contact your local Special Olympic Chapter or the Coaching Association of Canada for more information. Once trained, Skate Canada coaches can then orient program assistants and volunteers at their clubs/schools. There may also be other types of local seminars and information sessions available in the community for program assistants and volunteers.
- Integration is the goal, however, not all adaptive athletes will be able to or perhaps want to participate in a fully integrated program. Some athletes may feel out of place on a regular club/school session due to their age and abilities. Creating a combination of separate and integrated groups may work well in some cases. A system where adaptive athletes start in a separate group and move into a generic group when they are ready is another option.

TEACHING TIPS

The following information may be used to assist coaches in the delivery of the STAR 1-5 program.

Identifying the dominant rotational direction for skaters:

Determining the direction in which a skater should rotate can be an easy task for some skaters, and more challenging for others. Generally, skaters will tend to use their dominant rotation direction for



most rotational skills early in their development. These skills will display one direction that is acquired quicker and with more confidence. For skaters who seem to turn both ways with the same ease, the following tips may help:

Have the skater skate away from you. Call the skater back or have them touch the boards and come back. Observe which direction they naturally turned to reverse their direction.

Off the ice, instruct the skater to jump up and turn a half turn or full turn in the air. Observe their natural direction. Ask them to jump the opposite direction for the same exercise. Compare.

Ask the skater to demonstrate all 4 forward 3-turns and observe for a direction that is done with more confidence.

Key Words

Key Words are an excellent tool to assist coaches in reinforcing the key points for any lesson. When key words are used correctly, the skaters will use them to remind themselves of the timing, rhythm or technique needed to execute the skill correctly. Key words can be identified for any skill.



Example:

- Waltz Jump: “Hold....” (to indicate a strongly held BO edge entry) “Down...” (to indicate a solid knee bend on the FO take off edge), “Kick...” (to indicate the free foot passing the take-off toe and extending for a good air position), “Land...” (to indicate a strong landing position)

Scheduling Variety

Adding variety to the schedule or session plan can help keep the energy in the training season.

Suggestions include:

Offering a time slot on a specific day that can service different needs.

Example: 5:00 – 5:30 every Thursday
(assign a different focus each week)

- Week 1: Power Class
- Week 2: Spin Session
- Week 3: Creative Movement
- Week 4: Dance Step Day
- Week 5: Challenge Day
- Week 6: Jump Technique
- Week 7: Field Move Class
- Week 8: Synchro Elements

Variety can also be offered within an actual session itself. Offering different delivery formats can help keep the skaters engaged and allow for many forms of coach directed time.

Example: Monday Session 5:00 to 6:00 pm

Week 1	Week 2	Week 3
5:00 – 5:20 pm Edge/Turn Class 5:20 – 5:50 pm Group Lessons 5:50 – 6:00 pm Field Move Class	5:00 – 5:15 pm Power Class 5:15 – 5:45 pm Jump Stations 5:45 – 6:00 pm Spin Session	5:00 – 5:10 pm Warm Up Class 5:10 – 5:50 pm Station Work Stations posted for skaters to use in practice time while coaches give private/semi-private lessons 5:50 – 6:00 pm Creative Movement Class

Adding Fun

Ensuring there is an element of FUN in the training schedule is key to keeping the skaters motivated, interested, and encouraging a strong club/school or team morale. Some ideas include:

- FUN Days to allow skaters to dress up or participate in activities throughout the year
- Incentive programs (see INCENTIVE section for ideas)
- Variety of session planning
- Surprise days
- Team Challenges within a session to compliment the mission of the training period.

Allowing time in the schedule for skaters to have fun on the ice will encourage growth and expand comfort levels as well as contribute to club pride and morale.

Peer Mentoring

Peer mentoring is a term used to describe skaters helping skaters. This can be a great strategy to:

- Establish relations between higher level and lower level skaters





- Encourage confirmation of learning. When skaters explain or teach another skater a skill, it allows them to reconfirm technique and analyze how they achieve success.

This strategy must always be under coach direction or supervision and should only be used to provide an opportunity for skaters to share tips. All new skills must be taught by a coach.

Exercises (Warm up, Corrective, Progression)

Exercises or drills is a term used to describe a predetermined set of movements that are used to reinforce technique or development for skill acquisition. Exercises or drills can be used as a warm-up routine or as a corrective measure. Examples include:

Back Spin drills to assist with rotational axis awareness. Example:

- Back spin with a jump out
- Back spin that opens and closes several times in the same spin

Coaches can create exercises or drills for many different things or aspects of our sport.

- Power (pushing, knee action)
- Spins
- Jump Technique (to increase height, get comfortable with toe take-offs, etc.)
- Jump Technique (to increase comfort level with rotating axis)
- Field Moves
- Dance Steps
- Synchro Elements
- And more

Teach all disciplines to strengthen the skater's ability

Exposing skaters to all 5 disciplines in the same training plan will allow skaters to develop a well-rounded skill repertoire that will serve as a foundation for acceleration in our sport.

Skills is the foundation for all disciplines as it contains all essential edge, push, turn and power development.

Freestyle introduces skaters to the basic spin positions and jumps as well as performance of these elements in a program format.

Dance encourages power, timing, musicality, and carriage. This discipline strengthens freestyle, artistic and synchro skating.

Artistic develops the program component side of our sport and encourages creativity, expression, performance, and musicality.

Synchro introduces skaters to basic elements needed for program development and incorporates an aspect of teamwork.

Providing instruction for all 5 disciplines will ensure all skaters have access to the knowledge needed to pursue different avenues at a higher level.

Reinforce messaging

When delivering lessons, be sure to use cues that will appeal to different types of learning. Key words and descriptive words will assist the auditory learners.

Exaggerated demonstrations and videos will assist the visual learners.

Teaching aids that need to be held, walk-throughs and body placement will assist the kinesthetic learners.

Finding different ways to say the same thing will be beneficial to your teaching as it will expand the presentation of any one skill. The more ways you can find to communicate the mission of your lesson, the more opportunities you will give your skaters to learn.

CHAPTER 5: CLASS STRATEGIES



05.

CLASS STRATEGIES

Classes on ice may be provided in different formats. This section outlines information for each format as well as some strategies and examples. Definitions for all class formats are in the Terms and Definitions section (Appendices).

ON ICE CLASS STRATEGIES

Accommodating a variety of levels within a class structure will be a common occurrence. Strategies for this include:

- Assign different exercises to different levels of skaters
- Start with the simple exercises, increase difficulty and allow all skaters to try all skills regardless of level (within reason)
- Assign different lanes to each level (highway lane format)
- Assign a continuous lane circuit for each level (divided continuous lane format or a superimposed continuous lane format)
- Identify stages of development and assign tasks per stage (Example: waltz, single axel and double axel groups)

Strategies:

Continuous Lane format:

- Set the skills for each lane. Allow skaters to run it through a couple of times, then add onto or change the skills in each lane
- Allow skaters at different levels to do the skill appropriate for them in each lane. For example, STAR 1-2's could be doing forward 3-turns in a lane, while STAR 3 & up skaters could perform backward 3-turns in the same lane.
- Add variety by skating in pairs, adding teaching aids/props, music, challenges
- Good format for edges, turns, turn sequences, "X" diagonal prescribed steps, field moves, dance steps, spins, jump progressions, and more

Highway Lane format:

- Add music for rhythm and/or interest
- Start with simple skills and increase difficulty on each restart or every other restart
- Could separate different levels of skaters into different lanes or allow them to be integrated into whole group





- Could use “return to start” path along the perimeter of the ice as a rest area where skaters can skate back to start at leisure, or as a place to put another skill to practice or use as a stretch.
- Set up pylons to ensure full ice is utilized and path to return to start is clear
 - » Good format for edges, turns, turn sequences, “X” diagonal prescribed steps, field moves, dance steps, spins, jump progressions, creative expression/movement to music, power development and more

Perimeter Lane format:

- Great for warm up exercises during a session
- Can be skated in side by side or pairs
- Great for group lessons during a session

Open and Structured format:

- Assign different tasks to different levels
- Provides an opportunity to supervise practice and teach “how to train”
- Can be used for all disciplines

OFF ICE CLASS STRATEGIES

Off ice classes may be held in a variety of locations (meeting rooms, dressing rooms, hallways, outdoor fields, gyms, etc). Regardless of location, it is essential that skaters wear proper footwear (running shoes with good support). Spaces with rubberized flooring are best.

All off ice classes must be supervised for safety by a qualified individual.

Skaters may perform off ice warm ups and cool downs on their own after they have been trained on the proper exercises and expectation of conduct. This is not considered a “class”.

Many of the strategies identified for on ice classes apply to off ice classes:

- Assign different tasks to different levels
- Use music
- Start with simple exercises then increase difficulty
- Use pylons and other teaching aids
- Add variety







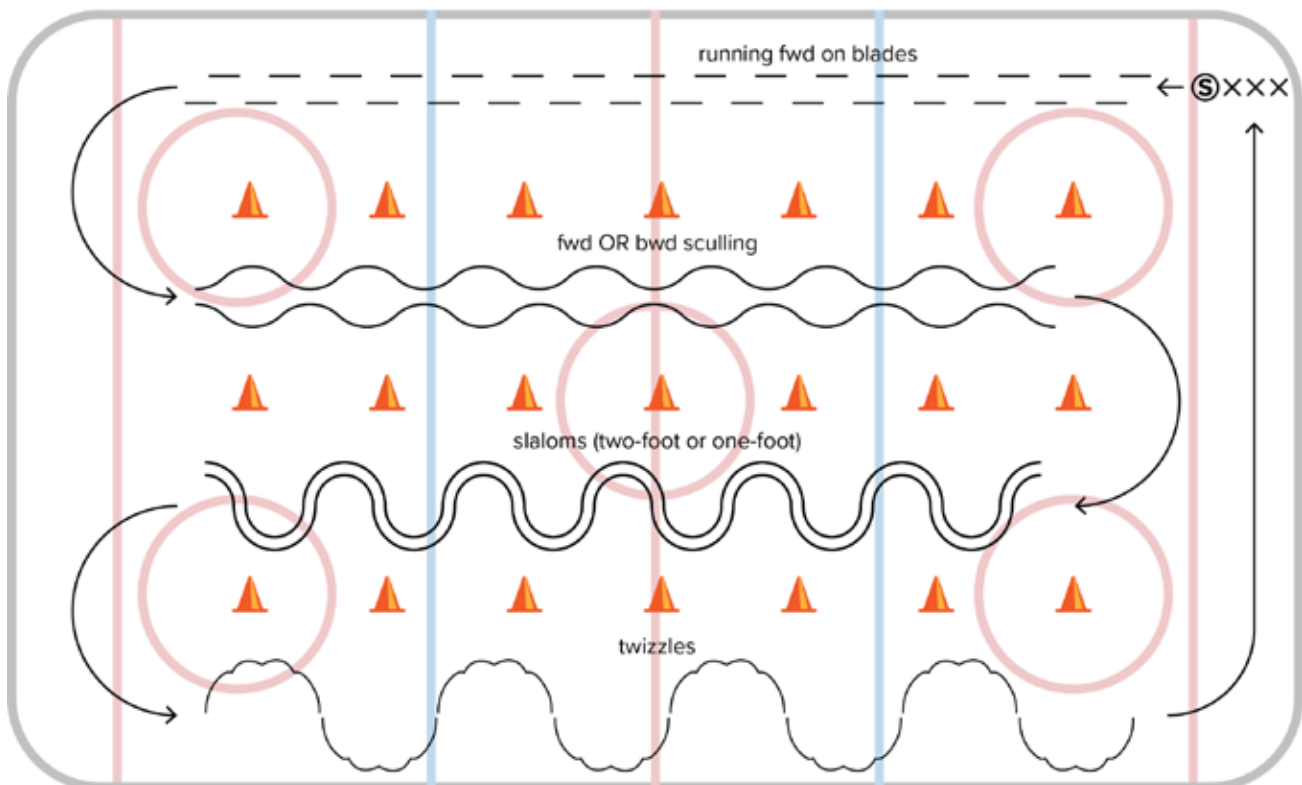
ON ICE CLASS EXAMPLES: GENERAL WARM UP

OBJECTIVE:

- To warm up the body (increase blood flow and body temperature)
- To re-establish skating balance on blades and reinforce connection with the ice
- To warm up rotational exercises to prepare skaters for the session

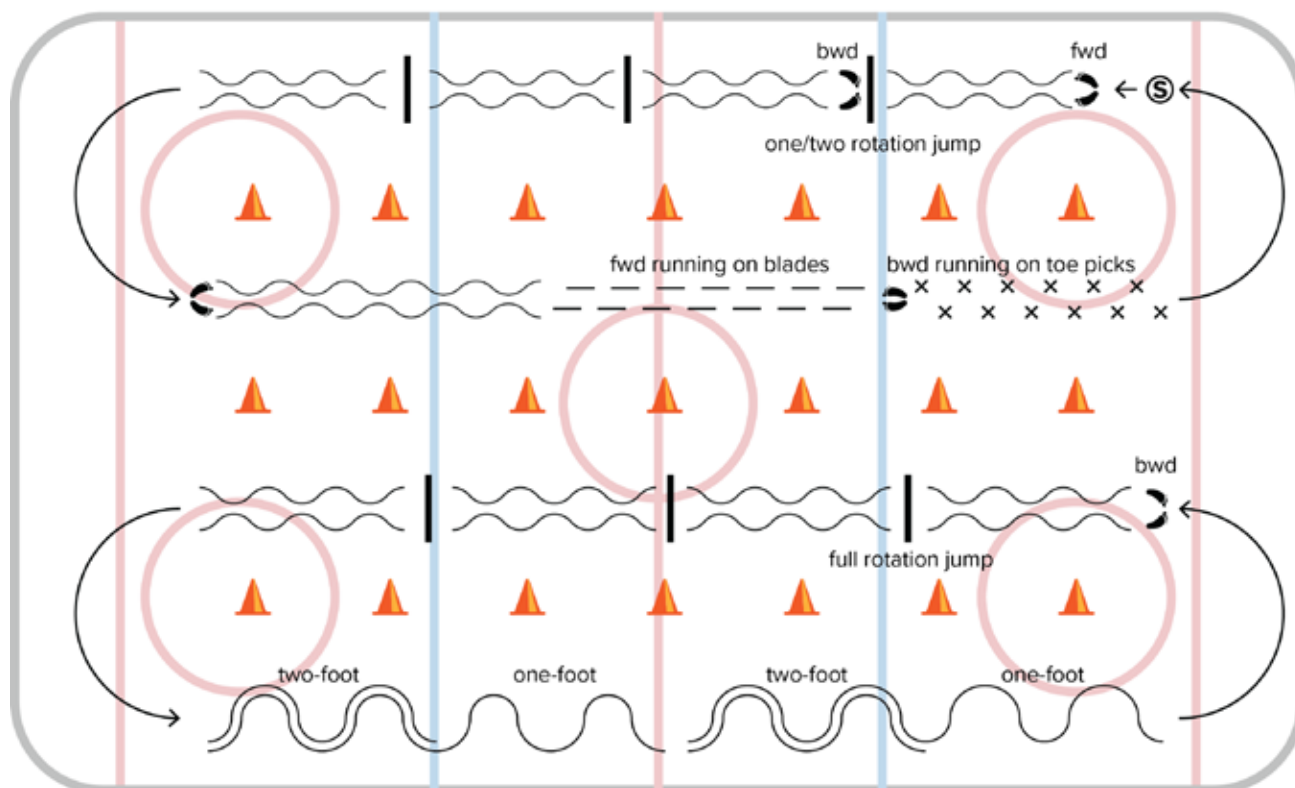
To increase body temperature	To emphasize blade balance and pressure	Examples of rotational exercises	Formats that can be used
<ul style="list-style-type: none">• Running crosscuts• Deep knee bend sculling (fwd & bwd)• Sculling with jumps• Fast skating	<ul style="list-style-type: none">• 2-foot slaloms with jumps (fwd & bwd)• 1-foot slaloms (fwd & bwd)• Quick edges (fwd & bwd)• Lunges with body twists	<ul style="list-style-type: none">• Twizzles (fwd & bwd)• BO 3-turn/ 180-degree step/ landing position	<ul style="list-style-type: none">• Continuous lanes• Highway lanes• Perimeter lanes• Open class

