MMB

COLEGIO IKASTETXEA
Vera-Cruz
SCHOOL

PHYSICAL EDUCATION




1º E.S.O
VERA CRUZ

NAME: _____

COURSE: _____

Teacher: JAVIER QUEREJAZU GAMAZO

PHYSICAL EDUCATION RULES - ESO

Teacher: JAVIER QUEREJAZU GAMAZO

In addition to the rules of the School, these are the specific rules of the subject:

HOW TO DRESS:

- School sport clothes (tracksuit, T-shirt and trainers).
- Tied-up hair (if it is long)
- No watch, rings or earrings.

SHOWER:

- After each class you will have 10 to 15 minutes to have a shower.
- The shower is compulsory for everybody. If you can not have a shower you will need a note from your parents explaining the reasons.

  - If these two rules are not obeyed yo*u can not participate* in the lesson and you will have to take notes during the lesson in silence and give them to the teacher at the end of each class.

SPORTS EQUIPMENT

Sports equipment can not be used without the teacher's permission.

Sports material will be tidied up by the pupils at the end of the lesson before having a shower.

STUDENTS WITH INJURIES

Injured students must bring a note signed by their parents or a medical certificate explaining the injury. They will also have to take notes during the lesson in silence and give them to the teacher at the end.

ASSESSMENT CRITERIA

30% ATTITUDE and daily work

40% PRACTICAL EXAM

30% THEORETICAL EXAM

INDEX

1.- WARM-UP. WHAT IS IT?

It is a set of physical exercises previous to a main physical activity that requires a stronger effort than usual.

1.1.- OBJECTIVES OF THE WARM-UP:

Two mainly:

1.- To improve the performance of the activity we are going to do later

How? Preparing ourselves physically, physiologically and psychologically for the effort. We get our cardiovascular, respiratory, nervous and muscular systems to begin to work progressively, without abruptness.

2.- To avoid injuries.

Warm-up reduces the risk of being injured because of the increase in muscular temperature, making muscles more flexible and coordinated.

1.2. - EFFECTS ON THE ORGANISM

- ✓ The cardiovascular system is activated: the warm-up accelerates the pulse rate and our heart beats more powerfully, so more blood circulates around the blood vessels to carry oxygen to muscles.

- ✓ The respiratory system is activated: breathing will be quicker and deeper (increasing the respiratory frequency), so increasing oxygenation.

- ✓ The muscular system is activated: corporal temperature will be increased, which helps our movements.

- ✓ The nervous system is activated: Our coordination will be much better.

- ✓ It helps us psychologically, mainly, for better concentration and motivation.

1.3. - TYPES OF WARM-UP

We can distinguish between the general and the specific warm-up; this year we are going to study just the first one.

General warm-up:

We do global exercises without taking into account the activity or sport we are going to do.

First, we should mobilize all our body (displacements, jumps...) trying to do different exercises so as not to strain one part of the body more than another one.

Later we will do specific exercises or movements (legs, arms, shoulders...); we will emphasize stretching here to prevent injuries.

1.4. - COOLING DOWN

As it is necessary to begin an activity progressively, when we stop doing it we need our organism to return little by little to a restful state.

How? By doing relaxing exercises (jogging, walking slowly, breathing exercises, stretching, etc.).

What do we achieve?

- We rest more and better.
- The organism returns to its restful state.
- We eliminate or reduce stiffness.

2.- PHYSICAL TRAINING CONDITION...

WHAT IS THIS?

It is a combination of our organism´s capacities to carry out physical tasks with the maximum effectiveness and performance; it is also a mix of personal qualities (will, temperament, motivation, etc.) that we will improve this year.

2.1.- YOUR PHYSICAL TRAINING CONDITION DEPENDS ON...

- ✓ On age and sex. Every age has a different development; also, hormones make muscles different in men and women; this is why men are usually stronger and women more flexible.
- ✓ On genetic inheritance.
- ✓ On the coordination of the nervous system.
- ✓ On psychic capacities.
- ✓ On one´s previous experience.
- ✓ On life habits. Your physical training condition is worse without exercise, bad nutrition, consumption of tobacco and alcohol (which harms our health, increasing the beats per minute, causing problems of blood circulation, accelerated breathing rythm after a little effort, backaches, less vitality, etc...).

