

Instructors Program:

I. Agenda:

1. Create and plan structure of teaching program.

II. Planning phase:

1. What are we set out to do?
2. What is the overall scope of the project?
3. What factors should be considered in protecting and preserving the integrity of our sport?
4. What are logical expectations and outcomes?

III. Teaching program, structure, and methods:

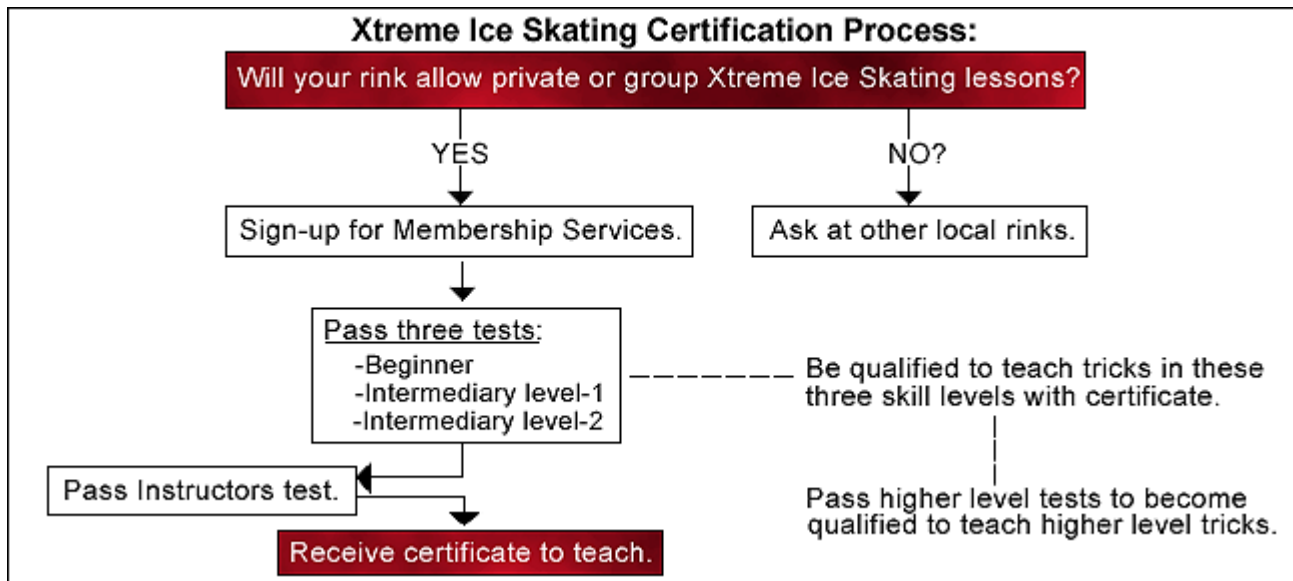
1. Structure of teaching program (exact movements & testing levels).
2. Ten principles of Xtreme Ice Skating balance.
3. Teaching methods and execution of moves (students must feel fear - must be creative).
4. Pre-lesson checklist.
5. General Policy.

IV. Testing phase:

1. When this program is enacted, how do we ensure that it will work?
2. Do we foresee any major problems or pitfalls?

I. Agenda:

1. Create and plan structure of teaching program:



II. Planning phase:

1. What are we set out to do?
 - To provide a way in which Xtreme Ice Skaters can become certified to teach our sport through a

method which is efficient, structured, simple, and cost effective.

- To motivate and involve people of all ages into the eye-popping sport of Xtreme Ice Skating.

2. What is the overall scope of the project?

- A. standards of teaching.
- B. duration of certification.
- C. monetary requirements.
- D. monetary policies.
- E. feasibility of location (political & economic issues).
- F. overall process from start to finish.
- G. insurance, waivers, and liability issues.
- H. consumer expectations.
- I. market compatibility.
- J. certification components (what's covered, what's not).

A. Standards of teaching:

▪ *Macro* approach to instruction:

1. Student and/or parent must be greeted for 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.
2. 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.
3. 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 enacted, or more details must be provided to ensure the message is understood. Adaptation is key.
4. 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 that movement.