Warm Up Example

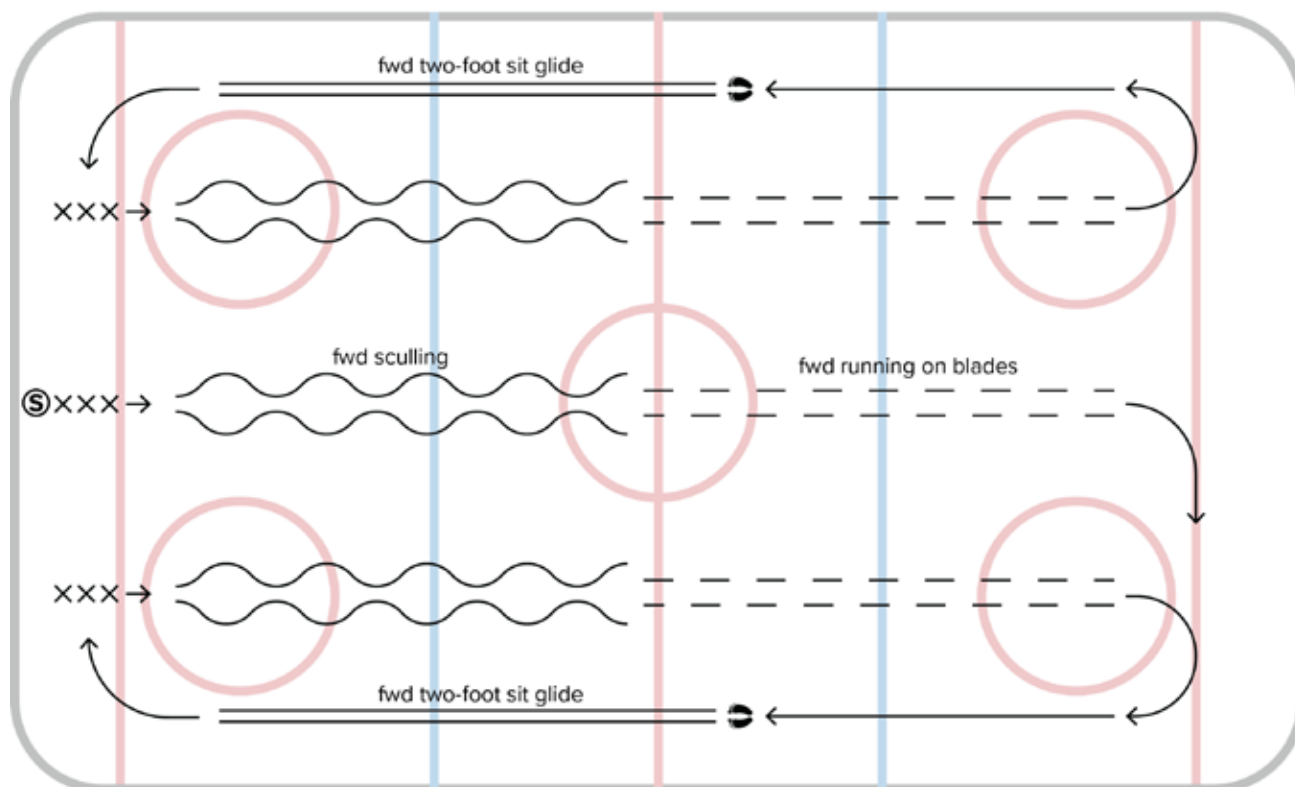




General Warm Up Example



General Warm Up Example





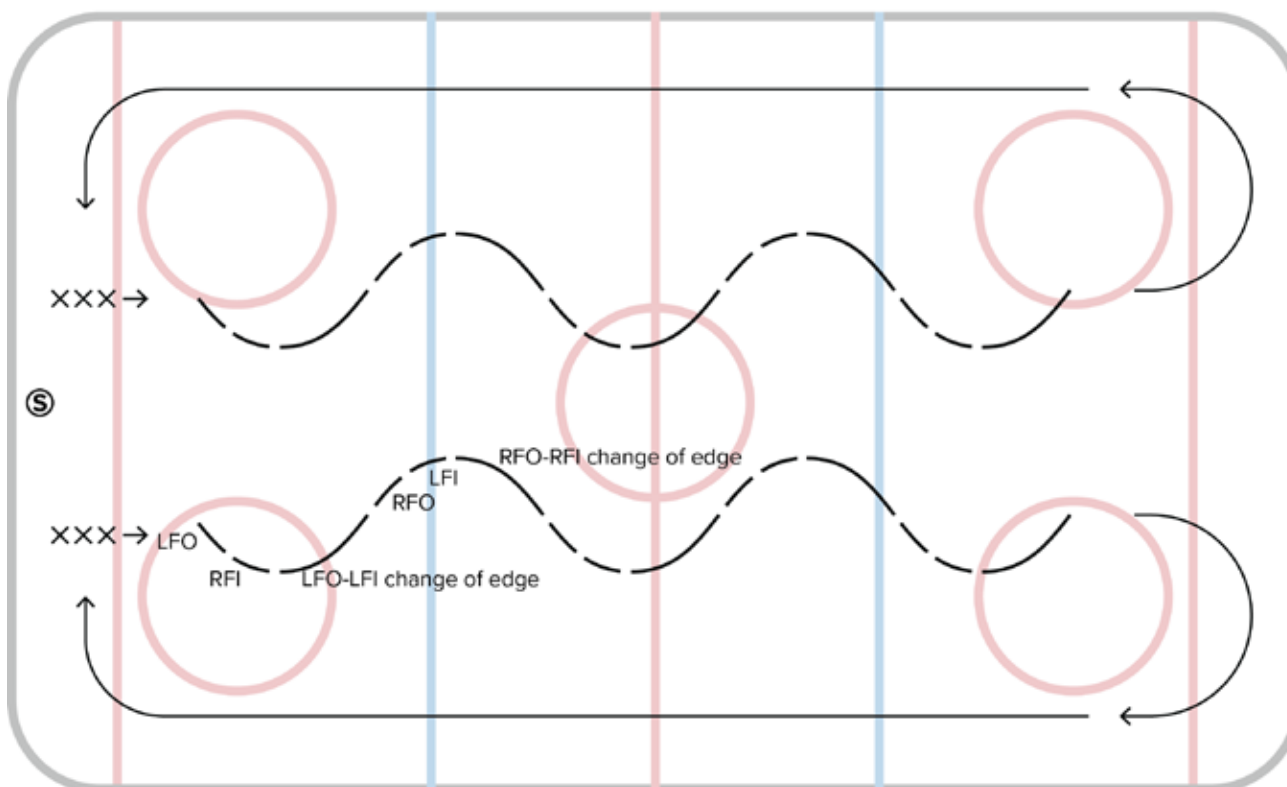
POWER CLASS

OBJECTIVE:

- To develop more power on pushing and acceleration
- To increase the comfort level of the skater at higher speeds

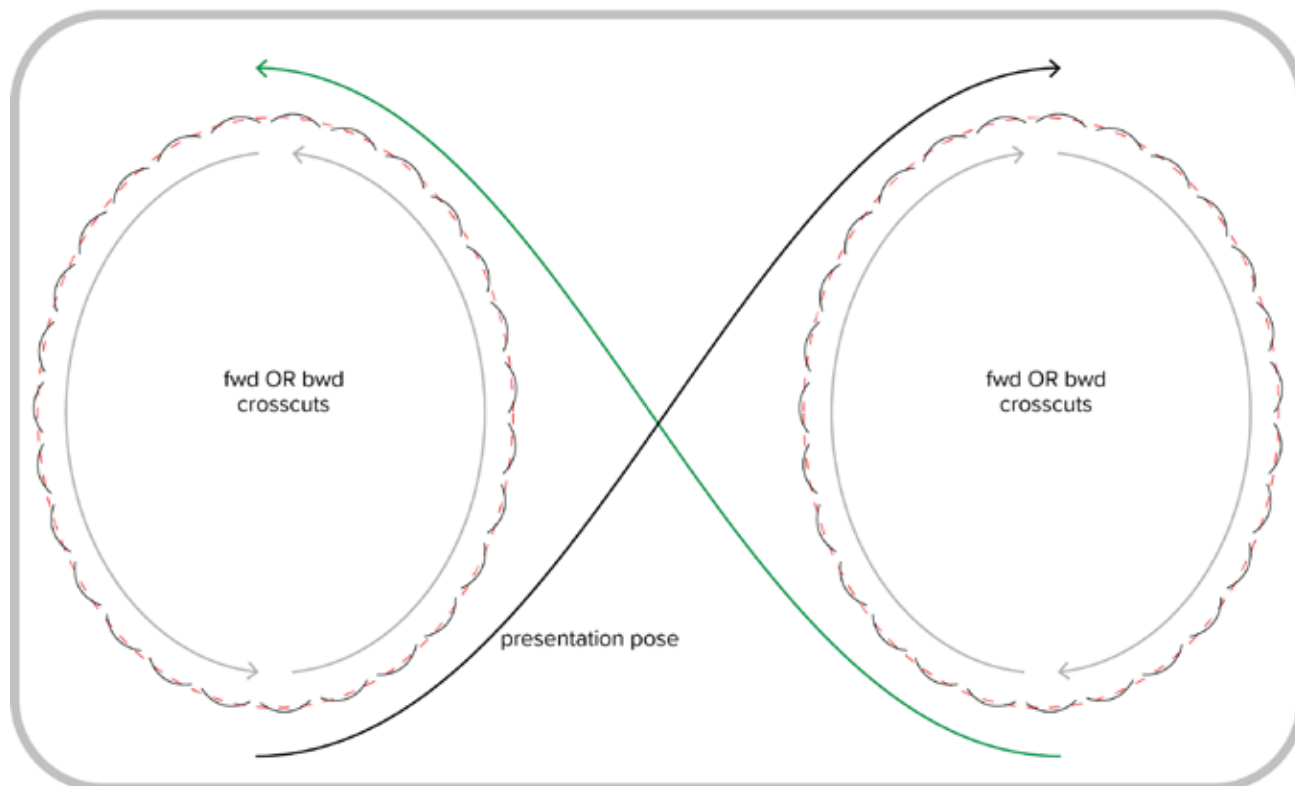
			Formats that can be used
<ul style="list-style-type: none">• Power crosscuts• Deep edge slaloms• (2 ft and 1 ft)• Deep knee sculling	<ul style="list-style-type: none">• 3-turns• C steps• Quick edges• Crosscut, swing change of edge• Crosscut, swing change of edge, three-turn	<ul style="list-style-type: none">• Power jumps• Power field moves• Power presentation• Russian stroking• Power 3-turns into jumps	<ul style="list-style-type: none">• Perimeter lanes• Open class• Structured class• Open class

Power Class Example (with music)

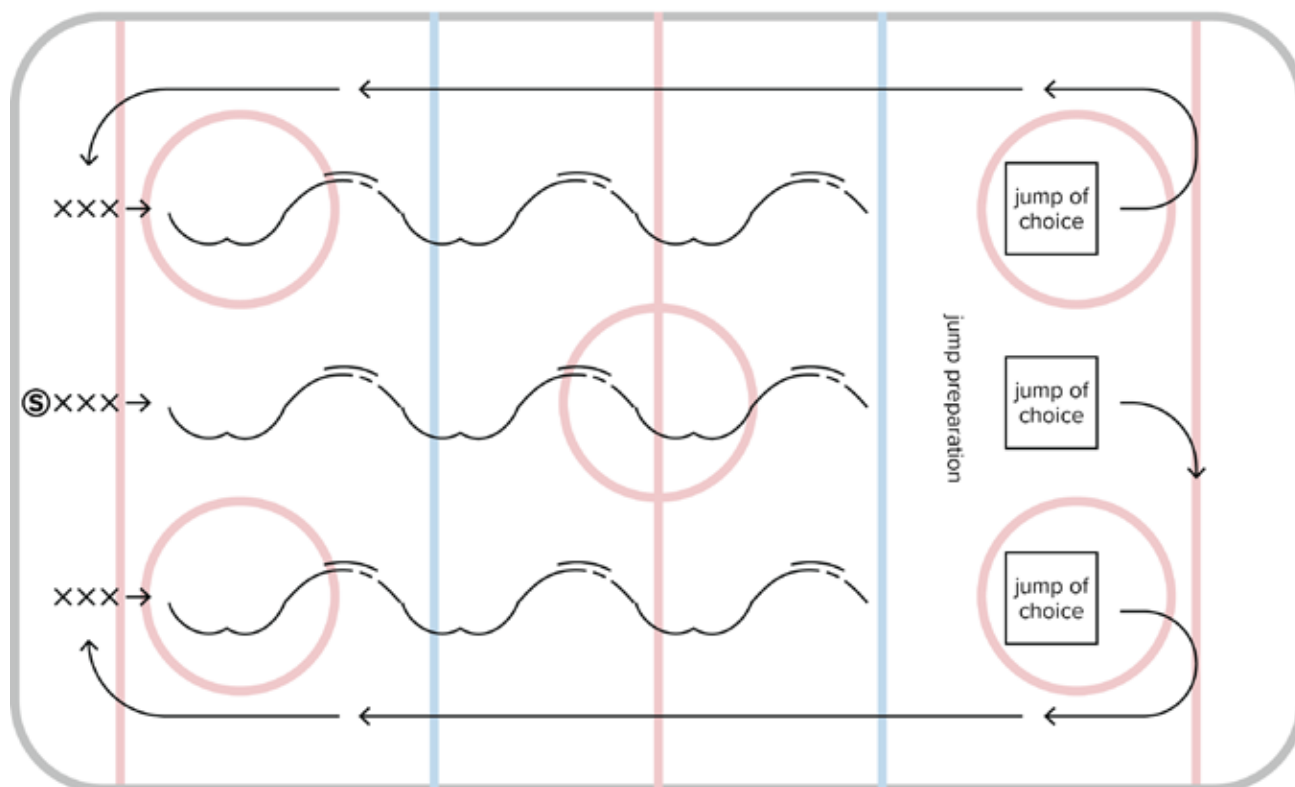




Power Presentation Example



Power Jump Example



05

CLASS STRATEGIES: POWER CLASS

STARSKATE STAR 1-5 RESOURCE GUIDE



EDGE/TURN CLASS

All edges and turns will be taught in “figure form” in the STAR 1-5 Skills program. Using this form in your classes may help skaters establish basics for that discipline. Power and presentation can be added as skaters acquire a strong foundation in the basics.

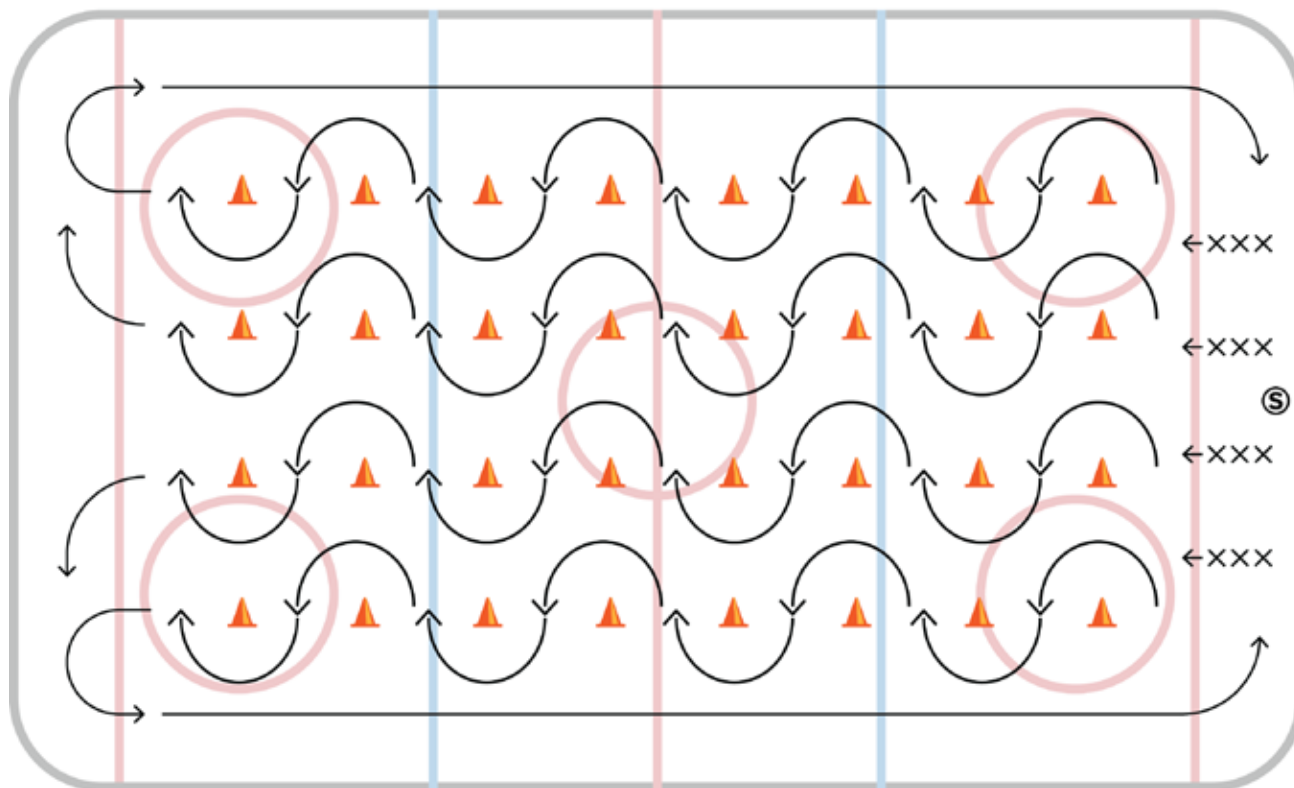
Coaches will choose when the focus of classes will be on figure form technique versus presentation or power versus performance based on the timing of the class within the training plan for the season.

