

Thanks for choosing our Learn to Skate program!

Over the next several weeks your child will learn basic skating skills in a fun, recreational environment.



For program information:

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Alternate formats are available upon request in accordance with the Accessibility for Ontarians with Disabilities Act, 2005.

LEARN to SKATE



What to expect

Children are placed in groups of about 10 who have similar skating abilities. For this reason, we need to know your child's ability level before lessons begin. At the first class, your child's skating ability will be assessed and children may be moved to another group.

Skating skills are taught through both large and small group games, relays and activities.



During the first few lessons, your child may spend more time sitting on the ice or a bench than skating. This gives us a chance to teach them to stand up with strong ankles, how to find centre of balance, how to fall, and how to get up again. This is a normal progression and we encourage you to be patient with your new skater as they learn new skills.

We encourage parents to sit in the heated gallery or in the stands, not along the boards. It is important we have the skater's full attention during the entire lesson. Parents are not allowed on the ice at any time.

At the last two sessions, your child will be assessed on the skills learned. If your child completes all of the required skills he or she will receive a badge. If your child does not receive a badge it just means your child has some skills to continue working on. It is quite common for children to need more than one session to complete all the skills required for each badge level.

In this program, we teach the fundamental skating skills and aids will not be used on ice.

Choosing skates

Lace-up skates are best in order to fully support the ankle and foot bed. Please avoid the full plastic shelled skates as they do not provide adequate support for the ankle. It is important to ensure the skate is the correct size and supports the ankles well. Newly purchased skates must be sharpened before you are able to skate on them.



Fit of skates

- Skates should be fitted with one pair of socks only
- There should be some room for movement of toes, but the ankle, instep and heel must be firmly supported
- The tongue should be sufficiently wide so it will stay in place
- The front opening of the boot should be sufficiently wide to pull the laces tight

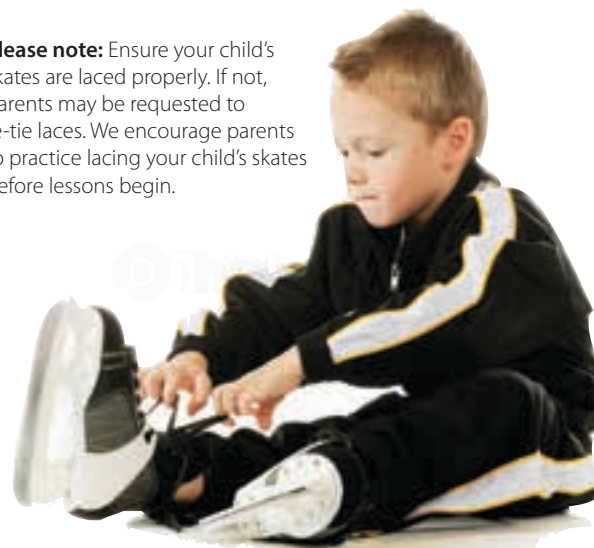


Lacing skates

- Skates should be laced comfortably over the toe and front of the foot but snugly over the ankles
- Laces should be hooked securely with sufficient tension to permit one finger down at the top of the back of the boot
- Laces should be long enough to be tied in a double bow and tucked in



Please note: Ensure your child's skates are laced properly. If not, parents may be requested to re-tie laces. We encourage parents to practice lacing your child's skates before lessons begin.



Care of equipment

Skate guards can be worn when walking to and from the ice. Permanent damage can be done to a blade by walking on concrete without guards. After each wearing, blades should be dried with a cloth and stored without the guards. This is to prevent the blades from rusting.

When removing skates, make sure they are sufficiently unlaced so the back of the boot will not break down.

Apparel

Even though it's warm outside, it's very cold in the arena. Winter weather attire is recommended to stay warm and comfortable while skating in the arenas (mittens or gloves, warm pants, winter coat, etc.). Hockey gloves are not permitted. Long scarves should not be worn on the ice as they can be dangerous.



Helmets

CSA skating or hockey approved helmets are mandatory. Bicycle helmets are not allowed. **Children are not allowed on the ice without the proper helmet.**



Photography

We respectfully ask that you only take pictures of your child. Please do not use a flash as the light is distracting to the skaters. If you feel your child's picture is being taken without permission, please speak with a staff member.

