

Xtreme Ice Skating Instructor's Manual: (Study guide for the Instructors Test)

A. Introduction:

The Instructors Test was created from the information in this document (Instructor's Manual). The Instructor's Manual should therefore be used as a study guide.

B. Purpose of this Manual and how it will help you:

This document will prepare you for the Instructors Test. The Instructors Test will question your general knowledge of the sport including teaching requirements. The more you know about Xtreme Ice Skating and how an Xtreme Ice Skater thinks, the greater chance you'll have in adding students to your lessons. You'll also be able to keep students interested and ward off potential imitators who might compete with you. The main topics of this document include the following:

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- I. Standards of teaching.**
 - II. Liability and insurance.**
 - III. Expectations of students/parents.**
 - IV. Culture.**
 - V. Logical outcomes and expectations.**
 - VI. Teaching methods and execution of movement.**
 - VII. Pre-lesson checklist.**
 - VIII. Materials required to give to parents & students:**
 - IX. Policy requirements & materials to be given.**
 - X. Structure and lessons plan.**
 - XI. Fundamental principles of Xtreme Ice Skating balance.**
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I. Standards of Teaching:

1. Students are *required* to learn how to fall on the ice properly at the start of their first lesson, for insurance reasons.
2. Student and/or parent must be greeted at every practice with "hello" and "goodbye". Perhaps a handshake might accompany an initial 'hello'. Parents want to know that their children are in good hands. Students want to feel welcomed and appreciated as well. Respect and professionalism are the foundation to a long-term business relationship.
3. If a student expresses safety concerns or abnormal fear of trying a trick or a movement, than the Instructor may not push the student any further. In our sport, it can be agreed that students ought to be pushed beyond their fears to overcome their limitations, but for those who say "no", it literally means no.
4. If a student is unable to relate to or learn from a certain teaching method, than either new information must be given, a new way of translating the information must be conveyed, or more details must be provided to ensure the message was understood. Explaining *the same information over and over in the*

same way should would not be an appropriate approach to teaching.

5. If the student does something correct, let them know they did something correct and have them repeat that correct movement until he/she has internalized the movement.
6. Student is informed what muscles to use, where to place head, hips, arms, and etc..
7. Student is informed as to what he/she should be feeling in regards to muscle sensation: What hurts? What stretches? What pulls? What tightens? What relaxes?
8. Fundamental principles of Xtreme Ice Skating balance are reinforced and applied throughout instruction.
9. Culture of Xtreme Ice Skating is applied in teaching techniques, for example: have student apply more speed, harder edges, more movements that involve fear, and more energy in every movement.
10. Students are motivated to increase their *hollow of radius sharpening* as their skills improve. The recommended hollow of radius sharpening is stated on the “learn” page on the official website. Once a student gains significant skill, they start using a 3/8” radius and move to a 1/4” radius as soon as possible. Having a deep radius sharpening such as a 1/4” is because it allows skaters to take deep and hard edges at a great speed, allowing skaters to take full advantage of being a thriller seeker on the ice.

II. Liability and Insurance:

- Liability:

The rink and the Instructor can be held liable for any or all damages/injuries. To limit the possibility of lawsuit, all Instructors and their students must wear full protective equipment: helmets, wrist guards, elbow pads, knee pads, and hip protection for jumps. Students are required to wear full protective equipment at all times while on the ice. If a student removes any article of protective equipment while on the ice, than the student must exit the ice immediately.

The ice rink must receive a copy of our Xtreme Ice Skating program. Parents and/or students must receive a copy of the Xtreme Ice Skating program pamphlet prior to the first lesson. The rink must also get a blank copy of the *insurance waiver* that’s required of all parents and/or students (18 yrs of age or older) to sign. **The Instructor must also keep the original signed copy of insurance waivers which a parent or legal guardian and student have signed.**

- Insurance:

All Instructors are required to carry insurance for the sport and must provide proof of insurance to the rink manager.

III. Expectations of Students/Parents:

- Students/Parents should expect the following:
 1. Learn the sport quickly.
 2. Learn the sport properly.
 3. Learn as many cool tricks as possible.
 4. To learn principles that conform to the culture of the sport.
 5. To experience speed, power, agility, creativity, fear, confidence, and freedom.
 6. Prices of lessons to be affordable.