OBJECTIVE:

- To teach, develop and reinforce proper technique for all edges and pushes
- To teach, develop and reinforce proper technique for all turns

Sample edge development skills		Sample turn development skills		Formats that can be used
<ul style="list-style-type: none">• FI edges• FO edges• BO edges• BI edges• Forward change of edges• Backward change of edges	<ul style="list-style-type: none">• Slaloms (2 ft and 1 ft, Fwd & Bwd)• Quick edges (FI & BI)• Cross rolls (FO & BO)• Change of edges with turns• 1-foot slaloms with turns	<ul style="list-style-type: none">• Forward three-turns• FI Mo/BO three-turns• BI 3-turns/FI Mo• FO three-turn/BI three-turns• FI three-turn/BO three-turns• Forward double threes• Backward double threes	<ul style="list-style-type: none">• BO 3-turn/FI Mo/BO edge• FO & FI Twizzles• BO & BI Twizzles• 2 ft or 1 ft multi turns• FO bracket/BO bracket• FI bracket/BI bracket	<ul style="list-style-type: none">• Continuous lanes• Highway lanes• Perimeter lanes

Edge Class Example



[illegible]



DANCE STEPS CLASS

OBJECTIVE:

- To teach, review and develop power in dance steps

Examples of Dance Steps

- Swing Rolls (Fwd & Bwd)
- Progressives (Fwd & Bwd)
- Chassés (Fwd & Bwd)
- Slide Chassés
- Progressive – Swing Roll sequence (CW & CCW)

- Cross rolls
- 3-turns (closed feet)
- Fl Mo (closed or open)
- Swing change of edge
- Any combination of steps used in dances

Coaches can play different dance music to explore different timing and rhythms of:

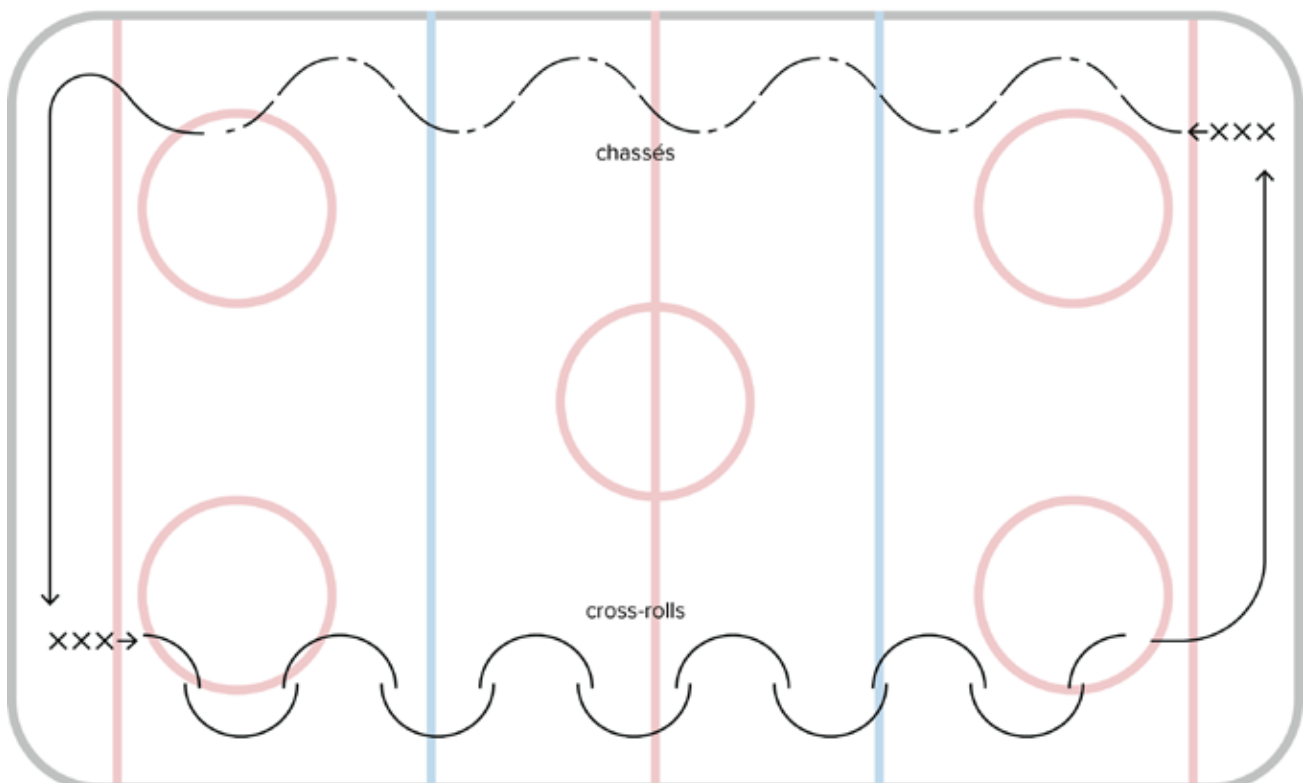
- Waltzes
- Tangos
- Swings
- Foxtrots

Note: Playing music from the list of Approved Skate Canada Dance Music may increase interest, engagement, and variety.

Formats that can be used

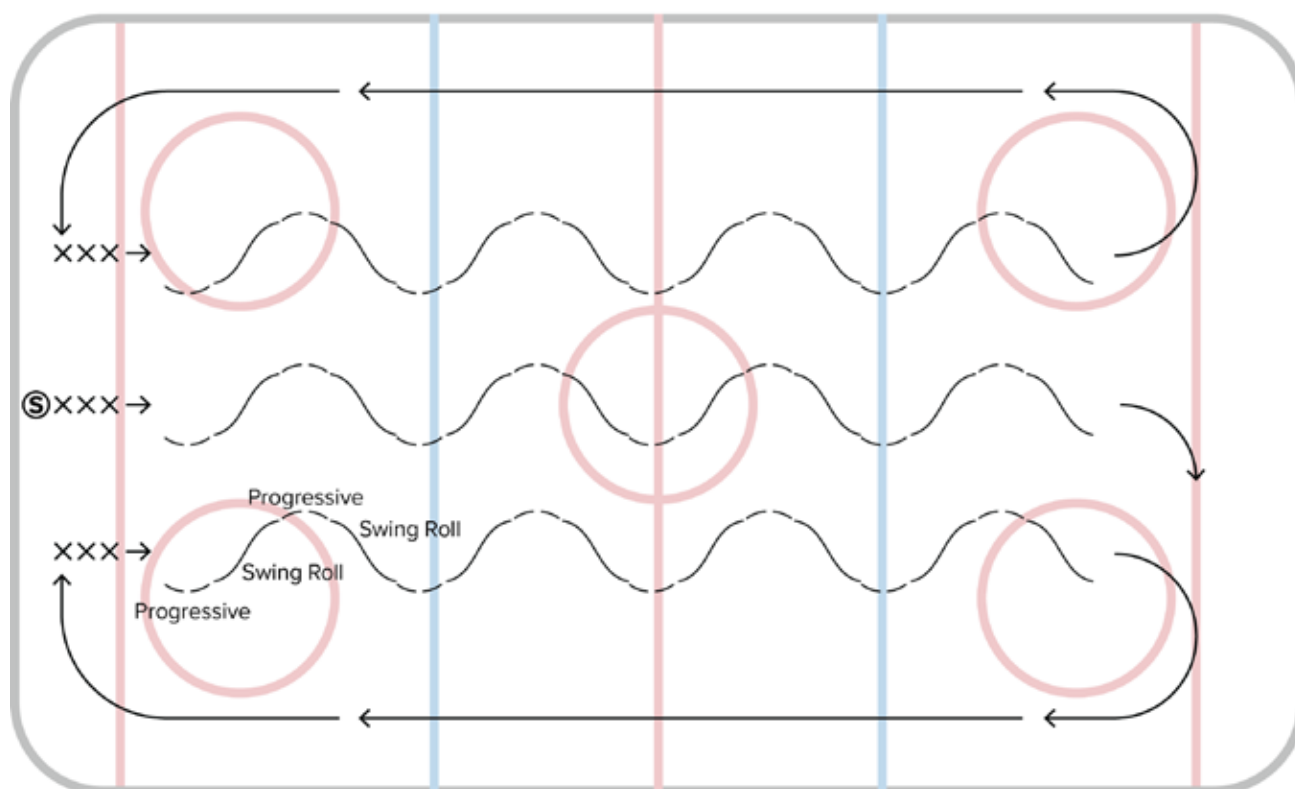
- Continuous lanes
- Highway lanes
- Perimeter lanes

Dance Step Example





Dance Step Class Example





FIELD MOVE CLASS

OBJECTIVE:

- To introduce, teach and develop a variety of field moves

Field Moves Examples

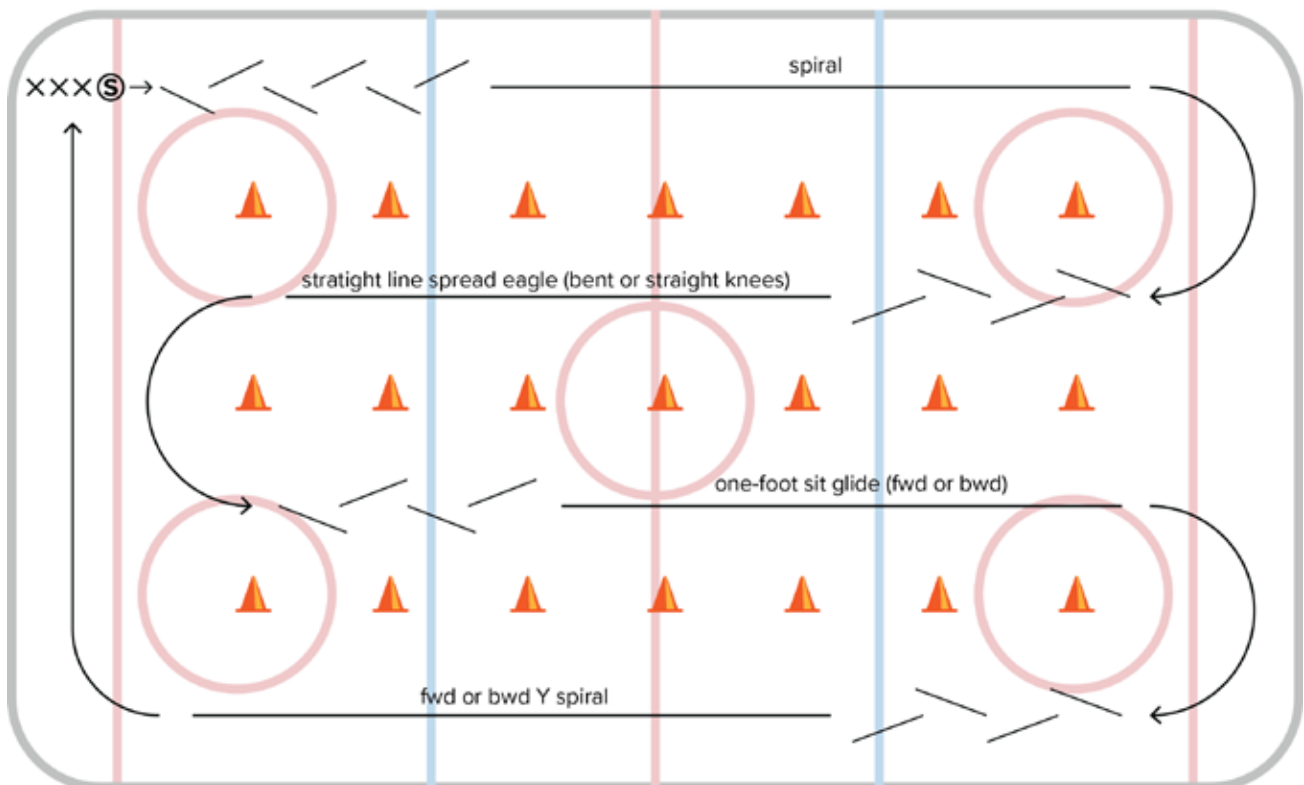
- Forward spirals
- Backward spirals
- Blade catch spirals (Fwd & Bwd)
- Y- Spirals (Fwd & Bwd)
- Drags/lunges (Fwd & Bwd)

- One foot sit glides (Fwd & Bwd)
- Spread eagles (bent legs, straight legs)
- Ina Bauers
- Pivots
- Hydro blading
- Non-basic positions

Formats that can be used

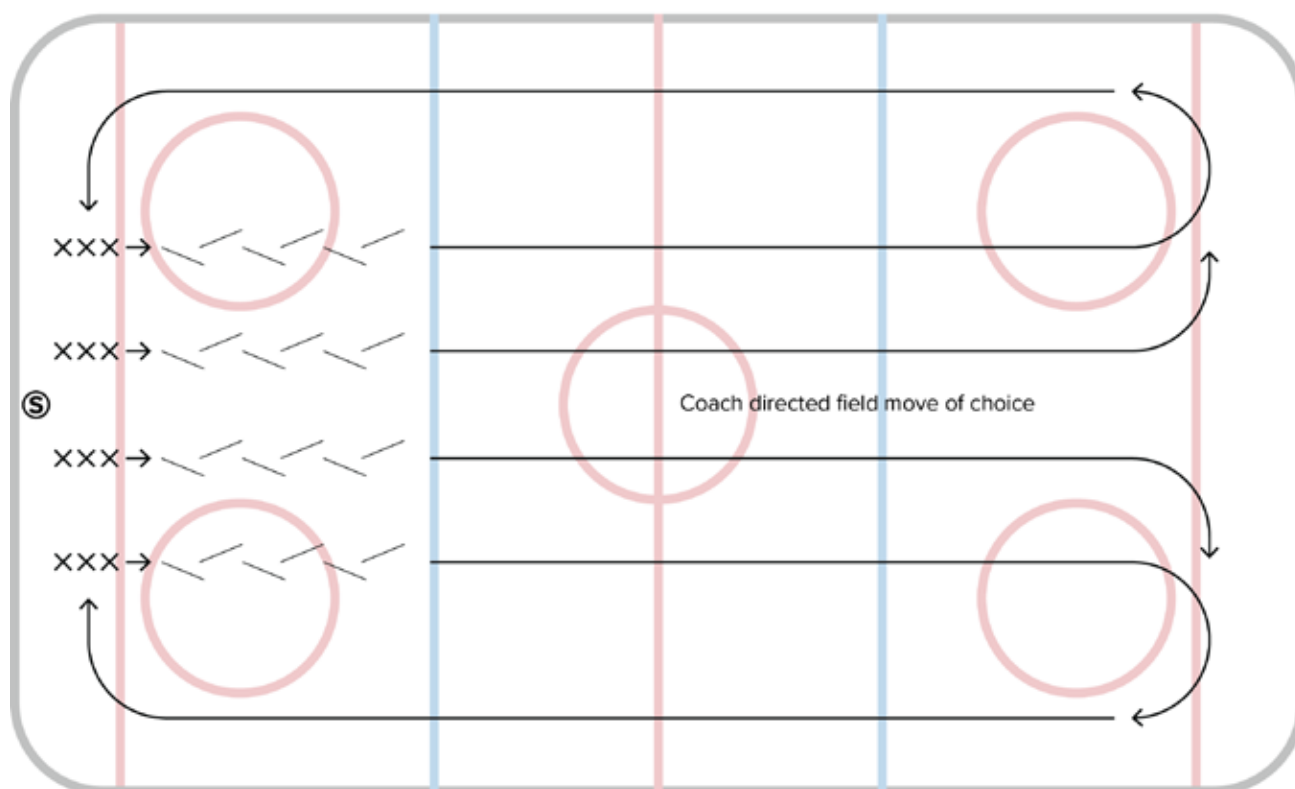
- Continuous lanes
- Highway lanes
- Perimeter lanes
- Open class

Field Moves Example





Field Move Example





CREATIVE MOVEMENT CLASS

OBJECTIVE:

- To teach, develop and explore different ways to move to music
- To encourage the development of projection and interpretation relating to mood or energy of the music

Sample creative movement exercises:		Formats that can be used
<p>Play a piece of music and ask skaters to:</p> <ul style="list-style-type: none"> • Move only one body part while gliding (elbows, head, hands, hips, etc.) • Use their full blades to move (toe picks, heels, etc.) • Move only in a designated level (low, med or high) • Portray the mood of the music in their movements (happy, sad, excited, etc.) • Combine some of the above, for example: Focus on hand movements, while on toe picks, feeling excited. 	<p>Using props or partners:</p> <ul style="list-style-type: none"> • Mimic actions • Transfer movement or energy • Mirror actions • Using a piece of music have skaters act out a story • Explore different genres, styles and themes: <ul style="list-style-type: none"> • Western, Spanish, Rock n Roll, etc. • Classical, Pop, Alternative, etc. 	<ul style="list-style-type: none"> • Structured class • Open class • Highway lanes • Continuous lanes

Structured Class

Have the skaters start anywhere on the ice and instruct them to move as if the music is telling them what to do.

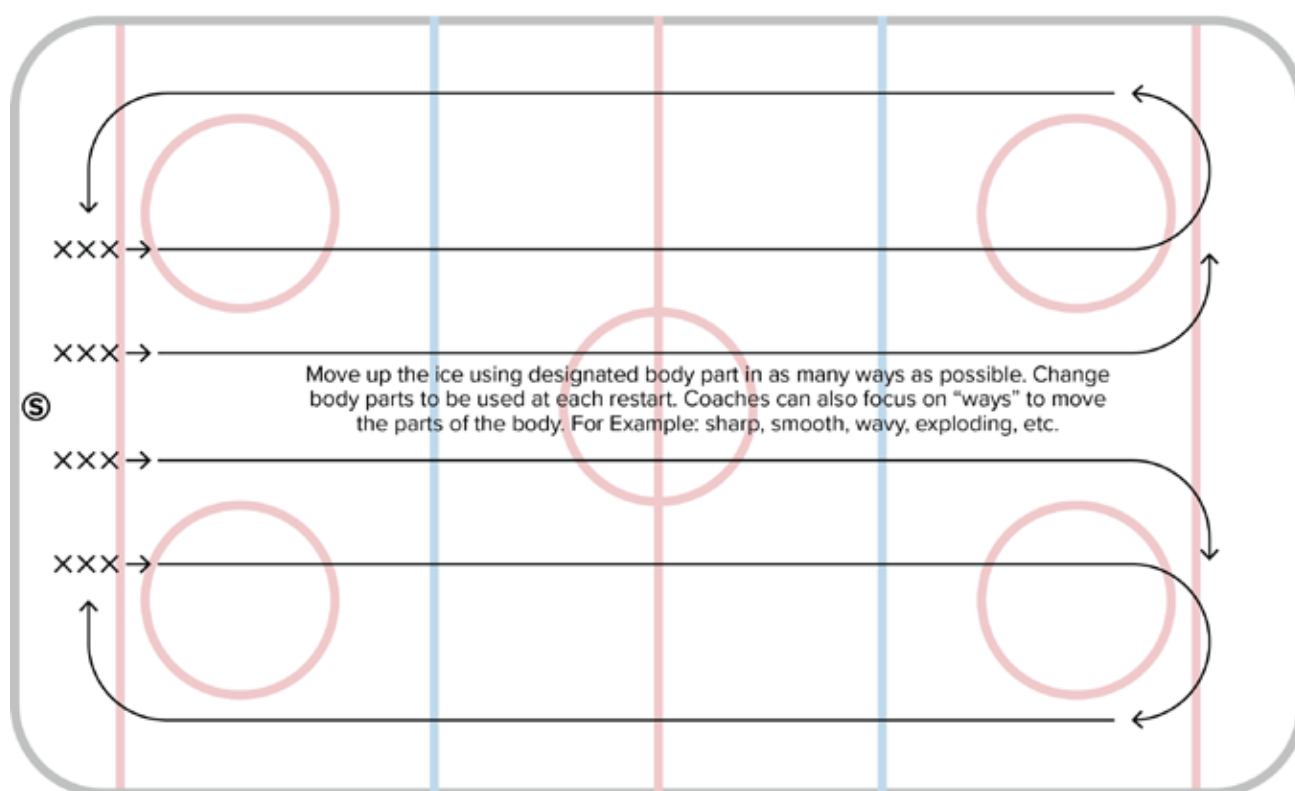
Examples:

- Sharp music could be interpreted by sharp, quick movements
- Softer music could be interpreted with slower more flowy movements.
- Fast music could be interpreted with more speed or faster movements. The opposite could apply for slow music.

Coaches can also instruct the skaters to use different levels, body parts, emotions, and projection points to increase awareness and range of motion.