In order to develop your physical training condition, you should do suitable training (based on the principle of biological adaptation) and also train your psychological capacities.

2.2. - PHYSICAL EXERCISE, WHAT DO WE HAVE TO KNOW?

In order to know our physical training conditions, we must do some tests. By repeating the tests over a year you can check your progress.

That is why it is necessary for your teacher to know if you have any medical problem that prevents you from doing physical education.

CHARACTERISTICS

In order to improve physical training condition we will consider:

- ✓ Your initial physical training condition and state of health.
- ✓ The frequency you do exercise and the intensity of it.
- ✓ Progressive training (difficulty, intensity, etc.).
- ✓ Complete exercises (training all the parts of your body).
- ✓ Individual exercises (adapted to your level and experience).

WISE PEOPLE

Pulse rate in a restful state is around 70-72 beats for men and 78/82 for women.

2.3. - TYPES OF EXERCISES

Depending on the type of exercise we do, we improve a different physical capacity. There are exercises:

- ➢ For endurance: major muscles take part and the cardiovascular and respiratory systems is developed.

- For flexibility: stretching that improves the capacity of your muscles to make wide movements.

- For strength: the musculature is contracted improving the possibility of moving a weight or of resistance.

- For speed: you improve your capacity to make fast movements or displacements.

Sometimes by doing an exercise you can improve different qualities (for example strength and speed). Also, you can improve your motor qualities like coordination, balance or agility.

3.- BENEFITS OF DOING EXERCISE

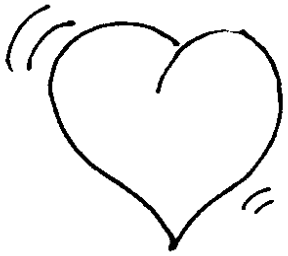
- Improvement of the four body systems that take part in the exercise: cardiovascular system, respiratory system, nervous system and locomotor system.

- You avoid the risk of suffering illness and injury.
- You feel better because you can do more activities during the day, with more vitality, optimism and energy.
- You reduce worries and tension.

3.1. - CARDIOVASCULAR SYSTEM (Heart, arteries, veins)

Effects of doing exercise

- Increase in the size of the heart and therefore the amount of blood in each beat; improving transport of oxygen and nutritious substances.
- Your heart gets stronger (do not forget that it is a muscle) and can move more blood in each beat.



- Increase in the number and size of blood vessels so that the blood reaches more cells.

- And therefore, the pulse rate decreases and the heart can rest more.

The cardiovascular system is mainly improved by endurance training.

3.2. - RESPIRATORY SYSTEM (Lungs and respiratory tract)

Effects of doing exercise

- Increase in lung capacity so that the organism is better oxygenated.
- Decrease of respiratory frequency (number of breaths per minute) and increase in the depth of the respiratory movements.
- Increase of what in sport is called "**vital capacity**": it is the amount of air that we can expel (blowing the air with all our strength) after also taking it in with the same strength.

People who have a bigger "vital capacity":

- People younger than 25
- Men
- Trained people
- People with healthy habits

People who have smaller "vital capacity":

- People older than 25
- women (10% less than men of same stature and weight)
- People not trained
- People with unhealthy habits (sedentary, smoker, drinker…)

The respiratory system is mainly improved by training endurance and relaxation.

WISE PEOPLE

Untrained people have about 4 litres of vital capacity, whereas trained ones can have 6,51.

3.3. - LOCOMOTOR SYSTEM (Bones, joints and muscles.)

Effects of doing exercise

- ✓ It helps growth, because the bones receive greater pressure (note: only by doing suitable exercise).
- ✓ The passive organs get stronger: bones, ligaments, tendons and joints; reducing the possibility of suffering injuries and rheumatic diseases (diseases in the locomotor system).
- ✓ Improvement of musculature: stength, flexibility, endurance...
- ✓ Improvement of muscular coordination.