7. Lessons to be given at a convenient location.
8. The practice the sport during a public session or Xtreme Ice Skating practice sessions.
9. Courtesy and respect.
10. Professionalism.

IV. Culture of Xtreme Ice Skating:

As an Instructor, you are required to teach the sport's culture: have your students go faster whenever possible, have them execute a deep/hard edge whenever possible, expect explosive movements from your students, and have your students practice with some level of fear (very critical). Explain to your students that they should never say, "I can't", i.e.: when doing a movement. Instead, have your student learn: "I can, just not at the moment". A positive attitude creates positive results.

- Exact formula of the *personality* traits of an **Xtreme Ice Skater**:

[**Thrill seeker, leader, creator, performer, and individualist.**]

Every Xtreme Ice Skater possesses all of the above traits. If just one trait is missing in the potential student, it is highly likely the potential student will *not* be interested in lessons and/or will drop out of lessons in a short time period.

- Exact formula of the *personality* traits of a **figure skater**:

[**Competitive, balletic, creator, performer, and individualist.**]

- Notice the differences between an **Xtreme Ice Skater** and a **figure skater**:

Xtreme: Thrill seeker, leader, creator, performer, and individualist.]

Figure: Competitor, balletic, creator, performer, individualist, and perfectionist.]

- [**Thrill seeker, leader, creator, performer, and individualist**]:

Thrill seeker:

Xtreme Ice Skaters engage in risk-taking measures and fall into the category of extreme sport athletes.

Leader:

Xtreme Ice Skaters all possess leadership qualities because of the nature and individuality of the sport. Unlike 'freestyle ice-skating' where skaters practice in *groups*, Xtreme Ice Skaters prefer to practice *alone*, even though Xtreme Ice Skaters may have friends with them on the ice. The individuality of our sport combined with the thrill-seeking nature and showmanship-like personality fosters a leadership personality.

Creator:

Xtreme Ice Skaters love to create new tricks and combine tricks together. They enjoy artistic expression along with freedom and individuality of creating new tricks on the ice.

Performer:

Since our sport centers around the intention of doing tricks and attempting the most impressive jumps possible, participants have a sense of showmanship and desire of showing these skills off.

Individualist:

Xtreme Ice Skating is an individual sport and usually practiced alone.

- Other cultural elements of the sport of Xtreme Ice Skating:

- Speed, agility, impressive tricks and jumps, *feeling fear*, using a 1/4" hollow radius for skate

sharpenings , high energy and excitement, positive/fun attitude, helping others, leadership, and creativity.

V. Logical Outcomes and Expectations:

- Students learn in a risk-averse manner.
- Students acquire Xtreme Ice Skating skills.
- Students learn and engage in the sport of Xtreme Ice Skating in a fun and productive manner.
- Students are eager to come back for more lessons.
- Students are eager to show their friends their newly learnt skills.
- Students are taught in a way which subjects them to feeling *fear*.
- Parents are satisfied with their children's lessons and positive attitude towards the sport.
- Instructors are expected to teach in a courteous and professional manner.
- Instructors are expected to incorporate the culture of Xtreme Ice Skating into their lessons.
- Instructors are expected to teach the "Ten Principles of Xtreme Ice Skating Balance."
- Instructors are expected to teach only the tricks found in testing, or unless otherwise prescribed.
- Instructors are expected to teach only the sport of Xtreme Ice Skating.