Creative movement Example





GENERAL COOL DOWN

OBJECTIVE:

- To encourage and teach skaters the value of a proper cool down
- To promote flexibility and good maintenance of muscles

Sample cool down exercises:

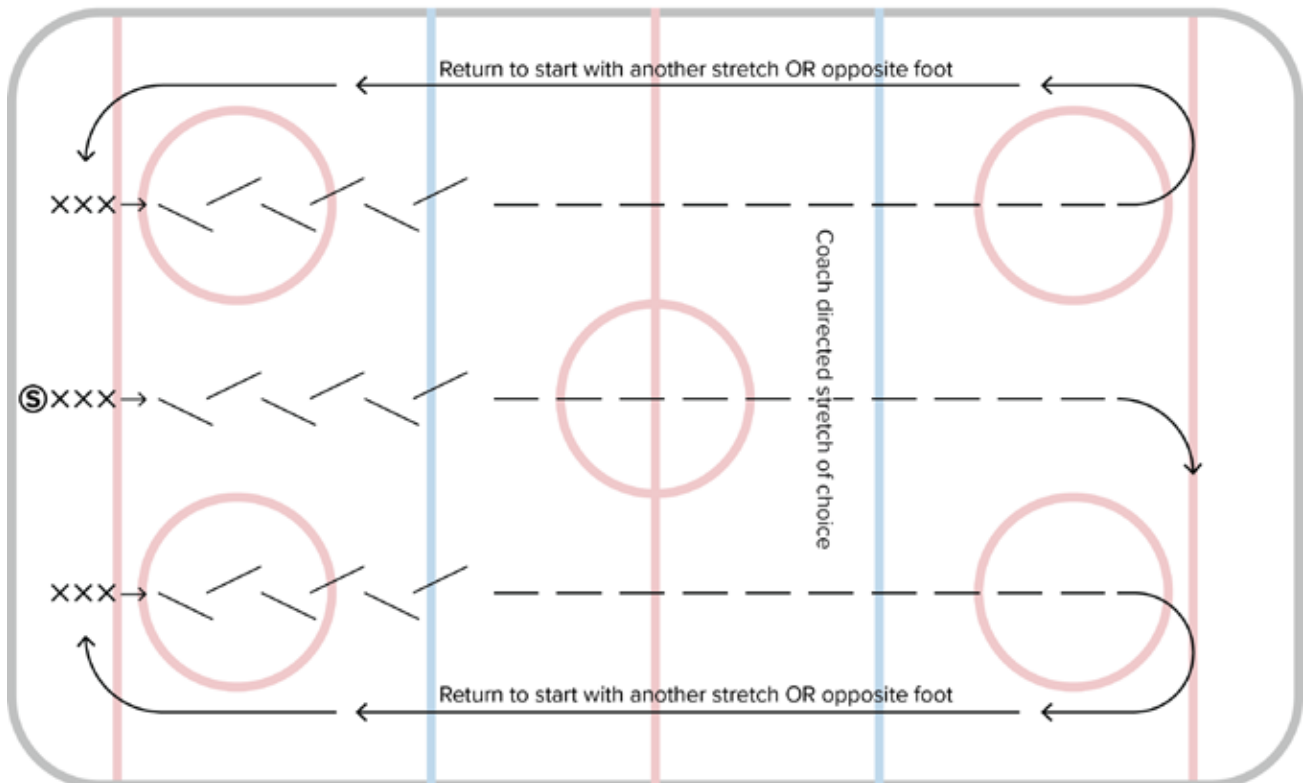
- Forward drags
- Moving hamstring stretch (Fwd or Bwd)
- Pancake/Tuck sit stretch
- Catch spirals (assisted)
- Y-spirals
- Moving quad stretch

- Deep breaths with sculling and giant arm circles
- Gliding with good posture neck stretches
- Deep breath, full extension upwards to exhale and low crouch with a rounded back

Formats that can be used

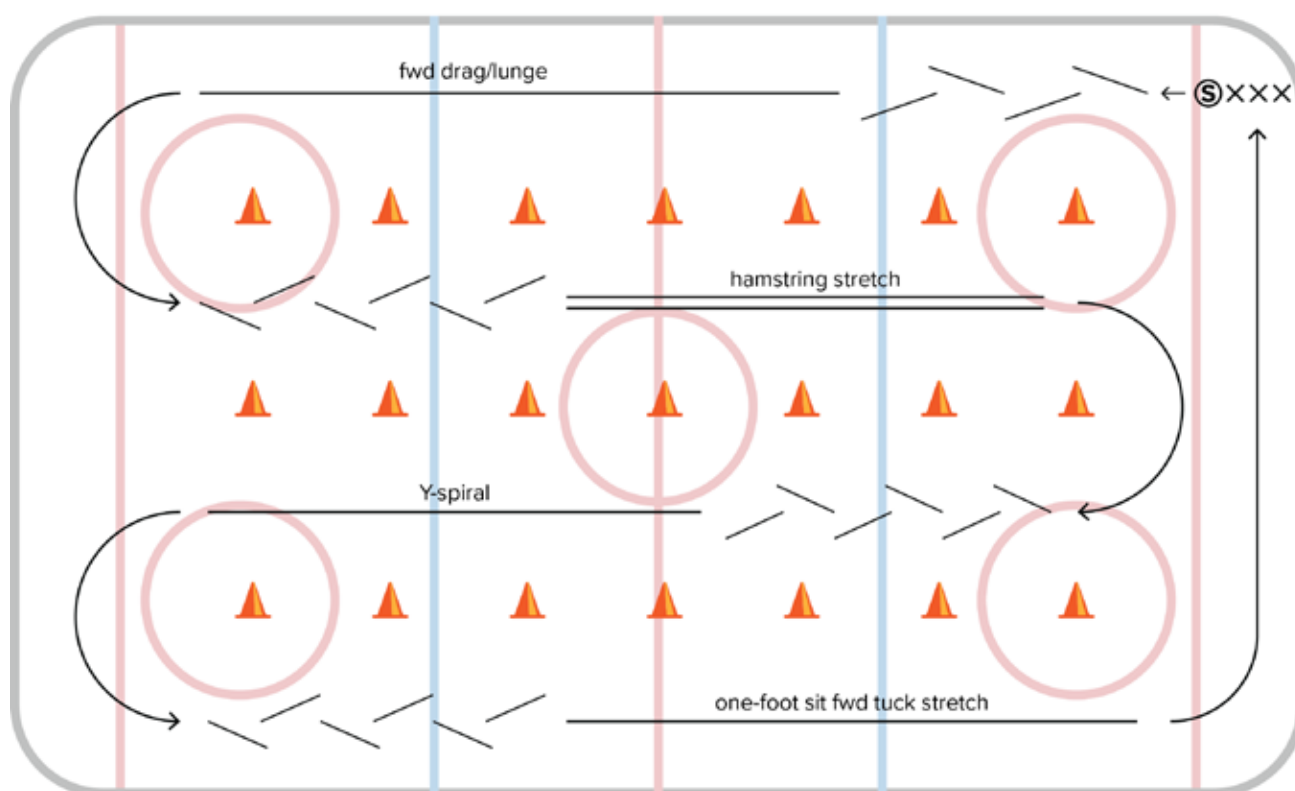
- Continuous lanes
- Highway lanes
- Perimeter lanes
- Structured class

General Cool Down Example





Cool Down Example





OFF ICE CLASS EXAMPLES: OFF ICE JUMP CLASS

OBJECTIVE:

- To introduce and develop awareness, rotational axis and vertical launch.
- To teach and develop technique for on ice jump

Sample off ice jump exercises (basic):

2-foot vertical jumps

- No rotation
- ½ rotation
- Full rotation
- 1 ½ rotations
- 2 rotations

Focus on good body alignment, rotation initiating from hips. Maintain level head and shoulders, controlled arms, and straight legs in the air

Stationary landing position

Walk through of all jumps (focusing on proper positioning)

Jump throughs (same as a walk through with a quick launch to the rotating position, finishing rotation on the floor)

Perform all jumps (with control and landings)

Coaches are encouraged to use many other coordination type exercises good for off-ice jump classes while maintaining a strong core.

Be sure skaters have:

- Enough room to move freely
- Wear proper foot attire (good running shoes) and athletic attire

To work on explosive power, coaches can use jump rope and stair training to increase vertical launch.

Sample jump rope exercises:

- Keeping arms at sides and legs straight; use ankles and toes to jump rope maintaining good posture.
- Add challenge by jumping on one foot, then the other (can cross ankles into rotating position) and attempting doubles (one jump with rope going around the skater twice).

Sample stair exercises:

- Using a flight of stairs, have skaters spring up the stairs focusing on extension of ankles.
- Coaches can add challenge by instructing skaters to skip 1 step and then 2 steps. Skaters can also do two-foot jumps on each step, then skip 1 step, then 2 steps. This exercise can also be done on one foot, then the other foot.

**OFF ICE WARM UP (GENERAL)**

OBJECTIVE: <ul style="list-style-type: none"> To introduce and develop warm up strategies To ready the skaters for the on-ice session while enhancing their strength, coordination, flexibility and awareness 		
Sample warm up exercises (basic):		Be sure skaters have:
<ul style="list-style-type: none"> 5 mins of general cardio (jump rope, running, stairs, etc.) Running backwards “h” hops Karaoke (grapevine) both ways Side gallops 	<ul style="list-style-type: none"> Arm circles (forwards, backwards) Leg swings (forward, back, and side) Anything from off ice jump Coordination type exercises 	<ul style="list-style-type: none"> Enough room to move freely Wear proper foot attire (good running shoes) and athletic attire

MENTAL PREPARATION (GENERAL)

OBJECTIVE: <ul style="list-style-type: none"> The objective of this class is to introduce the skaters to mental training strategies that will benefit their preparation and practice on the ice. 		
Coaches can introduce exercises to teach awareness in the following areas:		Additional resources:
<ul style="list-style-type: none"> Goal Setting Relaxation Visualization Session planning 	<ul style="list-style-type: none"> Focus and refocus Coping strategies for frustration and fear Positive/Effective self-talk Yearly planning 	<ul style="list-style-type: none"> Coaches may want to set up training books for the skaters (see Appendix D) There are many books, articles and videos available to help guide coaches.

SAMPLE ADDITIONAL OFF ICE CLASSES

OBJECTIVE: <ul style="list-style-type: none"> To introduce the skaters to a variety of ways to move and strengthen their bodies and minds 		
Ideas include (but are not limited to):		
Yoga Pilates Health and Wellness <ul style="list-style-type: none"> Nutrition, sleep, mindfulness, self-esteem, etc. 	Fitness <ul style="list-style-type: none"> Strength training Flexibility Agility Plyometrics Balance 	Dance <ul style="list-style-type: none"> Ballet, Modern, Jazz etc. Theatre Drama, projection, confidence

CHAPTER 6: TRAINING RATIONALE AND TIPS





06.

TRAINING RATIONALE AND TIPS

This section provides additional information for training purposes. It is divided into disciplines for clarity and purpose only. Coaches are encouraged to develop training plans that focus on areas of development versus discipline. This will support a well-rounded approach to training and be an efficient use of coach time.

Example:

Area of development: Power

Power is required for all disciplines.

SKILLS

The discipline of Skills creates the foundation of all other disciplines. Development in this area is essential for quality acquisition of the basics needed to be successful in any discipline.



	Rationale	Training Tips
EDGES	<p>Edges form the foundation for all skills in figure skating including spin entries, jump take-offs, field moves, dance steps and footwork. All edges are introduced in isolation before adding speed, length, and power. Strong core balance and strength are essential for edge development.</p> <p>Content:</p> <p>Forward Edges</p> <p>Backward Edges</p> <p>2-foot to 1-foot slalom (fwd and bwd)</p> <p>Circle on circle</p> <p>Change of edge</p> <p>1-foot slalom (fwd and bwd)</p> <p>Quick inside edges (fwd and bwd)</p>	<p>STAR 1 & 2: Teach posture with controlled, close movements to encourage balance and constant lean.</p> <p>As acquisition develops add challenge, speed, and variety.</p> <p>Train regularly and often.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Edge classes • Circuit work • Lane work • Warm up exercises • Add tempo changes <p>Circle on Circle:</p> <ul style="list-style-type: none"> • Place multiple skaters on the same circle, at the third or quarter marks, to practice at the same time.
TURNS AND TURN SEQUENCES	<p>Turns contribute to the foundation for all skills in figure skating including spin entries, jump take-offs, dance steps, choreography, and footwork. All turns are introduced in isolation before adding speed and power. Strong core balance and strength are essential for solid turn development.</p> <p>Three-turns and C steps are introduced in CanSkate. Turns in STAR 1-5 will be taught in figure form focusing on correct technique in a controlled manner. Both entry and exit edges will be extended to reinforce control and balance. More difficult turns will continue to be introduced throughout STAR 1-5.</p> <p>Particular attention needs to be applied to all exit edges of turns to reinforce “check” and control.</p> <p>Turn sequences encourage agility, rotational axis, equal performance in both directions, and introduces skaters to the concept of footwork.</p> <p>Content:</p> <p>Forward Three-turns (inside and outside)</p> <p>Forward Inside C step Sequence</p> <p>Forward Outside Three-turn Sequence</p> <p>Backward three-turns (inside and outside)</p> <p>Forward Double Three-turns</p> <p>2-foot to 1-foot turn multi-turns</p> <p>Forward brackets (inside and outside)</p> <p>Backward brackets (inside and outside)</p>	<p>Turns in isolation: Teach posture with controlled, close movements to encourage balance and constant lean.</p> <p>As acquisition develops add challenge, speed, and variety.</p> <p>Train regularly and often.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Turn classes • Add turns to other classes: Power Class, Creative Class, Movement to Music, etc., • Add tempo changes • Circuit work • Stations • Lane work • Warm up exercises <p>Brackets:</p> <ul style="list-style-type: none"> • Stationary 1-foot scissor exercises • 1-foot multi turns in warm-ups or classes <p>Note: Coaches can add steps before and/or after turns to assist with flow.</p> <p>Ensure all drawings on ice for turns in isolation support a 2 second entry and exit edge length.</p>



	Rationale	Training Tips
SKILL EXERCISES	<p>Skill exercises in STAR 1-5 focus on correct crosscut technique both forwards and backwards, expanding on the techniques learned in CanSkate, including slalom development.</p> <p>Power expectations increase as skaters progress. Attention to the knee and ankle bend is essential for power development.</p> <p>Solid edge and turn development will be required as exercises incorporate edges and turns with speed.</p> <p>These exercises train power and acceleration. Strong core balance is required for proficiency. Arms should be allowed to move freely throughout.</p> <p>Content:</p> <p>Basic forward and backward crosscuts and pushes</p> <p>Tempo crosscuts with 2-foot to 1-foot slalom</p> <p>Power crosscuts with quick forward and backward inside edges</p> <p>Crosscuts with turns and backward 1-foot slaloms</p>	<p>Train regularly and often.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Warm up exercises: X-steps can be performed easily around the perimeter of the rink • Circuit work • Stations • Lane work, assign each lane with a step sequence from an X exercise • Incorporate segments into a Power Class • Exercise classes, have each skater work at their own level <p>Tip: Use the *practice pattern to train on a session without interruption of session flow. Be sure to practice both directions.</p>
FIELD MOVES	<p>Field Moves support the foundation of skill development needed for most disciplines. Field moves are often used in choreography and support both expression and difficulty. Strong core balance, flexibility and strength are essential for field move development.</p> <p>Spirals:</p> <p>Building on the introduction of this skill in CanSkate, skaters will work on balance, flexibility, and strength. Spirals are a constant in STAR 1-5 content and are used in all disciplines.</p> <p>Content:</p> <p>Forward Spiral Circles</p> <p>Y- Spiral</p> <p>Spiral Sequence</p> <p>Field Moves:</p> <p>Skaters will be exposed to a variety of field moves to increase awareness, flexibility, and strength.</p> <p>Content:</p> <p>1-foot sit glides (forward and backward)</p> <p>Spread Eagle (inside and outside)</p> <p>Ina Bauer (inside and outside)</p>	<p>Off-ice training may improve balance, strength, and flexibility.</p> <p>As acquisition develops add challenge, speed, and variety.</p> <p>Train regularly.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Use circles covering 1/3 of the ice. • Field Move class, Cool Down class • Lane work to improve balance, flexibility • Patterns with large curves to incorporate deep edges • Partner work to increase variety, balance, strength • Train bwd 1-foot sit glides in lanes for safety purposes • Train skaters to stay slightly forward on Y-Spiral and activate core. This will help maintain proper balance on the blade. <p>These skills can be trained on a straight line as a progression or challenge.</p>



FREESKATE

The discipline of Freeskate introduces the basic spins, jumps and program development.