▪ *Micro* approach to instruction:

1. Student is shown the trick.
2. Student is asked to perform the trick so the instructor can gather additional information about the current status of the student's skill level. (the student may be able to do the trick on the first try wherein other tricks they can't.)
3. Student is given step one of the trick or any corrections that may be needed to further progress the student.
4. Student is informed what muscles to use, and where to place head, hips, arms, and etc..

5. 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?

6. Students learn by example. The instructor should engage in process whereby the Instructor demonstrates a movement to the student, the student attempts the movement, corrections are made, and the Instructor redemonstrates the movement. This process should repeat.

7. Fundamental principles of Xtreme Ice Skating balance are reinforced and applied throughout.

B. Duration of Certification:

- This particular topic is addressed in terms of a timeline that is both reasonable and feasible for the average person who wishes to attain an Xtreme Ice Skating certification. It should be expected that most people will probably take more time to complete the certification program than what's corresponded below. The time schedule certification program is as follows:
 - Approximately 1 week period for the Beginner test to be successfully approved, providing that the Member has submitted a video which will pass the guidelines.
 - Approximately 1 week period for the Intermediary level-1 test to be successfully approved.
 - Approximately 1 week for the Instructors exam to be approved.
 - Approximately 2 to 3 business days for certificate to be awarded and Instructor's name to be updated on the official website.

* * Total turnover time is about three and a half weeks providing that the Member is able to provide a testing video in a timely fashion.

C. Monetary Requirements:

- All instructors must pay for their own insurance. Additionally, all potential instructors must pay for all testing exams, if they do exist. Membership must also be acquired and be paid for by the potential Member.

D. Monetary Policies:

- All fees associated with the Xtreme Ice Skating certification program are of the sole financial responsibility of the registered Member. The certification fees associated with said certification program includes the following: membership sign-up, testing, instructors test, and insurance. Certified instructors will be able to set their own prices for their lessons.

E. Feasibility of Location (political & economic issues):

- It is the responsibility of the potential instructor to ask their current rink and/or other surrounding rinks if they can teach the sport. A scenario may arise where all surrounding ice rinks have rejected your request to teach the sport. This information should be known before applying for Xtreme Ice Skating certification.

In regards to political issues, the rink may allow the sport to be taught, but the rink will not allow your students to practice there. It could also be an issue with an employee of the rink who holds enough power to persuade rink management to act unfavorably toward you, your lessons, or your students. Usually if this happens, it occurs with the figure skating director. The figure skating director will put pressure on management to squash your establishment at the rink because of perceived threat in regards to competition.

F. Overall Process from Start to Finish:

- The process for becoming an Xtreme Ice Skating instructor is listed in sequential order:
 1. Check with rink management to make sure private lessons can be taught.
 2. Acquire membership.
 3. Pass the Beginner test, Intermediary level-1 and level-2 tests.
 4. Pass the instructor's test.
 5. Receive certification, insurance waivers, and pamphlet.

G. Insurance, Waivers, and Liability:

- Insurance:

The sport of Xtreme Ice Skating needs special insurance because it is perceived as a high risk activity. We will help you seek proper insurance.
- Waivers:

All waivers will be provided to the instructor and at no charge.
- Liability:

The rink and the Instructor can be held liable for all damages/injury. To limit the possibility of a lawsuit, all Instructors must require students to wear full protective equipment: helmets, wrist guards, elbow pads, knee pads, and hip protection for jumps. Additionally, all Instructors are required to carry insurance for the sport. Students are required to wear this protective equipment at all times while on the ice. If a student removes any protective equipment while on the ice, they must exit the ice immediately. The ice rink must receive a copy of our Xtreme Ice Skating program which Instructors will follow. Parents and/or student must receive a copy of the Xtreme Ice Skating program prior to taking lessons. The rink must also get a blank copy of the *insurance waiver* which all parents and/or students (18 yrs of age or older) are required to sign before taking lessons. **The Instructor must also keep the original signed copies of insurance waivers which parents/students have signed.**

H. Consumer expectations:

- 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.