VI. Teaching Methods and Execution of Movement:

- Teaching methods:
 - Students learn that overcoming fear is at the heart of our sport and how Xtreme Ice Skaters approach Xtreme Ice Skating enjoyment. Performing a movement correctly is good enough for a student to learn. A student must perform a movement until there is some level of fear.
 - Maintain slow and controlled technique at first. Move onto faster technique and apply more speed whenever possible.
 - Posture: the body should be slightly leant over but *never* completely bent over (curled back). Knees must be kept in a somewhat bent position throughout unless otherwise stated.
 - Rotation and spin is always derived from the hips, legs, and shoulders, but never from swinging arms, unless otherwise stated, such as "Moving Spins."
- Most used teaching methods:
 - Keep head up.
 - Keep eyes maintained on the horizon or in the direction of movement (in most cases).
 - Keep shoulders and hips in-check.
 - Lower back is arched inward.
 - Use of arms to aid balance and create body movement (to help rotate hips).
- Execution of movement:
 - Students are taught that if they do not feel fear during practice, then they are *not* challenging themselves enough.
 - Students are taught to concentrate solely on certain groups of muscles in addition to focusing on just execution of the movement itself. For instance, in practicing the "T-Stop", the student should be asked to concentrate on their hip muscle, or back muscles. Additionally, the student should be asked to perform 2-3 tasks at once, such as trying to keep their eyes forward all while pushing their front foot forward into the ice, for instance. Students should be asked to focus on various things, but never forgetting the overall movement.

- If a student complains that he/she feels like they are not getting any better, than that is a sign that the student has significantly improved their ability and have realized their greater potential on the ice. This is called: “plateau effect”. The student should be advised of such a learning prospective in case they have the same complaint of “not getting any better”.

VII. Pre-lesson checklist:

1. Confirm that the student’s lesson time is correct.
2. Rink management must know of your teaching schedule so the rink can get paid.
3. Make sure student’s skates are tied tightly.
4. Make sure student’s protective equipment is fully on and adjusted properly.
5. Make sure student and/or parent have signed insurance waivers before first lesson.
6. Make sure student and/or parent have been given all instructional materials (pamphlet).
7. Make sure student and/or parent have received a (safety manual).

VIII. Materials required to give to parents & students:

Important: All materials listed below must be given to parents or legal guardian, students, and rink management before the start of first lesson. The instructor must translate all materials listed below into their native language and provide to their student(s) in an understandable and closely translated document.

- The instructor must give a *safety manual* to the parent/student or legal guardian.
http://xtremeiceskating.com/online_documents/instructors_waiver.pdf
- The instructor must give a *program pamphlet* to the parent/student or legal guardian.
http://xtremeiceskating.com/online_documents/instructors_pamphlet.pdf
- The instructor must have student/parent sign an *insurance waiver*, and the instructor must keep signed copy.
http://xtremeiceskating.com/online_documents/instructors_waiver.pdf
- The instructor must provide a *safety manual* to parent/legal guardian and student.
http://xtremeiceskating.com/online_documents/instructors_safety_manual.pdf
- The instructor must provide a copy of *insurance papers* to rink management. You will receive insurance papers from your insurance agent.

IX. Policy Requirements:

- Instructors are required to teach new students how to fall properly on the ice at the start of their first lesson, for insurance reasons.

- The Instructor must conform to all standards, practices, and cultures of the sport when teaching the sport.
- The instructor must carry Xtreme Ice Skating insurance to teach.
- The instructor must be certified by Dan Perceval to teach the sport.
- The student and/or parent must sign an insurance waiver before first lesson and give it to the Instructor.
- The instructor may only teach tricks which he/she have already been tested in, and skill level tests to which they have taken and passed.
- Students and the Instructor must wear full protective equipment at all times while on the ice: (*Helmet, wrist guards, elbow pads, knee pads, and hip protection of doing jumps*).
- The instructor must keep all signed documents (insurance waivers) and record of payments on file as mentioned above.
- The rink must receive a portion of the profits from every lesson, whether private or group instruction.
- When first entering the sport after having completed the “pre-testing“ level, Xtreme Ice Skaters may request to learn any trick they want within their skill level.
- Tricks that are not approved by the Board Of Directors or Dan Perceval may not be taught unless there’s an official approval of either the Board of Directors or Dan Perceval.
- All students regardless of age must be given a pamphlet explaining the sport, how to prepare for the sport, and what to expect in Xtreme Ice Skating lessons.
- While giving lessons on the ice, any student(s) that want to take off there protective equipment must do so after having left the ice surface. *Prior* to the student having returning to the ice, the student must have all protective equipment on and secured properly. Any student that removes his/her protective equipment while on the ice will be asked to leave the ice until he/she has resecured their protective equipment.
- The Instructor may *not* encourage a student to go beyond the student’s physical limitations unless the student verbally agrees to. Normally, a student should feel fear, but not so much fear that the student expresses concerns over their safety or well-being.
- No student or Instructor can treat any other person with disrespect.
- Communication must remain open between Instructors, Dan Perceval, and the Board of Directors.
- Instructors, Dan Perceval, and the Board of Directors always work together to resolve differences, current issues in the sport, and new or improved teaching methods.