JUMPS	
Rationale/Progression	Teaching Tips
<p>Single jumps are the foundation for double jumps, which are the foundation for triple jumps, etc.</p> <p>Teaching strong technique at this level is essential for development. Coaches are encouraged to spend time ensuring comprehension of take-off technique, air position and landing positions.</p> <p>Content:</p> <p>Waltz Jump</p> <p>Salchow</p> <p>Toe Loop</p> <p>Loop</p> <p>Flip</p> <p>Waltz + Toe Loop</p> <p>Lutz</p> <p>Waltz + Loop</p> <p>Loop + Loop</p> <p>Axel</p> <p>Flip + Toe Loop</p> <p>Double jumps</p> <p>Lutz + Toe Loop</p>	<p>Off-ice training may improve positions, control, launch mechanics and landings.</p> <p>Train daily.</p> <p>As acquisition develops add challenge, speed, and variety.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Create drills or exercises to reinforce progressions, technique, and acquisition of take-offs, air position and landings. • Add those drills into warm-ups, classes, stations, etc. • Create jump circuits or patterns that use the full ice surface. • Train entries of jumps and hold “checked” position before take-off to increase control and awareness. • Use other skaters or video examples to demonstrate different aspects of the technique. • Stations • Lane work (take-off’s, air position, landings, jumps) • Jump classes, Power jump classes • Encourage skaters to use a larger curve/circle for preparation • Add speed. Consider using power classes to increase speed awareness. Coaches can also pair more powerful skaters with less powerful skaters to encourage development while performing jumps side by side. • Increase position and technique awareness. Coaches may consider exposing the skaters to different preparation and entries. • Reinforce landing position • Use the boards for stability to teach skaters the feeling of “rolling off the toe” for take off or pivoting on the toe for toe-assists. • Use the back spin to reinforce rotating axis and landing alignment. Coaches can have the skater jump up and down while spinning to reinforce take-off and landing on the same foot. The back spin can also be used as a launching ground for the loop, flip or lutz by having the skater “jump out” of the spin • Challenge exercises: Example - add 1L +1L +1L or 1T + 1T + 1T or 1T + 1Lo + 1T to different jumps



SPINS	
Rationale	Teaching Tips
<p>Spins are an integral part of freeskate and are often required in other disciplines as well. Spins contribute to jump development by training a rotational axis. Skaters will require both strength and flexibility to demonstrate spins that meet expectations.</p> <p>Teaching technique at this level is essential for development. Coaches are encouraged to spend time ensuring comprehension of entry, spin positions, centring and exit control.</p> <p>Content:</p> <p>Forward Upright Spin Backward Upright Spin Change Foot Upright Spin Forward Sit Spin Forward Camel spin Backward Sit Spin Forward Camel/Sit Spin Backward Camel Spin Change Foot Sit Spin Combination Spin Flying Camel or Flying Sit Spin Variation Spin</p>	<p>Off-ice training may improve positions, control, strength, and flexibility. Train daily.</p> <p>As acquisition develops add challenge, speed of rotation, length of spin and variety.</p> <p>Strategies:</p> <ul style="list-style-type: none">• Train the positions of the spin in isolation first. This can be done on a circle or straight line• Initiate spin from a standstill and graduate to a FI spiraling edge when ready.• Include this skill as part of a daily practice routine for all levels, with many repetitions.• Exercises to increase stability on rotating axis (back spin)• Exercises or drills that explore edge awareness of spinning foot• Exercises or drills that focus on centring.• Exercises that explore efficient and inefficient spinning positions to help them identify the proper positioning needed for a strong spin.• Use other skaters or video examples to demonstrate different aspects of the technique or positions.• Station work or sessions designated for spin practice• Lane work (positions, spin repetition, etc.)• Spin classes, Creative classes, Field Move classes• Challenge skaters to spin faster by tightening their position• Spin classes that challenge skaters to train different aspects of the spin in a fun way• Video work to show skaters their position, as well as videos or in person examples of good positions.• Examining the tracing or design left on the ice after the spin to assess spinning circle size, edge, and centring• Take-off exercises to reinforce technique on flying spins



PROGRAMS	
Rationale	Teaching Tips
<p>Program integration into STAR 1-5 starts out basic and evolves to add more components as skaters progress.</p> <p>Programs at STAR 2, 3 & 4 are designed to complement development. They are not the focus. The focus at these levels is on improving skill development and acquisition to prepare for upcoming levels.</p> <p>Progressions:</p> <p>STAR 2 Program</p> <p>All content attempted</p> <p>Two Program Component assessments</p> <p>STAR 3 Program</p> <p>All content attempted</p> <p>Three Program Component assessments</p> <p>STAR 4 Program</p> <p>All content attempted, including an Axel</p> <p>Three Program Component assessments</p> <p>STAR 5 Program</p> <p>All content attempted, plus a successful Axel jump (< or better)</p> <p>Four Program Component assessments</p>	<p>Off-ice training may improve retention, presentation and prepare skaters for event warm-ups.</p> <p>Train as needed within the season.</p> <p>STAR 2 and 3/4:</p> <p>Use the same piece of music for a group of skaters. This will allow for a more efficient use of coach directed time at this level. Focus at this level is on skill execution in program as well as individual skating skill and performance. Choreography is not assessed at this level.</p> <p>STAR 5:</p> <p>It is recommended for skaters to have their own music at this level.</p> <p>Strategies:</p> <ul style="list-style-type: none">• Block out a few programs to specific music and use as a template for programs at STAR 2 & 3• Teach a group of skaters the same program. Allow for some variances in spin (camel or sit) or field moves when appropriate.• Train programs without jumps or spins to focus on performance, speed, ice coverage, etc.• Teach skaters to practice their programs in “sections” to encourage focus on specific goals for each part.• Create a Program Station• Presentation Classes• Use program music for Creative Class or Movement to Music Class



DANCE

The discipline of Dance includes the development of skating technique while promoting timing, accuracy, and musicality through pattern dances. The skills learned through this discipline support development of Freeskate, Synchro and Artistic.

06

ELEMENTS	
Rationale	Teaching Tips
<p>Dance steps are the foundation of all pattern dances. The technique required to correctly execute dance steps is the focus.</p> <p>It is essential for skaters to know and understand the dance steps required before learning a dance pattern.</p> <p>Content:</p> <p>Forward Progressive</p> <p>Forward Chassés</p> <p>Forward Slide Chassés</p> <p>Forward Outside Swing Roll Sequence</p> <p>Forward Outside Cross Rolls</p> <p>Backward Progressive</p> <p>Backward Chassés</p> <p>Backward Outside Swing Roll Sequence</p> <p>Forward Inside Open C steps</p> <p>LFO Cross Roll, Cross Behind</p> <p>FO Three-turn, BO edge</p> <p>LFO Open C step</p> <p>FO Double Knee Bend</p> <p>Backward Outside Rolls</p> <p>Forward Progressive, Swing Roll Sequence</p> <p>Backward Progressive, Swing Roll Sequence</p> <p>Ten-Fox Progressive</p> <p>LFO Cross-Behind</p>	<p>Off-ice training may improve timing, accuracy, posture, and extension.</p> <p>Train weekly</p> <p>As acquisition develops add challenge, power, and variety.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Train on a circle. Introduce different timing of the steps with different tempos/rhythms of music or clapping. • Place a few skaters on the same circle to practice at the same time. Coaches can reverse direction for the other way or implement a figure 8 pattern. • Dance Step class, Edge/Turn Class, Power Class • Incorporate the steps into a circuit. • Station work, lane work • Incorporate into a warm-up or cool down



PATTERN DANCES	
Rationale	Teaching Tips
<p>Pattern dances introduce skaters to a set of prescribed steps performed to music. Skaters are exposed to timing, rhythms and expressions relating to each dance.</p> <p>Coaches are encouraged to teach the skaters how to solo or shadow these dances to highlight the development of power, timing, and retention.</p> <p>Content:</p> <p>Dutch Waltz Canasta Tango Baby Blues Swing Dance Fiesta Tango Willow Waltz</p>	<p>Off-ice training may improve timing, accuracy, posture, and extension.</p> <p>Train weekly</p> <p>As acquisition develops add power, increased extension, and more depth to lobes.</p> <p>Strategies:</p> <ul style="list-style-type: none">• Teach each Focus Area in isolation to the skaters first. This will encourage the constant focus on the technical aspects highlighted in each Focus Area.• Break up the dance into sections before introducing the entire pattern.• Incorporate steps into a class format (lanes) using waltz or tango music to introduce skaters to the new timing• Pair up skaters to practice in shadow format. Rotate often to increase exposure to different skill levels.• Use different pieces of music. This will increase interest, add variety, and strengthen timing.• Station work, Dance Sessions



SYNCHRO

The discipline of Synchro includes the development of synchronized skating elements through a variety of skating skills and teamwork. The skills learned through this discipline will benefit all team aspects of our sport, as well as strengthen musicality and expression.

Note: Skaters must complete STAR 1 Skills prior to attempting STAR 2 Synchro assessment

ELEMENTS	
Rationale	Teaching Tips
<p>Dance steps are the foundation of all Synchronized skating is the only discipline in skating involving more than two skaters. It introduces skaters to a team environment while promoting awareness, teamwork, and skating development. Skaters will learn synchro elements that will include timing, power, balance, control, and spatial orientation. These attributes will benefit all disciplines in skating.</p> <p>Synchronized skating also brings an element of social interaction into a mainly individual sport. Offering an opportunity for skaters to learn, practice and develop skills side by side encourages many life skills and provides an environment to support club morale, sportsmanship, and fun.</p> <p>Content:</p> <p>Block</p> <p>Line</p> <p>Intersection</p> <p>Wheel</p> <p>Circle</p> <p>Transitional Exercise 1</p> <p>Transitional Exercise 2</p> <p>Moves Element: Spiral</p>	<p>Synchronized skating at the STAR level can be trained alongside other disciplines. As skaters are learning and practicing elements, the amount of space needed on the ice is small.</p> <p>Train weekly</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Offer Synchro as part of regular group lessons • Run a 15-minute Synchro class before a cool down • Add Synchro to a station session • Schedule a Synchro lesson on a shared session or class (ex: Sr Spin class, Jr. Synchro lesson) • Rotate the focus in a regularly scheduled class time (ex: Mondays 4:00 – 4:15 pm: Week 1 - Power Class, Week 2 - Creative Movement, Week 3 - Edges & Turns, Week 4 - Synchro)



ARTISTIC

The discipline of Artistic includes the development of movement, creativity, projection, and interpretation through programs. The skills learned through this discipline will benefit Freeski, Dance and Synchro.

ELEMENTS	
Rationale	Teaching Tips
<p>Figure skating is both technical and artistic. Developing the performance, creativity and interpretation of skating is an asset to all skaters, regardless of discipline. Artistic assessments are designed to:</p> <ul style="list-style-type: none"> • Offer a discipline that focuses on the development of movement to music, expression, character and performance • Encourage the development of strong skating skills by incorporating required elements <p>Artistic programs are a great tool to enhance the performance qualities of skaters. Coaches may use Artistic programs to:</p> <ul style="list-style-type: none"> • Offer a well-rounded approach to skating development • Develop performance qualities in all skaters • Provide an avenue for skaters to stay in the sport longer • Offer additional opportunity for skaters who are passionate about performance <p>Simple attire is recommended to ensure the focus is on the skater's performance, moves and interpretation to the music without the distraction or leading nature of a costume or attire that may be theatrical in nature.</p> <p>Content:</p> <p>STAR 5 Artistic Program</p> <p>Choreographic Step Sequence</p> <p>Field Move Sequence or Spiral Sequence</p> <p>Artistic Spin</p>	<p>Artistic development can be trained in several formats. Adding variety to training will increase consistency, interest and acquisition.</p> <ul style="list-style-type: none"> • Offer creative movement or movement to music classes both on and off the ice • Work with specialists in the field • Offer creative spins as part of your training (stations, class, elements, challenge day) • Add arms, body movement, facial expressions and nuances to edge-turn classes, power classes and more • Assign themes to some classes: Tango week, Waltzing Wednesday, Spy Saturday, Jazzy January, etc. • Use Artistic programs as a basis for short programs or STAR 7 or 9 programs (to build into or convert from) • Adjust old programs to become Artistic programs for further development • Train step sequences in edge-turn or creative classes, or at a station • Field moves can be trained during cool down, field move or power classes. Field moves are also a great addition to creative movement or artistry classes <p>Please note, skaters need a strong foundation of basic skating skills, edges and turns, spins and field moves for the entry level of Artistic (STAR 5). Skaters must have completed STAR 4 Skills prior to entering STAR 5 Artistic.</p>



CHAPTER 7: ASSESSING STAR 1-5





07.

ASSESSING IN STAR 1-5

Assessing is part of the STAR 1-5 program. All assessments must be conducted by a coach that has a STAR 1-5 Coach Assessor certificate obtained by completing the training on the Skate Canada eLearning platform. Coaches may choose to assess their own skaters, assign a coach assessor from the club/skating school or invite a coach assessor from the area. Please consult with your section to be familiar with any protocols that may be in place.

To enable maximum opportunity for skill progression and development, assessment in the STAR 1-5 program must be available in a convenient, timely and low-cost manner. Assessments are designed to occur during regularly scheduled training sessions and do not require an additional day scheduled or purchased for this purpose.

Coach assessments enable the following benefits:

- **Ensure skater's rate of development is fully supported.** Skaters will be assessed when they are ready without any additional time, logistical or financial barriers.
- **Enables equal opportunity to all skaters regardless of geographical location in Canada.** This eliminates the geographical advantage or disadvantage. During this stage of development, the ability to move through the program when ready is a critical component to maximizing skill progression in this "golden age of learning".
- **Reinforces coaches are 100% accountable for skater development.** Coaches will have accountability for skater development from CanSkate to double jumps. This opportunity is advantageous in ensuring the quality of skater development is consistently monitored, nurtured, and encouraged.

As with the CanSkate program, coaches are expected to spend an appropriate amount of time concentrating on the actual teaching and development of skills before assessing. Skaters should only be assessed when ready. There is no need to rush or push assessment, as coaches may assess their skaters at any time throughout the training season. There are no limitations to the frequency of assessments, nor the number of skaters that may be assessed in the STAR 1- 5 Program.

STAR 1 Skills and Freeski are designed to be the first assessments skaters will achieve. These assessments focus on building a foundation for skating techniques that will continue to be developed along the pathway. STAR 1 Dance contains dance steps that require more technical ability and will most likely take longer to develop.

STAR 2 Synchro requires skater to have achieved STAR 1 Skills, and STAR 5 Artistic requires skaters to achieve STAR 4 Skills.

Coaches are encouraged to use the STAR 1-5 assessment sheets as progress reports to communicate and educate both skaters and their parents.

ASSESSMENT STRATEGIES

When assessing, coaches are expected to act as an assessor only. Coaches may give instructions pertaining to the assessment and skill order but may not give corrections or coaching tips to the skaters during the assessment. When assessing a dance pattern, the assessing coach may not be the partner or shadow.





During assessments please be aware of the session flow. For busier sessions, coaches may choose to stand closer to the boards. This will ensure they do not disrupt the skaters on the ice and/or present a safety hazard.

As skaters are skating on regular sessions for assessment, coaches may need to use strategies to identify the skater being assessed to inform other skaters or coaches on the ice. This action would increase the opportunity for the skater being assessed to perform without interruptions.

Strategies include, but are not limited to:

- Skaters may wear an article of clothing to identify they are being assessed (arm band, head band, vest, etc.)
- The coach or music room could announce their name to alert the session the skater is performing for an assessment
- A bell could be rung before the music is played for a dance or program to indicate skaters are being assessed.

Coaches have the option of using an event to assess freeskate programs at the STAR 4 & 5 levels only. The event would simulate the Classic Format of assessment available to this level of development. All assessments performed at events must comply with all club/school assessment procedures agreed upon by the assessment coordinator.

Further information on assessing can be found in STAR Assessment Resource Guide, as well as each disciplines assessment resource guide.

APPENDIX





A.

APPENDICES

TERMS AND DEFINITIONS

Throughout this resource different terminology will be used to describe the various strategies and techniques coaches, clubs/schools may use to deliver this program. Below is a list of terms or definitions that may appear throughout the STAR 1-5 program.

Definition	Short Form	Definition	Short Form
GENERAL			
Right Foot	R	Outside Edge	O
Left Foot	L	Inside Edge	I
Forward direction	F	Backward direction	B
Examples: RFO = Right forward outside edge, LBI = Left backward inside edge			
Clockwise	CW	Counter-clockwise	CCW
DANCE			
Progressive	Pr	Chassé	Ch
Slide Chassé	SlCh	Swing roll	SwR
Open C Step	OpCSt	Closed C Step	CICSt
Cross	X		



Definition	Short Form	Definition	Short Form
FREESKATE			
Jumps		Spins	
Waltz Jump	W	Forward Upright Spin	USp
Toe Loop	T	Backward Upright Spin	BUSp
Salchow	S	Sit Spin	SSp
Loop	Lo	Camel Spin	CSp
Flip	F	Combination Spin (no change of foot)	CoSp
Lutz	Lz	Change foot	C
Axel	A	Flying entry	F
Single	1	Spiral Sequence	SpSq
Double	2	Turn sequence	TrSq
Under-rotated (a jump lacking 1/2 to 1/4 rotation)	<	Examples: CSSp = Change sit spin FSSp = Flying sit spin CCoSp = Change combo spin	
Downgrade (a jump lacking more than 1/2 rotation)	<<		
Examples: 1T = Single Toe Loop 2Lo = Double Loop 1F + 1Lo = Single Flip - Single Loop combination 1A< = Single Axel, under rotated 1A<< = Single Axel, downgraded			



Term	Definition
Assessment	The process in which skaters are evaluated in the STAR structure. Each STAR level and discipline has content that is rated against national standards which outline benchmarks for development and achievement in the program.
Axes on the ice surface	<p>When referring to different axes on the ice surface, use the definitions below:</p> <p>Refers to the imaginary line(s) which divide(s) the ice surface (e.g. long axis, short axis)</p> <p>Long Axis: A straight line that divides the ice surface into two halves lengthwise (midline). On an ice surface that is 100' x 85', the long axis runs the length of the 100' side through the middle of the ice.</p> <p>Short Axis: A straight line that divides the ice surface into two halves crosswise (midline). On an ice surface that is 100' x 85', the short axis runs the width of the 85' side through the middle of the ice.</p> <p>Continuous Axis: An imaginary line running around the ice surface that serves as a basis for a dance pattern. Usually the continuous axis consists of two lines running parallel to the long axis of the ice surface, approximately halfway between the long axis and the perimeter of the rink. These lines are joined at each end of the ice surface by a semi-circle. These semi-circles are flattened in some dances so that they run parallel to the ends of the ice surface. In circular dances, such as the Kilian, the continuous axis approximates a circle. The continuous axis of the Paso Doble is an oval.</p> <p>Transverse Axis: An imaginary line intersecting the continuous axis of a dance at the right angles.</p>
Basic Position (Spins)	<p>The term “Basic Position” is most commonly used to describe the three basic positions in spins. They are described by the ISU as follows:</p> <p>Upright Position: any position with extended skating leg which is not a camel position</p> <p>Sit Position: buttocks not higher than the knee of the skating leg</p> <p>Camel Position: Free leg backwards with the knee higher than the hip level, however Layback and Biellmann are still considered as upright spins</p> <p>It is very important to know the definitions of the basic positions as skaters will be assessed on their ability to demonstrate these positions in their spins.</p>
Check	A term used to describe the force used to stop rotation. Coaches will teach “check” positions on the exits of turns, jumps and spins and other exercises for skill development
Circuit	A course that has a start but no end. It is a continuous pattern of progressions and skills for skaters to follow during their lesson time
Class	<p>A class is a group lesson environment that allows the coach to take direction of all or a large majority of the skaters using the entire ice or a designated area of ice. The class can be very structured or more open depending on the nature of the class.</p> <p>A structured class is where the coach sets the direction and the exercises to be performed during the class duration. The coach will also provide the format in which the skaters are to practice the skills (i.e.: lanes, circuits, stations, etc.)</p> <p>An open class allows the coach to set the direction of the session and then allow the skaters to work on their own during that portion of the session, while the coach supervises and works with skaters individually for short periods of time (ensuring that everyone gets some attention). This is a good strategy to use when introducing the concept of individual practice, as it helps guide the skaters on the “how to practice” component of their training.</p>