The locomotive apparatus is mainly improved by training strength and flexibility.

3.4. - NERVOUS SYSTEM (Central and Vegetative N.S.)

Effects of doing exercise

- ✓ Although it is hereditary, exercise improves the activity of the nervous system, providing better reaction speed and, therefore, greater movement coordination.
- ✓ It helps the elimination of nervous tension, worries and stress produced by a sedentary lifestyle (minimum exercise).

The nervous system is mainly improved by training coordination and speed.

4.- BASIC PHYSICAL QUALITIES

and

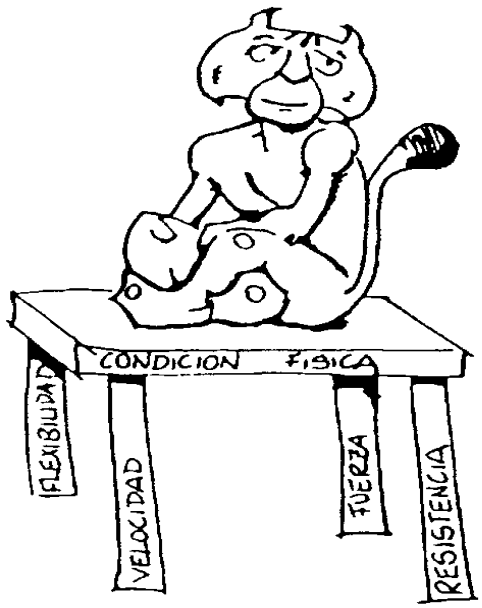
COMPLEMENTARY PHYSICAL QUALITIES

We already know what physical training condition is. What can you do to improve it? You just have to improve their components, which are called physical qualities.

There are THREE basic physical qualities: **ENDURANCE, STRENGTH,** and **SPEED**. But often, as in the picture below, **FLEXIBILITY** is included.

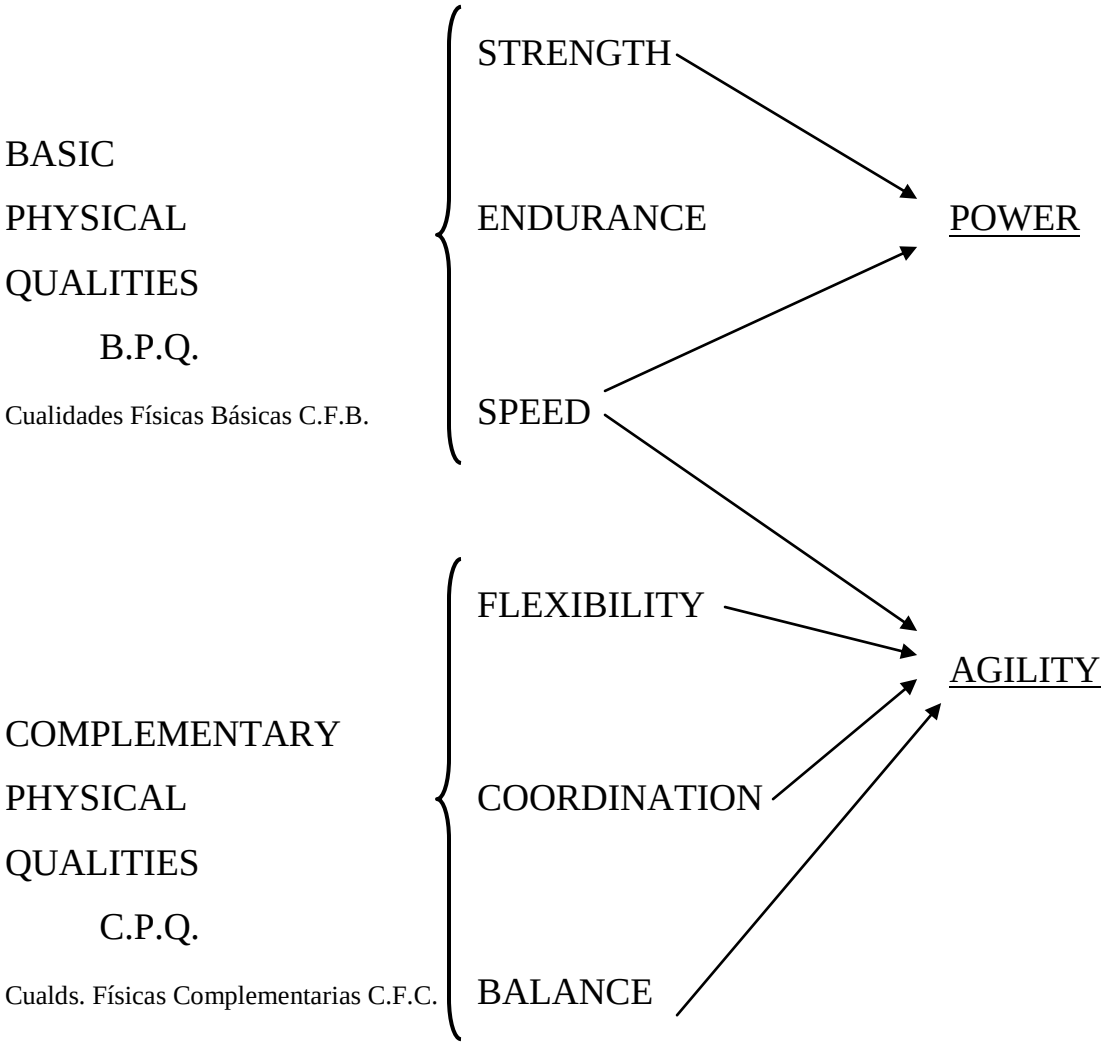
Physical training condition is supported by the four legs of this table (you can see that each leg is a basic physical quality). If one of these legs is shorter or weaker than the others, the table will fall. The table, your physical training, will not be balanced.