I. Market compatibility:

- Xtreme Ice Skaters possess ALL of the following personality traits: thrill seeker, leader, performer, creator, and individualist (individual sports). In order for a potential customer to be a likely candidate for Xtreme Ice Skating lessons, the potential student must willingly admit or verbally agree to the fact that they are a *thrill seeker* or they engage in other extreme sports.

Parents should know what to expect from Xtreme Ice Skating lessons, and be aware of the risk-taking activity their son/daughter will be engaging in.

J. Certification Components (what's covered & what's not):

- Certification if passed, DOES include the following:
 1. Instructor's certificate & registration number.
 2. Placement on the official website on the *instructors page*.
 3. Online guerrilla marketing campaign - (includes videos and promotion).
 4. Electronic pamphlet.
 5. Electronic insurance waiver.
 6. Instructor's program (this document).
- Certification does NOT include the following: insurance, promise to receive students, or commitment from your local rink to teach.

3. What factors should be considered in protecting and preserving the integrity of our sport?

- Instructors must learn teaching methods that conform to Xtreme Ice Skating standards of teaching. All instructors will continually work together to share ideas about what teaching methods work the best. The methods which have been proven successfully over time, will be incorporated into the Xtreme Ice Skating standards of teaching.
- Reinforce the culture of Xtreme Ice Skating:
 - Speed, agility, impressive tricks and jumps, *feeling fear*, using a ¼" hollow radius for skate sharpenings, high energy and excitement, positive/fun attitude, helping others, leadership, and creativity.
 - Personality of the Xtreme Ice Skater:
Xtreme Ice Skaters have *all* of these following personality traits:
[Thrill seeker, leader, creator, performer, and individualist.]

Thrill seeker:

Xtreme Ice Skaters engage in risk-taking measures which fall into the category of extreme sports.

Leader:

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

Creator:

Xtreme Ice Skaters love to create new tricks or combine tricks together. Our skaters are already creators, and when they enter the sport, they seek artistic expression and freedom 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 to want to show off these skills.

Individualist:

Xtreme Ice Skating is an individual sport. It is a self-expressive sport.

- Students of Instructors who inquire to teach the sport or about testing in 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 as well. An Instructor does not possess the jurisdiction to test his/her students or certify them to teach the sport.
- Use of names for tricks:
Instructors may only use names which are used on the official website, or names of tricks which have been approved by the Board of Directors.
- What can be taught and what can't be taught:
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 an Xtreme Ice Skating lesson. For tricks that cross over into other skating disciplines and have been officially sanctioned to be used in the sport of Xtreme Ice Skating, the trick's Xtreme Ice Skating names must be used. For example: the "Drunken' Sailor" must be referred to as the "Drunken' Sailor" and not the "barrel roll". 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 first. If approved, the trick will be officially accepted into the sport.

4. What are 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 "10 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.

III. Teaching program, structure, and methods:

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

Please note: Classes must be taught in sequential order and according to tricks shown below:

- **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 can skip pre-testing.
 - Students must learn pre-testing lesson's 1 thru 8 before moving on to higher levels.
 - Furthermore, lesson plans 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 1.

- 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 possible.

- 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 balance.

- Lesson 8:

- Shifting from forwards to backwards (done slowly).

- **Beginner level-1:**

- Tricks to be taught:*

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

- **Intermediary level-1:**

- 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:**
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:**
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:**
Tricks to be taught:
 - Circular Footwork
 - Tight Footwork
 - Frontward Footwork
 - Eagle Footwork
 - Frontside 180°
 - Frontside Air
 - Cobra Footwork

2. Ten 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 rule 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 rule 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).

3. Teaching methods and execution of moves:

- Teaching methods:

- Students learn that overcoming fear is the heart of our sport and how we approach ice-skating.
- Maintain slow and controlled movement at first. Move onto faster movements or apply more speed as soon as possible.
- 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.
- 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 the arms, unless being used for certain unique tricks.

- Execution of moves:

- Students learn that if they do not feel fear during practice, then they are *not* challenging themselves enough.