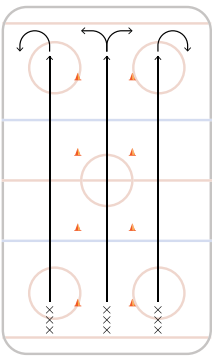
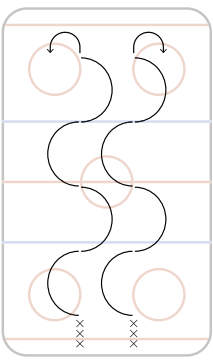
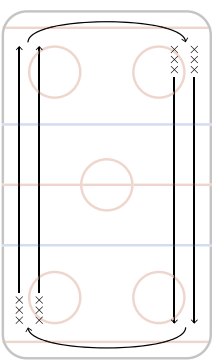


Term	Definition
Clear Ice	<p>Clear ice is a term used to describe a time period of a session that does not have any skaters actively skating. This can be a session where the skaters have been asked to go to the boards for a short period of time, or a dedicated session that enables skaters to use the ice for assessments only.</p> <p>A requirement for some 5 Assessments. Clear ice requires only the skater being assessed to be actively skating. The skaters not being assessed may be asked to stay at the boards during the assessment or go to the players box etc., once the assessment is completed the skaters may return to regular training.</p>
Dance Holds	<p>The below is a list of dance holds used in the compulsory dances.</p> <p>Hand-in-Hand Hold: Facing in same direction – the partners face in the same direction and skating side by side or one behind the other with their arms extended and their hands clasped. Facing in opposite direction – The partners usually face each other while one skates backwards and the other skates forward with the arms extended to the side but sometimes the hold can be skated back to back.</p> <p>Closed or Waltz Hold: The partners are directly opposite each other. One partner faces forward while the other partner faces backward. The lead's right hand is placed firmly on the follow's back at the shoulder blade with the elbow raised and the arm bent sufficiently to hold their partner close. The left hand of the follow is placed at/on the shoulder of the lead so that the arm rests comfortably, elbow to elbow, on the lead's upper arm. The left arm of the lead and the right arm of the follow are extended comfortably at shoulder height. Their shoulders remain parallel.</p> <p>Open or Foxtrot Hold: The hand and arm holds are similar to those of the closed or waltz hold. The partners simply turn slightly away from each other so that they face in the same direction.</p> <p>Outside or Tango Hold: The partners face in opposite directions – one partner skating forward; the other partner backward. However, unlike the closed hold, the partners are offset with the lead to the right or left of the follow so that the front of the lead's hip is in line with the front of the follow's corresponding hip. Tight hip-to-hip position is undesirable since it impedes flow.</p> <p>Kilian Hold: The partners face in the same direction with the follow to the right of the lead and the lead's right shoulder behind the follow's left. The left arm of the follow is extended across the front of the lead's body to hold the lead's left hand. The lead's right arm crosses behind the follow's back to clasp the follow's right hand. Both right hand's rest on the follow's hip bone.</p> <p>Reversed Kilian Hold: This hold is similar to the Kilian hold but with the follow to the lead's left</p>
Engaged supervised practice	<p>This term describes practice ice that is being actively supervised, monitored and motivated by a coach. During engaged supervised practice, coaches can give feedback, corrections, ideas and motivation to the group of skaters on the ice. This strategy is an excellent tool to develop individual practice habits in the club.</p>
Figure form	<p>Figure form refers to a body alignment and posture carriage trained when skaters used to perform compulsory figures. This body alignment consists of a tall posture and narrow stance while standing on one foot. Arms are carried close to the body, at waist level. The free foot is carried in a quiet manner and will be held in the line of direction either in front or behind the skating foot (heel to toe or toe to heel). All movements are performed in a calm and controlled manner. Stability through the core of the body is essential.</p> <p>There is no "one way" to perform skills in figure form. Coaches are able to use the technique that works for each skater while keeping within the principles above.</p>



Term	Definition
For the level	Term used to identify where the skater is performing based on the standards chart.
Free side	<p>The term “free side” refers to the side of the body that is NOT doing the skating. If the skater is gliding on their right foot, the left side of the body then becomes the “free side”.</p> <p>Free foot refers to the foot that is not on the ice.</p> <p>Free leg refers to the leg that is not on the ice.</p> <p>Free arm refers to the arm of the side that is not doing the skating.</p>
Group lesson	<p>Group lessons describe a lesson format that allows a coach to teach 3 or more skaters at the same time. It is recommended to keep the number of skaters in a group lesson below 6 as the STAR program skills are technical in nature, therefore requiring more attention from the coach. Larger group lessons are permissible and may be optimal for different areas of focus that do not require as much technical focus.</p> <p>Group lessons can be arranged by the base coach or by the club/school.</p>
Individual practice	Individual practice is a term used to describe the ice time that the skater uses to develop their skills on their own.
Jump Combination	A “jump combination” is a sequence of two or more jumps in which the landing edge of the first jump serves as the take-off edge for the second and so on. There is no change of foot or turn between the jumps, although the toe may be used to assist the take-off.
Lanes	Lanes is a term used to describe a path for the skater to follow across the ice. Ex: “Skate in this lane”. The use of lanes allows many skaters to skate safely on the ice and be able to maintain their own space.
Continuous Lanes	<p>Continuous Lanes is a term used to describe a format that allows continuous movement of skaters while working on very specific skills. This pattern will start in one corner of the ice. The skaters will then be instructed to perform a skill or set of skills the length of the ice in the lane closest to the boards. Upon reaching the other end, skaters will then move over to the next lane and perform the next skill indicated in the lane immediately beside the original lane. This lane will be between the original lane and the mid line of the ice surface. The last two lanes will then repeat this pattern on the other side of the ice, ending at the same end of the ice where the skaters started this exercise. Skaters then skate back to the start and either repeat or start a new set of skills.</p> <p>The use of pylons to indicate the lanes on the ice is a good strategy for visual awareness. Continuous lanes are a full ice circuit and as such, allow the coach to spend quality individual time with skaters while keeping the rest of the session moving. This is a great strategy to use when the coach would like to focus on technique or more complex skills.</p>
Highway Lanes	<p>Highway Lanes is a term used to describe a format that allows skaters to skate up the ice in one direction and return to the start of their line in a safe and controlled manner.</p>



Term	Definition
<p>4 Lane Highway</p> 	<p>A 4 Lane Highway is a term used to describe a format that allows 4 lines of skaters to perform a variety of skills in unison (if possible) and push their development. This pattern starts with 4 lines of skaters starting at one end of the ice. The first skater from each line will proceed at the same time, performing the skill indicated by the coach to the other end of the ice surface. Once at the other end, the two lanes on the left skate to the perimeter on the left side, and the two lanes of the right skate to the perimeter on the right side and continuing skating along the boards until they reach their line again.</p> <p>To create an environment to challenge skaters and bring unity to the class, encourage the skaters to stay with their group as they continue down the ice. This promotes timing, awareness and can challenge speed and edge quality.</p> <p>If facilitating a class of different levels, each lane could have its own focus to accommodate the specific goal of each developmental group.</p> <p>Sometimes pylons are appropriate for this session; however, the majority of the uses tend to see pylons as a safety hazard.</p> <p>The highway format is a good opportunity to develop power, speed and depth of curve. Coaches may also use this format to highlight presentation. Some arenas that are not very wide may find it more beneficial to use a three Lane Highway.</p>
<p>2 Lane Highway</p> 	<p>Two Lane Highway or Volcano allows two lines of skaters start at one end of the ice, travel down the length doing the prescribed exercise and then splitting apart at the opposite end to skate back to their lines along the boards. This is a great format for practicing skills that require more speed or depth of curve.</p> <p>This format offers more space for power, speed and depth of curve than the four Lane Highway format. A great option to push the skater's limits and challenge development.</p>
<p>Perimeter Lanes</p> 	<p>Perimeter Lanes use the ice around the perimeter of the rink, keeping the middle ice open for other uses (private lessons, freeskating, etc.). Coaches may use one or two lanes along the side of the boards depending on the number of skaters in the class. This is an excellent way to incorporate a class into a regular session.</p>
<p>Lobe</p>	<p>A lobe refers to a curve that is representative of a part of a circle. For example, edges and dance steps are done on lobes.</p>










Term	Definition
Pattern Dance	<p>The term “pattern dance” is used to describe the compulsory dances in the Skate Canada curriculum. There are two types of pattern dances: set and optional.</p> <p>Set Pattern Dance: A dance for which the location, direction, and curvature of all edges to be skated are designated in the diagram. This diagram must be followed as closely as possible.</p> <p>Optional Pattern Dance: A pattern dance for which the pattern may be altered, provided that the original step sequences, positions, and timing are maintained. Each repetition of the altered pattern must be executed in the same manner and the restart must be commenced from the same place each time.</p>
Pattern/Sequence	The design of a dance on the ice. The diagram of a pattern dance includes all the information needed to execute one complete pattern/ sequence of the dance, including the set order of the prescribed steps/turns that compose one pattern/sequence. The pattern/ sequence may complete either half a round of the ice (e.g. Dutch) or a full round of the ice (e.g. Swing)
Private or semi-private lesson	Private lessons are lessons arranged one on one between the coach and a skater. Semi-Private lessons are lessons arranged between the skater and the coach that includes 2 skaters in the same lesson.
Re-skate	<p>The opportunity for the skater to perform an element a second time if the first attempt was unsuccessful. The number of re-skates is dependent on the type and level of assessment.</p> <p>STAR 1-5 Freeskate Elements = 2 re-skates</p> <p>STAR 1, 2 and 4 Skills = 2 re-skates</p> <p>STAR 3 and STAR 5 Skills = 1 re-skate</p> <p>STAR 2-4 Synchro = 1 re-skate</p> <p>Re-skates can be taken directly after the unsuccessful attempt or at the end of the assessment.</p> <p>Note: there are no re-skates in freeskate program, artistic program or pattern dance assessments.</p>
Rotating axis	This term refers to the axis the skater is rotating around either in the air or on the ice, drawing a line through the landing or spinning side of the skater. Most commonly, this term is used when describing the proper body position required for rotating efficiently in the air.
Shadow Dance	Shadow dance is the term used when a skater skates the full pattern of the dance with another skater, coach or PA using a “shadow” formation.
Skating side	<p>The term “skating side” refers to the side of the body that is doing the skating. If the skater is gliding on their right foot, the right side of the body then becomes the “skating side”.</p> <p>Skating foot refers to the foot that is doing the skating.</p> <p>Skating leg refers to the leg that is doing the skating.</p> <p>Skating arm refers to the arm of the side that is doing the skating.</p>
Solo Dance	Solo dance is the term used when a skater skates the full pattern of a dance by themselves.
Spin	Spin elements include any spin-like movement that has at least three rotations in total. A spinning movement with less than three revolutions is considered a skating movement and not a spin. The minimum required number of revolutions in a basic position is two without interruption.



Term	Definition
Spin Classifications	<p>Spins are classified and identified in many ways. Below are some clarifications.</p> <p>Rotational Direction: There are two main groups of spins according to the direction of rotation:</p> <ul style="list-style-type: none"> • Forward entry spins: These spins generally enter with a FO spiraling edge on the opposite foot the skater lands on. The spin is initiated by a FO three-turn creating a BI spinning edge. • Backward entry spins: These spins generally enter with a FI spiraling edge on the same foot the skater lands one. The spin is initiated by a FI three-turn creating a BO spinning edge. <p>Flying Spins: Spins that enter with a jump and land in a spinning position.</p> <p>Change foot spins: Spins that maintain the same position and change feet.</p> <p>Combination spins: Spins that include a change of position regardless whether there is a change of foot or not.</p>
Stations	<p>Stations can be used to help guide the skater's practice content on sessions. A station on the ice would contain a list of skills or areas that the coach would like the skater to practice during their session. Coaches can then determine how long the skaters have to work at each station. Skaters are encouraged to use the full ice when practicing and use the stations for guidance and skill identification.</p> <p>Stations may be used on a regular basis or on a special day.</p> <p>Coaches can take advantage of stations in both a group lesson and private lesson formats to maximize the practice time for the skaters.</p>
¼ mark (quarter mark)	This term refers to the ¼ mark on a circle.
Line	Skaters form one line or two parallel lines. Skaters must hold onto another skater in line. Lines must be as even as possible. Must cover half the ice length or comparable.
Block	Must have at least three lines. The skaters in each line hold each other, but the succeeding lines are not connected to each other. As the block advances each skater maintains their individual position and the rows and columns should remain straight. Must cover half of the ice length or comparable distance.
Rotating Element - Circle	All skaters form a closed circle shape. Each skater is attached by hold to each adjacent skater. Must be four skaters in each circle. If using two circle the circles may have a different number of skaters. Must rotate 720 degrees in one direction or comparable distance if both rotational directions are used.
Rotating Element - Wheel	Skaters form a wheel of two or more spokes. The skaters will perform the wheel in hold. Each spoke must have at least 3 skaters. Must rotate 720 degrees in one direction or comparable distance if both rotational directions used.
Intersection	A maneuver in which two lines cross on the ice. Two moving straight lines with the skaters in hold, approach each other, just before they hit, the skaters drop their arms and pass between the skaters of the other line. After the pass through the skaters re-join in their lines.
Unison	The sense of "oneness" where the movements, foot placements, body lines and positions of all skaters match or are synchronized. Equal movement of all skaters together.
Shape and Spacing	The correctness of the element shape and the even spacing between skaters.



Synchro Holds	Definition
Hand to Hand 	<p>Facing in the same direction – skaters face in the same direction and skating side by side with their arms extended and their hands clasped</p> <p>Facing in opposite direction – skaters face each other while one skates forward and the other backwards with arms extended to the side</p> <p>Skaters clasp hands with another skater or skaters.</p>
Front or Back Catch Hold 	<p>This is a hand-to-hand catch in which each skater holds the hand of the "second neighbour" -- in other words, instead of holding the person closest to you, you hold the next one down. Arms are crossed either in front or in back.</p>
Front Basketweave 	<p>Stand in a line, hip to hip. Extend your right arm in front of your right neighbour and take the left hand of the person next to them. The person to your left will extend their right arm in front of you and hold the left hand of the person to your right. Now put your left arm over the right arm of the neighbor to your left and grab the hand of the person just beyond. The person to your right will do the same with their arms. All arms should cross the same. Left hand over with palm facing in and right hand under with palm facing out. The skater on the end of the line takes the "last free hand" with her outside hand.</p>
Back Basketweave 	<p>As per the front basketweave, but hands are in back, one over and one under of the neighboring skaters.</p>
Hand to Wrist 	<p>The hands of all skaters are placed on the wrist of the person to one side. Arms are in a consistent pattern throughout the length of the line.</p>
Hand to Elbow 	<p>The hands of all skaters are placed on the elbow of the person to one side. Each skater has one arm extended and the other on their hip allowing the skater beside to grasp their elbow. Arms are in a consistent pattern throughout the length of the line.</p>
Hand to Shoulder 	<p>Hand to Shoulder</p>

Note: the chart above are examples of the holds, variations of the holds identified are acceptable.



JUMP CLASSIFICATION

Below is a classification table of jumps required for the STAR 1-5 program.

****Note that reverse jumpers (those that rotate CW in the air) will have the opposite take-off and landing foot. For example, the take-off edge for a reverse jumper's Waltz jump is a RFO and the landing edge would be a LBO.**

Name of Jump	Take Off		Landing
	Edge	Toe	
Waltz	LFO	No	RBO
Axel	LFO	No	RBO
Salchow	LBI	No	RBO
Toe loop	RBO	Yes	RBO
Loop	RBO	No	RBO
Flip	LBI	Yes	RBO
Lutz	LBO	Yes	RBO

Additional jumps that can be developed.			
Name of Jump	Take Off		Landing
	Edge	Toe	
One-Foot Salchow	LBI	No	LBI
Half Loop	RBO	No	LBI
One-Foot Axel	LFO	No	LBI
Inside Axel	RFI	No	RBO

SAMPLE LESSON PLANS

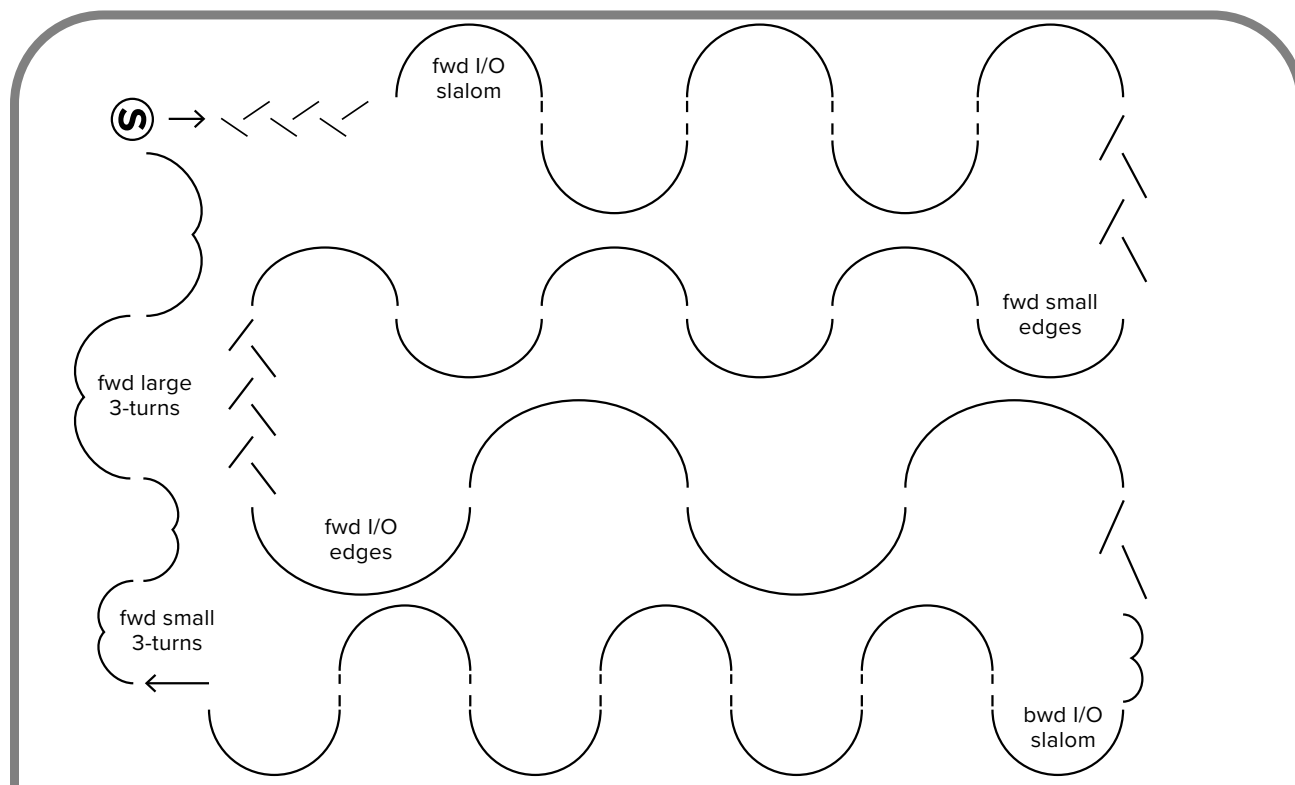
The following provide a sample of what a lesson could look like within the STAR 1-5 program. There is an example of a lesson plan for each discipline. The plans are also examples of various formats a coach may use.