BALANCED CONDITION



UNBALANCED CONDITION

The four qualities must be trained, but remember that you must adapt your training to your age.



4.1. - WHAT ARE THEY? HOW CAN WE DEFINE THEM?

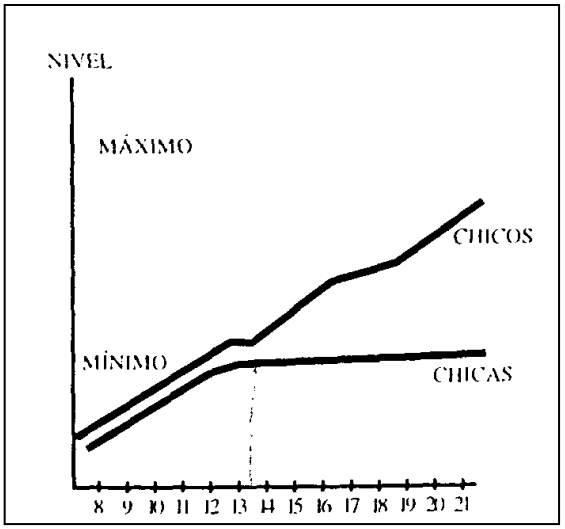
- ENDURANCE: capacity to make prolonged (long) efforts.
  Examples: marathon, cycling,…
- STRENGTH: capacity to move a weight or resistance.
  Examples: weightlifting, shot-put...
- SPEED: capacity to make fast movements or displacements.
  Examples: A smash in volleyball, a 100 meter race.