4. Pre-lesson checklist:

- a. Confirm that the student's lesson time is correct.
- b. Rink management must know of your teaching schedule so the rink can get paid.
- c. Make sure student's skates are tied tightly.
- d. Make sure student's protective equipment is fully on and adjusted properly.
- e. Make sure student and/or parent have signed insurance waivers before first lesson.
- F. Make sure student and/or parent have been given all instructional materials (pamphlet).

5. General Policy:

- To teach you must be 18 years of age or older, and have a means of transportation.
- The instructor must carry Xtreme Ice Skating insurance to teach.
- The instructor must be certified by Dan Perceval to teach the sport.
- The instructor may only teach tricks which he/she have already been tested in and to which they have certified to teach.
- 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 student and/or parent must sign an insurance waiver before first lesson.
- The instructor must keep all signed documents (insurance waivers) and record of payments on file.
- The rink must receive a portion of the profits from every class, whether private or group instruction.
- When first entering the sport, Xtreme Ice Skaters can request to learn any trick their instructor has been certified to teach providing that students stay within the skill level they're engaged in.
- Tricks that are not approved by the Board Of Directors or Dan Perceval can not be taught unless there's an official approval by either the Board or Dan Perceval.

IV. Testing phase:

1. When the Instructors Program is enacted, how do we ensure that it will work, and that most errors will be minimized?

- Ongoing discussion: communication must remain open between Instructors, Dan Perceval, and the Board of Directors. We all work together to resolve differences and current issues in the sport. There may be regular meetings to which everyone congregates (chat room).
- New instruction policies may be brought up at board meetings. All instruction policies may be voted on for approval. If approved, such policies will become standards and must be practiced by Xtreme Ice Skating Instructors.

2. Do we foresee any major problems or pitfalls?

- Conflicts of interest:
 - Possible contention and strife may be caused by figure skating directors of the rink. In such circumstances, said figure skating director(s) may be motivated by perceived monetary conflicts of interest. In short, figure skating directors might think that XIS Instructors are stealing students from figure skating coaches or the figure skating school itself. There are no possible solutions to this foreseeable problem other than keeping direct communication open with the Manager, duty Manager, and/or owner. If a problem occurs, it must be addressed immediately.
 - Sharing of ice with general public while teaching:
 - If lessons are taught on public sessions, than busy public sessions might be an issue. In regards to lessons being taught on figure skating ice, there are certain rules of engagement on figure skating ice that must be adhered to. During this session, the figure skaters will always have the right-of-way (since their sport is designated for that ice time).
 - Insurance and protecting oneself from prosecution:
 - Precautionary measures: carrying Xtreme Ice Skating insurance is required to teach the sport. The Xtreme Ice Skating Corporation will help the Instructor obtain proper insurance.
- Parents of students below 18 years of age must sign an insurance waiver. Any student who is 18 years of age or older, must sign an insurance waiver.

All students regardless of age must be given a pamphlet that explains the sport and it's risks, prior to the first lesson given. It is a good idea that students and parents know well ahead of time before first lessons are given that Xtreme Ice Skating is an extreme sport. It is likely that the potential student is already involved in other extreme sports such as rollerblading, snowboarding, and skateboarding so the parent or guardian will be well acquainted with extreme sports. Regardless, "Xtreme Ice Skating" should be iterated to the parent/guardian as an extreme sport even though it says it in the title. Protect yourself.

While giving lessons on the ice, any student(s) that wishes to take off there protective equipment must do so after having left the ice surface. *Prior* to the student 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 re-secured their protective equipment.

No student can treat any other person with disrespect, or they will be removed from the class entirely. Alternatively, a warning can be given depending on the situation.

Damage to the facility or any else's property will *not* be permitted.

The Instructor may *not* push a student beyond the student's limits. Normally, a student should feel fear, but not so much fear that their safety is put at risk. Know the limits of your students.

- Teaching methods, standards, and culture of sport must remain coherent and engaged:
 - The Instructor must conform to all standards, practices, and cultures of the sport when teaching the sport. Failure to maintain this accord will undermine the quality of lessons and the sport itself. New ideas for teaching and/or other teaching inquires will be resolved by the Board of Directors.