SKILLS LESSON STAR 1

Skills: <ul style="list-style-type: none"> Forward Edges Forward three-turns 		Rationale: Skating is built from edges (crossovers, turns, C steps, etc.). The ability to be comfortable on all edges will support quality development in each discipline.
Progressions	Teaching Points	
Forward Edges <ul style="list-style-type: none"> Forward push/glide sequence Forward inside and outside slalom Small then larger forward inside and outside edges Forward three-turns <ul style="list-style-type: none"> Backward inside and outside slalom Three-turns with short to longer glides on entry and exit 	Forward Edges <ul style="list-style-type: none"> Strong curves/lean Maintain a strong core Blade pushes 	Forward three-turns <ul style="list-style-type: none"> Shoulders facing inside the circle Unweighting on turn
Assessment Standards		
Forward Edges <ul style="list-style-type: none"> Three of four edges must meet the definition of the edge 75% of the push generated from the side of the blade Body line is reasonable Reasonable balance, control, agility, and form 	Forward three-turns <ul style="list-style-type: none"> Three of four turns must meet the definition of the turn Three of four turns must demonstrate two second entry and exit edge 75% of the push generated from the side of the blade Body line is reasonable Reasonable balance, control, agility, and form 	





FREESKATE ELEMENTS LESSON STAR 2

Elements:

- Single Loop (review)
- Single Flip

Rationale:

Introducing proper set up and take-off for single jumps is essential in the development of all jumps of varying rotation.

Progressions**Single Loop (review)**

- Back spin
- Back spin, loop landing
- Single loop from forward inside three-turn
- “h” back outside curl to toe on circle

Single Flip

- Three-turn or C step turn with hold of back inside edge
- Stationary draw back with pivot
- Proper set up (take-off) with vertical jump
- Proper set up (take-off), pivot jump

Teaching Points**Single Loop**

- Proper set up
- Back outside curl/pivot to toe on take off

Single Flip

- Proper set up
- Draw back
- Toe plant

****Emphasize height, speed, distance and proper air position. Ensure correct take-off and edge for each jump, emphasize inside edge to be used for take-off of single flip.**

Key phrases or words:

Loop: Cross-cut, set, press, jump

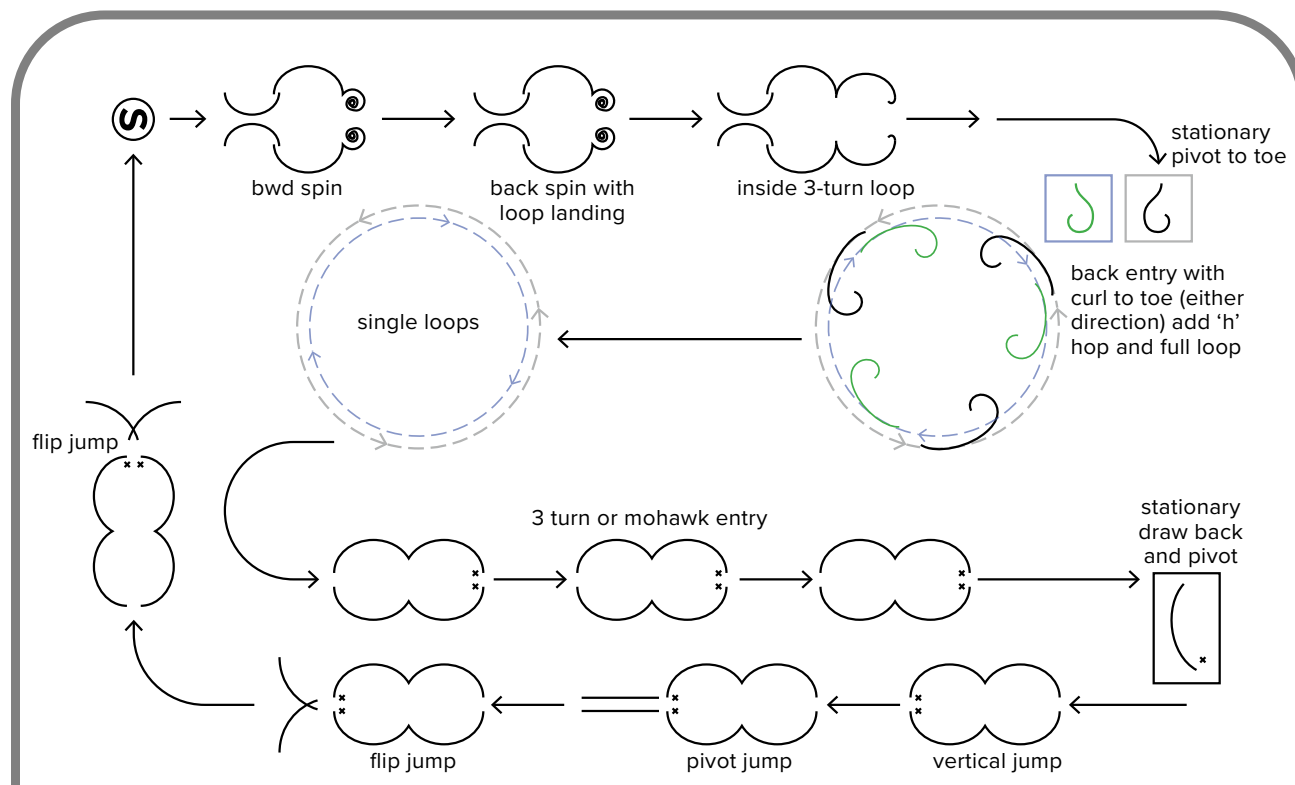
Flip: 1, 2, 3, toe

Assessment Standards**Single Loop**

- Jump must be fully rotated (lacking $\frac{1}{4}$ rotation or less) with correct take-off
- Jump flight qualities reasonable
- Approach may be tentative in nature with little flow on landing
- Landing position may have slight break in lines

Single Flip

- Jump must be fully rotated (lacking $\frac{1}{4}$ rotation or less) with correct take-off
- Jump flight qualities reasonable
- Approach may be tentative in nature with little flow on landing
- Landing position may have slight break in lines



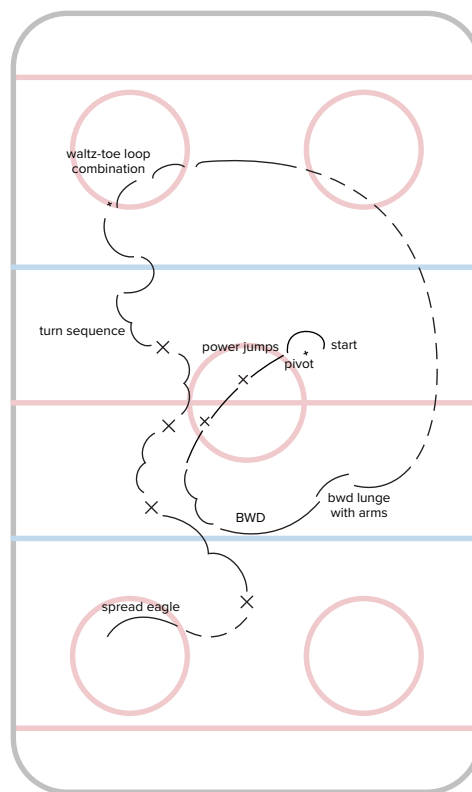
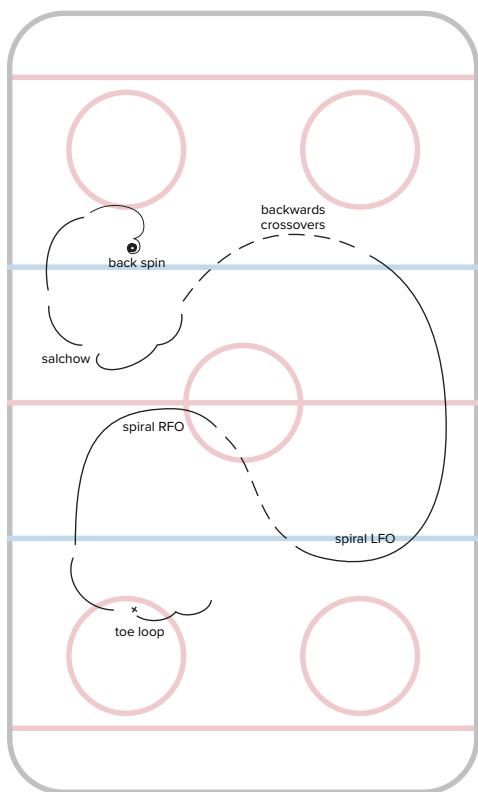


FREESKATE PROGRAM LESSON STAR 2

Focus: <ul style="list-style-type: none">Introduce first section of a STAR 2 programIntroduce second section of a STAR 2 program (if time permits)	Rationale: <p>Introducing the freeskate program for future development and readiness for an event or assessment.</p>
Progressions	Teaching Points <ul style="list-style-type: none">Quality of element must be maintainedGeneration of power through blade pushesMatching movements and timing to music <p>Note: Provide a diagram of the program to each skater to practice at home or keep in their skater workbook. Ensure provisions/alternative route is identified for skaters who rotate in either direction.</p> <p>Allow the skaters to have fun and do the program together. If group is large, can split into two smaller groups and start at opposite ends of the ice.</p> <p>Key words and phrases: Fun, present, smile, extend</p>
STAR 2 program elements <ul style="list-style-type: none">Warm up elements contained in section 1Show diagram of section 1Lead skaters through section 1Practice section 1 with musicRepeat steps for section 2 if time permits	

Assessment Standards

Edge quality <ul style="list-style-type: none">Edges are becoming more definedReasonable balance, control, agility, and form	Power <ul style="list-style-type: none">Skater is beginning to be able to generate some speedGenerally pushes from blade	Carriage/Clarity <ul style="list-style-type: none">Reasonable carriage with some breaks in postureBody lines are developing	Projection <ul style="list-style-type: none">Skaters confidence and projection is developing
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DANCE ELEMENTS LESSON STAR 3

Skills:

- Backward swing rolls
- Backward progressives

Rationale:

The introduction of steps/sequences that will be included in the STAR 4 pattern dances.

Progressions**Teaching Points****Backward swing rolls**

- Review forward swing rolls
- Movement of free leg while stationary
- Backward swing rolls on an axis with timing of free leg

Backward progressives

- Stationary backward progressive
- Assisted backward progressive on curve
- Slow backward progressive on circle (both directions)

Backward swing rolls:

- Strong upright position and consistent body lean
- Correct free leg extension (front to behind)
- Correct backward blade pushes

Backward progressives:

- Correct placement of free foot on each step of progressive
- Proper free leg extension
- Body rotation towards inside of circle
- Blade pushes throughout

****The dance steps can be done as a class and can be used for multiple levels.**

This example can be used for STAR 1 as they can use the same pattern.

Keywords or phrases:

Backward progressive: press, press, press or point, point, point

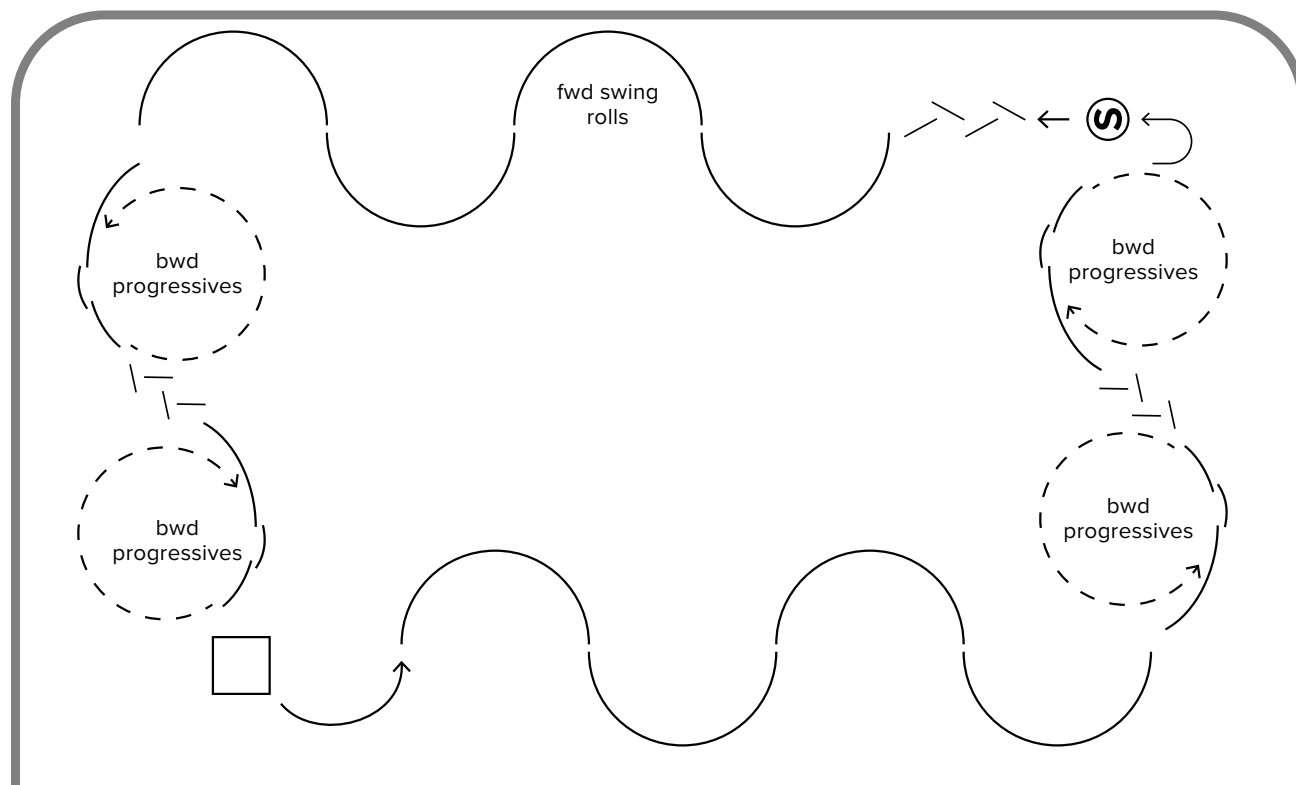
Backward swing roll: down and up,

Assessment Standards**Backward swing rolls:**

- Must meet definition of element
- Execute 75% of steps correctly with adequate technique and neat foot placement.
- Demonstrate reasonable balance, control, agility and form

Backward progressives:

- Must meet definition of element
- Execute 75% of steps correctly with adequate technique and neat foot placement
- Demonstrate reasonable balance, control, agility and form
- Reasonable upright carriage and body lines