- Xtreme Ice Skating Instructors may teach only the tricks, movements, and culture of the sport of Xtreme Ice Skating. Tricks from other sports or disciplines may not be taught in Xtreme Ice Skating lessons. For tricks that cross over into other skating disciplines such as the “Drunken’ Sailor”, they must be referred to as the correct name “Drunken’ Sailor”, and not “barrel roll”. There are a few instances like this. Additionally, if an Instructor wishes to include new tricks or additional tricks into their lessons, said tricks must first be approved by the Board of Directors and/or Dan Perceval to be taught. If approved, the trick will be officially accepted into the sport.
- If a student wishes to apply for certification to teach the sport, the student may only do so through the official Xtreme Ice Skating website. Additionally, a student may only apply for testing through the official website.

X. Structure and Lesson Plan:

1. Structure of teaching program (exact movements, testing levels, and etc.):

Please note: For *pre-testing*, lessons must be taught in sequential order and according to the lessons outlined below. For all other skill levels, tricks in each skill level can be taught in any order, however the student must learn each skill level in proper sequence such as (Intermediary level 1, level 2, level 3, etc..).

- **Pre-testing** (for people who never skated before or can’t skate):

*** * * Please read the following:**

- For students who already have a handle on ice-skating, they may skip the pre-testing skill level and go directly to *Beginner level-1* class.
- Students must learn pre-testing lesson's 1 thru 8 before moving on to higher levels.
- Furthermore, lesson plans for *Pre-testing* must be taught in sequential order.

Lesson 1:

How to fall properly. Forward stroking: keep knees bent, keep arms out, stick butt out. Have student hold the side rails: one arm on rail, other arm off. Also, teach marching technique on the ice if student continues to struggle.

Lesson 2:

Forward stroking: keep head up, and make sure lower back is arched inward. Bend knees. Reinforce principles learned in lesson one.

Lesson 3:

Add speed to forward stroking. Get students off the side rails if they are still learning this way. Challenge the student at an ever increasing rate. Introduce forward cross-overs if they’re ready.

Lesson 4:

Forward cross-overs.

Lesson 5:

Basic two-footed turns: student learns the Hawk Turn but without speed or aggressive edge.

Lesson 6:

Backwards skating in a straight line.

Lesson 7:

Backwards crossovers. Student learns that balance is derived from the hips. Student learns to shift hips on an angle to adjust for weight displacement.

Lesson 8:

Shifting from forwards to backwards (done slowly).

*** * *** Students may request to learn any trick within their skill level. However, this excludes the Pre-testing skill level (the introduction to the sport).

▪ **Beginner level-1:** [Suggested sharpening: 1/2" radius]

Tricks to be taught:

- One Footed Stop
- Tuck Stop
- Heel Stop
- Hawk Turn

▪ **Intermediary level-1:** [Suggested sharpening: 3/8" radius]

Tricks to be taught:

- 3-Turn (inside & out)
- Double-footed Backwards Turn
- Knee slides (basic & advanced)
- One-Footed Hops
- Reverse Apolo Turn (basic)
- T-Turns
- Moving Spins
- Eagle Turn
- Drunken' Sailor Movement.
- T-Stop
- Insanity

▪ **Intermediary level-2:** [Suggested sharpening: 1/4" radius]

Tricks to be taught:

- Apolo's Turn
- Whip Turn
- Fakie 180°
- Double Spray
- Swing Dance Kicks
- Frontside Stop
- Eagle Stop
- Rainbow Stop

▪ **Intermediary level-3:** [Suggested sharpening: 1/4" radius]

Tricks to be taught:

- Eagle Toe Stop
- Hope Footwork
- Step Footwork
- Fancy Dance
- R-Stop
- Kneeslide Footwork
- Fakie 360°
- Air tuck
- X-Stop
- Reverse Apolo Turn (advanced)

▪ **Intermediary level-4:** [Suggested sharpening: 1/4" radius]

Tricks to be taught:

- Circular Footwork
- Tight Footwork
- Frontward Footwork
- Eagle Footwork
- Frontside 180°
- Frontside Air
- Cobra Footwork

XI. Ten fundamental principles of Xtreme Ice Skating balance:

1. Keeping your head up:

In almost every movement, you must keep your head looking up: your head is facing the horizon line. Your body will always follow the direction of your head. For example: acrobats do all kinds of amazing flips in the air. Acrobats maintain control by directing their head in the direction to which they want to move. Where their head goes, their body follows.

2. Keeping your eyes on the horizon or direction of movement:

The direction or point to which you want to travel will be determined by your focal point (your eyes). As stated in the prior principle, your head will always lead and your body will follow. If your head is facing the horizon during a jump while looking downward, the direction of your jump will *most likely* tilt downward even though your head remained straight.

3. Keeping your shoulders and hips in-check:

Your hips and shoulders should always act as either one unit working in unisons or two parts working to compliment each other. For instance, if you're doing the Apollo's Turn, than your hips and shoulders should be together, not rotated. If doing a switch turn (a move where you rotate your body forward and backward), your hips should work together in opposite of your shoulders. This is done by using your abdominal muscles to rotate your hips all while using your back muscles to rotate your shoulders. It's very important that proper muscle groups are used when controlling precise movement. Swinging of any kind without proper use of muscles will lead to uncontrolled balance, particularly in jumps.

4. Lower back is arched inward:

For almost every movement in Xtreme Ice Skating, your lower back must be arched inwards. This keeps your posture more erect rather than slouched over. A slouched posture with a lower back that is arched outward will hinder balance (unless it is purposeful). This is not to say that one mustn't lean over. There are many movements where one leans over. However, the difference in leaning over is how your lower back is arched. If your lower back is arched outward, your balance will be compromised. If your back is arched inward, your balance will be more centered of your core (your waist).

5. Chest is pushed out on certain movements:

Your chest is pushed outward on most stops and jumps. For footwork, your chest is not applied as strictly. With your chest pushed outward, it re-centers your center of balance over your hips and makes it easier to do certain movements.

6. Posture is facing upward rather than bent over:

Upward posture will decrease any kind of awkward balance or “falling-over” feeling. A bent-over center of balance will cause most jumps to end in crash. An upward posture will keep your balance over your hips or waist.

7. Spotting:

This is a way of moving your head whereby you look at only one or two focal points. You find a point(s) in space, and keep looking at those points until you’re forced to move to the next point or until the movement has ceased. Spotting is used most often in jumps and spins. Spotting controls your head and eyes. If you look at rules one and two, you’ll notice how movement of your head and eyes controls direction of your body.

8. For jumps, knees must come up to the hip:

This guideline is for purpose of aesthetics (how good something looks). You should look like a rollerblader or aggressive skater on the ice, not a figure skater.

9. Legs and feet must conform together on certain movements:

The Tuck Stop, the One Footed Stop, and other movements, require that your legs and feet form together. This rule is applied for two reasons: the first is that space between your legs or feet will misguide your balance, and the second is that any space between your legs or feet looks amateur.

10. Rotation and spin is always derived from hips, legs, and shoulders — never swinging arms:

This guideline is most frequent in jumps, although is applied to footwork and turns as well. Power and rotational energy start at your feet, but gets transferred through your hips as well. For Xtreme Ice Skating jumps, your shoulders in this regard should be aligned with your hips, or become aligned at some point in mid-air. This is to make sure that your body rotates as one unit. Rotation will occur around your hips even if your feet or hands are elsewhere. If your shoulders and arms are creating rotation (the most common mistake Xtreme Ice Skaters make when learning jumps in the sport), your rotation will occur around your shoulders and will result in a wild unpredictable jump. Simply put: hips and shoulders control balance and energy in spin (rotation).

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