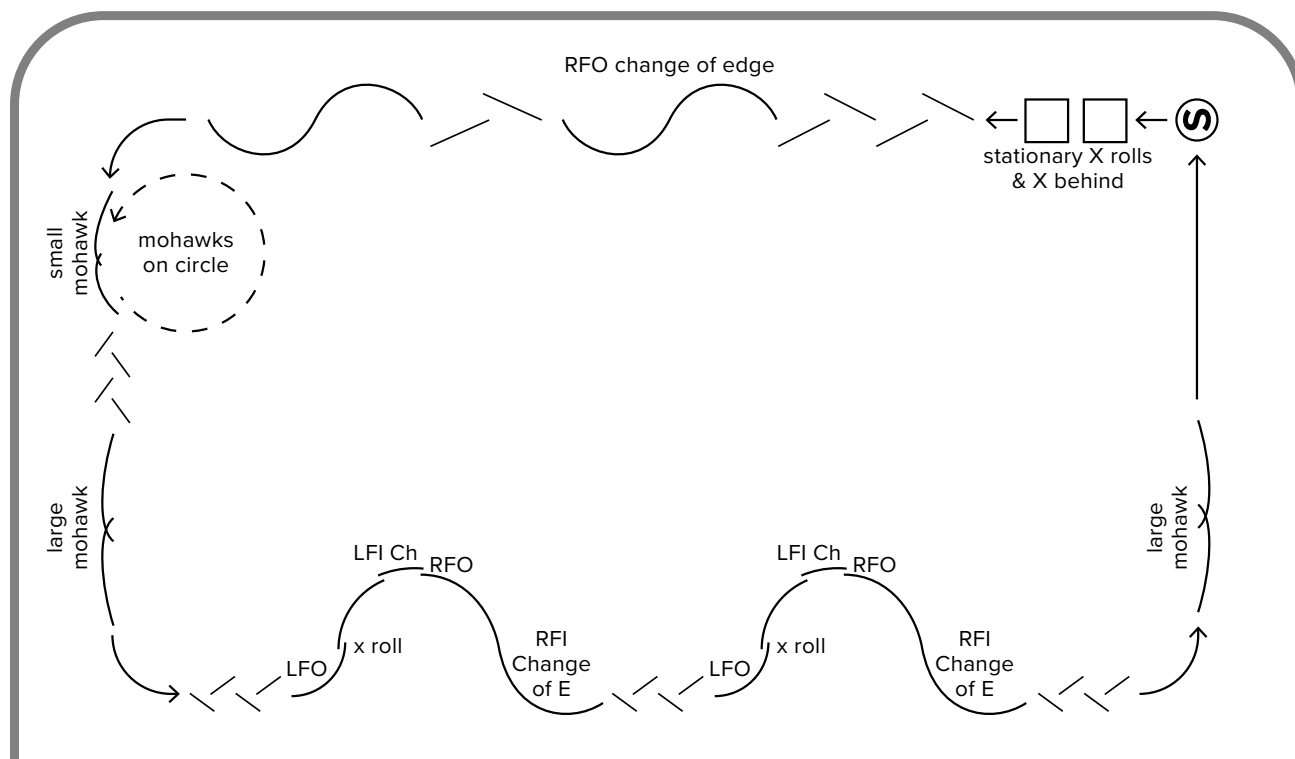


PATTERN DANCE LESSON STAR 4B

Skills: <ul style="list-style-type: none"> • Cross roll/cross behind/slide chassé/change of edge sequence (steps 5-8) • Fight forward inside C step/back edges/cross in front sequence (steps 10-15) 	Rationale: Introduce step sequences of the Fiesta as well as timing for steps.
Progressions Cross Roll – Cross Behind – Slide Chassé – Change of Edge Sequence (steps 5-8) <ul style="list-style-type: none"> • Cross Roll – Cross Behind – Slide Chassé on stationary or with assistance • Right forward outside/right forward inside change of edge on an axis • Full sequence slowly on an axis • Full sequence with correct timing RFI Open C step – Back Edges – Cross in Front Sequence (steps 10-15): <ul style="list-style-type: none"> • Right forward inside C step, back outside edge on a curve • Right back outside, left back inside, right back outside, cross in front to left back inside on a large curve • Full sequence slowly on a curve • Full sequence with correct timing 	Teaching Points Cross Roll – Cross Behind – Slide Chassé – Change of Edge Sequence: <ul style="list-style-type: none"> • Transfer of weight on Cross roll/cross behind, slide chassé • Timing of free leg on change of edge • Strong upright carriage with correct lean RFI Open C step – Back Edges – Cross in Front Sequence: <ul style="list-style-type: none"> • Correct placement of free foot on C step and step down to backward outside edge • Correct pushes and edges on backward progressive • Body rotation to inside of curve <p>**Emphasis on neat feet and technique on all steps. Work on knee and ankle action to match the tango rhythm. Remind skater of tango feel – sharp and strong.</p> <p>Key words and phrases: Change of edge – behind, up in front, behind C step – quick, quick, step Back edges – hold, hold, hold Strong, sharp, extend, neat feet</p>

Assessment Standards

- Demonstrate reasonable balance, control, agility, and form
- Reasonable upright carriage and body lines



**ARTISTIC LESSON STAR 5****Skills:**

- Artistic spin
- Field Move or Spiral Sequence

Rationale:

Introduce and enhance musicality, performance and creativity of elements in preparation for a program setting.

Progressions**Teaching Points****Artistic Spin**

- Explore entry and exit steps/movements to the spin based on where spin is in music
- Explore a creative spin movements/positions to reflect character of music

Field Move or Spiral Sequence

- Explore arm movements or linking steps during sequence to enhance character of music
- Explore different movements within the spirals to enhance character of music

Artistic Spin

- Proper centering of spin
- Creative movement or position to match music

Field Move or Spiral Sequence

- Full use of ice
- Maintenance of position for correct amount of time (counting)

****Emphasis on elements meeting the standards and ensuring program elements hit the musical highlights. Focus on Program component criteria including edge quality, power and projection.**

Assessment Standards**Artistic spin**

- Generally centered with reasonable strength of position
- Reflects character or enhance musical structure

Field Move or Spiral sequence

- Reasonable flow, energy, control and strength of positions
- Reflects character or enhance musical structure

Coach to pre-select 5-6 pieces of music. In a structured class format or group lesson, inform the skaters that you will be playing different pieces of music. During each segment of music, instruct the skaters to perform a spin of their choice that includes movement or positions that match the feeling/character of the music playing. Explain that they will also do this for a spiral or field move sequence. They may perform the elements in any order and must continue to repeat them until the music stops. This exercise will then be repeated with the next selection of music.

Debrief the skaters on what they discovered, what felt good, which movements they preferred etc. If time permits, ask for a few demonstrations.

Sample questions:

- How did this music make you feel?
- What actions or movements did you perform to reflect that?
- Did your facial expression change?
- How can you incorporate different levels?
- What parts of your body did you use? What parts did you not use? How could you incorporate them?

As there are no “right” or “wrong” interpretations, be sure to focus on encouragement confidence building and recognition of effort.

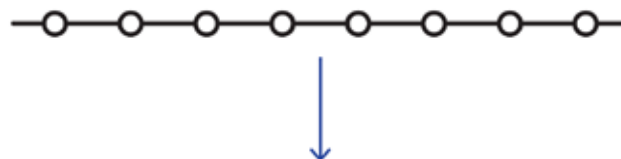


SYNCHRO LESSON

Skills: <ul style="list-style-type: none"> • Hand to Shoulder hold • Linear element - Line 	Rationale: Introduce working as a team and skating while in hold with another skater or skaters.						
Progressions Hand to Shoulder hold <ul style="list-style-type: none"> • Stationary • In pairs, threes and then fours Linear Element - Line <ul style="list-style-type: none"> • Teach steps to be performed • Assign counts or timing to steps • Perform in pairs, threes, fours • Perform with all skaters in a line, slow then add speed/power • Challenge: perform steps with no hold in a line to highlight spacing, speed, and shape 	<table border="1"> <thead> <tr> <th data-bbox="784 394 1105 457">Teaching Points</th><th data-bbox="1105 394 1424 457"></th></tr> </thead> <tbody> <tr> <td data-bbox="784 457 1105 667"> Hand to Shoulder hold <ul style="list-style-type: none"> • Right arm placement • Left arm placement • Both arms in position • Space between skaters </td><td data-bbox="1105 457 1424 667"> Linear Element - Line <ul style="list-style-type: none"> • Spacing • Steps • Unison </td></tr> <tr> <td colspan="2" data-bbox="784 667 1424 867"> <p>Note: Depending on session size and group size, identify the space of ice to be used ensuring safety throughout the lesson. This lesson may be offered in a class format as well.</p> <p>Key words and phrases: Look left, look right and step left, right, left, right etc.</p> </td></tr> </tbody> </table>	Teaching Points		Hand to Shoulder hold <ul style="list-style-type: none"> • Right arm placement • Left arm placement • Both arms in position • Space between skaters 	Linear Element - Line <ul style="list-style-type: none"> • Spacing • Steps • Unison 	<p>Note: Depending on session size and group size, identify the space of ice to be used ensuring safety throughout the lesson. This lesson may be offered in a class format as well.</p> <p>Key words and phrases: Look left, look right and step left, right, left, right etc.</p>	
Teaching Points							
Hand to Shoulder hold <ul style="list-style-type: none"> • Right arm placement • Left arm placement • Both arms in position • Space between skaters 	Linear Element - Line <ul style="list-style-type: none"> • Spacing • Steps • Unison 						
<p>Note: Depending on session size and group size, identify the space of ice to be used ensuring safety throughout the lesson. This lesson may be offered in a class format as well.</p> <p>Key words and phrases: Look left, look right and step left, right, left, right etc.</p>							

Assessment Standards

Hand to Shoulder hold <ul style="list-style-type: none"> • Stable hold with some pulling or one break in hold • Slow cautious movement 	Linear Element - Line <ul style="list-style-type: none"> • Covers at least have the ice • Perform in unison for 50% of element • Correct shape for 50% or more of element with most skaters lined up and evenly spaced
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Note: Determine which hand/arm is to be in front. Have skaters raise that arm to the next person's shoulder, then do the same with the back arm. Have the skaters stand in their "spot" and raise both arms to position while maintaining correct placement and spacing. Skater should be performing steps during all elements. Start with basic push glide and move down to chassés etc.



COMMUNICATIONS

Throughout the STAR 1-5 program, coaches will need to communicate with:

Parents	Program information (session organization, layouts, lesson formats, fees, sport system, equipment, importance to multi sport participation, event/competition planning, etc.
Club Board Members	Club vision, program vision, scheduling and programming (on and off ice), fee structure for skaters, test procedures and logistics, parent education delivery strategies, etc.
Fellow Coaches	Club vision, program vision and logistics, assessment procedures and logistics, scheduling and programming details (strategies for maximum coach directed time), parent education delivery strategies, team coaching opportunities, standardization of assessments, clarification of STAR 1-5 content, etc.
Skaters	Coaches will have constant communication with their skaters for skill development, monitoring, assessing and planning. A collection of tools that coaches may find helpful can be found in this document.

PARENT COMMUNICATIONS

Educating parents through the STAR 1-5 program will be an ongoing process. It is imperative that communication be frequent and accessible throughout this stage of development.

Parent education can be delivered in many formats:

- Group meetings
- Individual meetings
- Newsletters, website, bulletin boards, etc.
- Direct parents to Skate Canada Info Center – STAR Resource Guide

Regardless of the format chosen, please ensure your club has someone available answer questions face to face, as this is the best form of communication and clarification. The following pages are templates for the club to use for providing information to its members.

Note: There are areas within the templates for club/school specific information to be inserted.

SAMPLE STAR PARENT INFORMATION SESSION

Date:

Time:

Location:

a. **Welcome**

Distribute hard copies of schedules (or direct to the information on the club website), program overview, equipment, safety procedures, website information etc.

b. **Introductions: The STAR Team**

Coaches – insert information re: who they are - hand out bio sheets if available

Program Assistants – who they are, role they play, how identified on ice

Assessment Coordinator – who they are and their role

Coordinator(s) – who they are and their role

c. **Overview and program format**

Objective of program: To train skaters in the sport of figure skating from CanSkate to the Learn to Compete stage of development. STAR 1-5 is within the Learn to Train stage of development and will offer the skaters a solid pathway for development.

Overview of all disciplines – Skills will train skaters on edges, turns, power and field moves. Freeskate will train skaters on jump and spin technique as well as introduce them to programs.

Dance will train the skaters on dance steps and technique, pattern dances, timing and carriage.

Synchro will train the skaters on teamwork, unison and skating technique. Artistic will train skaters on performance and musicality. Skaters will participate in all disciplines at this level of training.

Coach assessments – Skaters in this program will be assessed by the coach that is teaching them each discipline. This will allow skaters to have access to assessments when they are ready, as well as be more convenient for the parents as all assessments can be done on the skater's regular session.

Assessment to standard – All assessments in the STAR 1-5 program will be assessed to a standard. This standard will also be used at the STAR 1-5 events. Skaters are encouraged to reach a Gold standard for as many skills as they can.



Session formats – To increase and maximize coach directed time on the STAR 1-5 sessions, clubs/schools will use a variety of formats during this “golden age of learning” to facilitate strong skill development. This may include: on and off ice classes, group, semi-private or private lessons or stations.

d. Facility Information

Dressing room allocation
Club office information and location of bulletin boards etc.

e. Club information

Special dates, website information, other programs offered i.e. off ice

f. Questions

Allow time for questions and discussions

SAMPLE STAR PARENT INFORMATION LETTER

Date **XX/XX/XX**

Dear parent/guardian:

Your skater is now ready for the STAR program! The STAR 1-5 program has five levels of assessment for skaters in five disciplines of Figure Skating. These levels of assessments align with the STAR 1-5 events. The STAR 1-5 program offers opportunities for skaters to develop basic skating skills in five different areas: Freeskate, Dance, Skills, Artistic and Synchronized Skating.

Skaters will transition with ease from CanSkate stage 6 to the STAR levels. Skills introduced in the CanSkate stages are advanced and refined in the STAR Program. Advanced figure skating elements such as single and double jumps, spins, ice dance and skills, will be covered in this program.

In order to maximize skaters time with a Skate Canada professional coach the club/school may use a variety of formats including classes, group lessons, stations and more. Your skater will receive instruction in all five disciplines during their time on the ice for solid development.

[Insert information on club directed sessions and cost here]

As your skater masters the skills at each level they will be assessed by their coach on a regular session. There are 27 assessments in the STAR 1-5 program. All assessments have a Skate Canada fee of \$12 which must be paid prior to the assessment. Your skater's training will also include off-ice warm-up and/or jump, stretch, movement and fitness classes.

Off-ice training is a critical piece of development as skaters must ensure their bodies are ready for the on-ice demands.

STAR program participants love to perform! The STAR program offers several opportunities for these skaters to demonstrate what they have learned. They have many opportunities to do this: Club Events, Interclub Events, Regional Events and Invitational Events.

Further information may be obtained by
[Insert contact information here.]

ASSESSMENT COMMUNICATIONS

The STAR 1-5 program includes five levels of assessment in Skills, Freeskate and Dance, one level of assessment in Artistic and three levels of assessment in Synchronized Skating. Coach assessment of the skater is a very important part of a skater's development. It measures their progress and allows them to see the results of their hard work. It allows the coach, parent and skater to plan the season ahead.

Assessments may be done at any time throughout the season. Your coach will decide which assessment your child is prepared for and will advise you when an assessment will be done.

Each child will progress at his/her own pace and will have immediate access to assessment when ready for advancement. Coaches will notify you of the upcoming session on which your skater will be assessed. Skaters will be assessed on their regular scheduled session time. The only exception to this may be some STAR 5 assessments that require clear ice. Your skater's coach will provide you with the appropriate dates and times if the assessment requires "clear ice".



SAMPLE ASSESSMENT CARD FOR SKATERS:

CONGRATULATIONS _____!
(name of skater)

You have been identified as ready to be assessed
for the following STAR level:

	Skills	Freestyle Elements	Freestyle Program	Dance A	Dance B	Artistic	Synchro	ASSESSMENT DATE
Star 1								
Star 2								
Star 3								
Star 4								
Star 5								

(Check appropriate assessment)

The assessment for this level has been scheduled for the date indicated. Please inform your coach if you are unable to attend your regular lesson this day.

Insert any additional club procedures that need to be followed here...

Date

Name of Coach



SAMPLE WHAT TO EXPECT ON ASSESSMENT DAY

On Assessment Day hair should be neat; and not obstruct the skaters vision. This helps the coach to assess your posture as well as present a tidy appearance. Ensure that your skates and laces are clean and tidy. Coaches will inform the skater of the appropriate attire required for each assessment.

The following may be used as a suggestion for Assessment day attire:

STAR 1 & 2: Regular practice attire acceptable

STAR 2 – 5: Performance attire recommended

Gloves and jackets may be worn for warm-up but should be removed for the assessment (if temperature provides).

Each skater will get time to warm up prior to their assessment. Skaters will need to obtain an overall rating of Pass or better to be successful on the assessment. Once the coach has completed his/her evaluation, the result will be given to the skater and be recorded by the club for submission to Skate Canada.

The Skate Canada fee for all STAR assessments is \$12. The assessment fee must be paid prior to the skater being assessed.

EQUIPMENT AND ATTIRE COMMUNICATIONS

SKATES

Figure skates are preferred but not mandatory. Hockey skates may be worn in the STAR 1-5 program. Skaters at this level should be in a sturdy boot with a quality blade. Sharpening should be performed by a trained professional.

TRAINING ATTIRE

Skaters should wear athletic clothing on the ice in layers. Clothes should be form fitting or close to it, to allow coaches to see the body line for proper execution of technique. Baggy, loose fitting attire is not appropriate. Gloves should be worn versus mittens, if temperature permits, to allow for more articulation of the hands and fingers.

OFF ICE ATTIRE

All skaters should be in appropriate active wear for the off ice class they will be attending. Appropriate foot wear must be worn as per the class they will be

attending i.e. ballet shoes for ballet class, running shoes for fitness class etc.

ASSESSMENT DAY ATTIRE

STAR 1 and 2: Regular practice attire acceptable

STAR 2 – 5: Performance attire recommended .

Gloves and jackets may be worn for warm-up but should be removed for the assessment (if temperature provides).

Hair should be neat and pulled back away from the face.

Skates and laces should be clean and tidy.

SKATES AND CARE STORAGE

Skates should be transported in a bag that allows for the following: gloves, extra laces, skate guards, small towel to dry skate blades, blade protectors, Band-Aids, extra socks or tights, hair elastics, hair brush, water bottle, tissues, etc.

Proper care of the skates should include:

- drying the blade after each use ensuring all snow and ice have been removed. This includes the sole of the boot.
- Placing dry blades into a cloth blade protector for storage. Do not put blades back into the hard skate guards, as trapped water could form rust on the edges of the blade.
- Skates should be aired out each day after practice to allow the leather to dry. Skater's feet sweat inside their skates. Damp leather could rot and weaken the boot.
- Blades should be sharpened approximately 20 – 40 hours of use, depending on quality of blade.
- Blades should always be protected when walking to and from the ice surface by skate guards.
NEVER walk on floors with unprotected blades.

Providing your child with appropriate skating equipment will help them improve their skating more quickly and will make their on-ice experience more enjoyable.

Note: check with your skater's coach for exact information on equipment and attire expectations.



STAR 1-5 EQUIVALENCY CHART

Current Status	Dance	Freestyle	Skills	Artistic	Next Steps
Preliminary	STAR 3 Dance				
Dutch Waltz	STAR 2A – Dutch Waltz				STAR 4 Dances
Canasta Tango	STAR 2B – Canasta Tango				
Baby Blues	STAR 3A – Baby Blues				
FS Elements		STAR 3 Elements			STAR 4 Elements
FS Program		STAR 3 Program			STAR 4 Program
Skating Skills			STAR 3 Skills		STAR 4 Skills
Jr. Bronze					
Swing	STAR 4A – Swing				STAR 6 Dances
Fiesta Tango	STAR 4B – Fiesta Tango				
Willow Waltz	STAR 5A – Willow Walz				
FS Elements		STAR 5 Elements			STAR 6 Elements
FS Program		STAR 5 Program			STAR 6 Program
Skating Skills			STAR 5 Skills		STAR 6 Skills
Intro. Interpretive				STAR 5 Artistic	STAR 7 Artistic