4.2. - YOUR PHYSICAL QUALITIES NOW

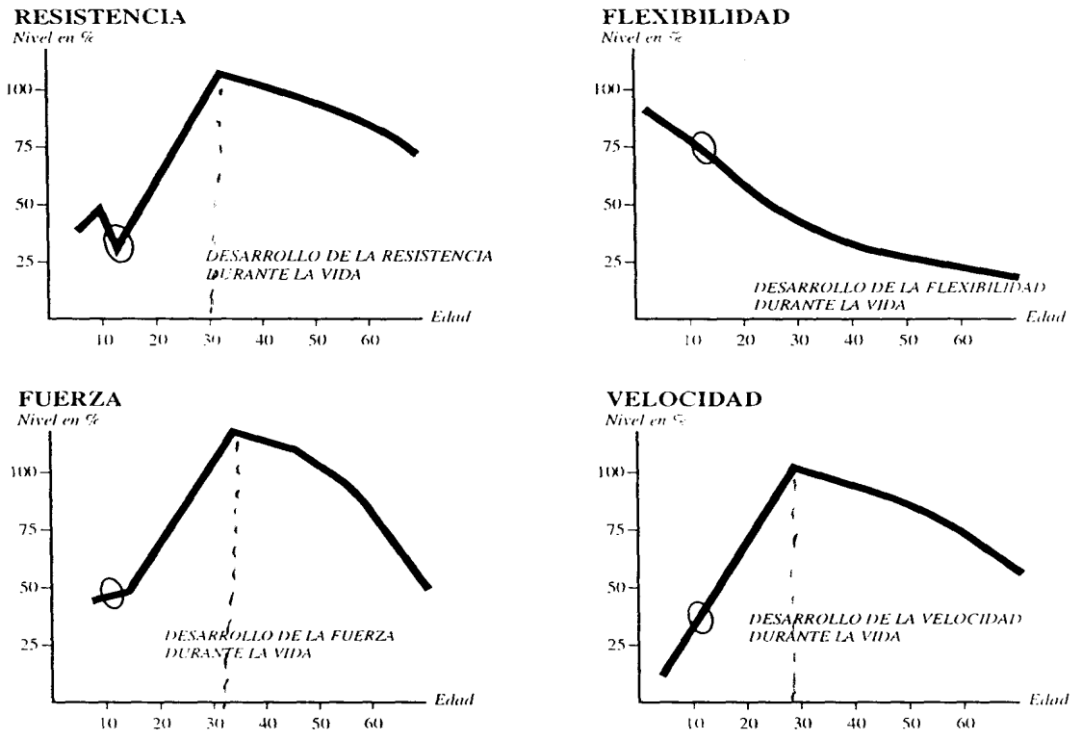
Your physical qualities do not usually reach complete development until you are 20 years old; so it depends on your age and whether you are a boy or a girl, because we are biologically different.

Therefore, your teacher does not use an identical scale for everybody. Boys usually develop more strength and girls are much more flexible, although all we know that there are also very flexible boys and girls who can lift very heavy weights.

In this graph (Corbin, 1973), where the development of the physical aptitude is indicated according to gender throughout the years, we can check the different progression of boys and girls.



The development of each physical quality changes differently depending on your age. Let us see your development of each physical quality:



4.3.- PHYSICAL TESTS

In order to evaluate your physical training condition at the beginning of the course your teacher will do some physical tests. The objective is to measure your initial physical condition so as to check your progress throughout each year.

The most usual tests to evaluate different physical qualities are:

- Endurance: Cooper Test, Course-Navette, Ruffier-Dickson...
- Strength: press-ups in a minute, horizontal and vertical jump, medicine ball throwing, sit-ups in a minute, dynamometer...
- Flexibility: Spinal column deep flexion,…
- Speed: 5 x 10 meters, 40 meters, 10 meters knocked down start, 30, 50...

4.4.- CHECK YOUR PHYSIOLOGICAL CONDITION

You just have to find out your pulse rate in a restful state, (your beats per minute). In order to take your pulse , you can find it in three parts of your body: neck (in the carotid), chest (in the heart) and wrist (in the radial artery). Look at these pictures!

Results:

- 0: you are an android!
- Less than 60 beats/min: good.
- From 60 to 80: normal.
- From 80 to 100: poor.
- More than 100: you should visit a doctor.

Do not forget that you must always take your pulse in a restful state; the best moment is on your bed before getting up in the morning.

4.5.- COMPLEMENTARY PHYSICAL QUALITIES

- FLEXIBILITY: capacity to make wide movements.

  Examples: Artistic and rhythmic gymnastics, dance, taekwondo...

  ** Some authors consider it as a basic one.*

- COORDINATION: It is the quality that allows you to make any movement in a synchronized way.

  Types:

General coordination: We move all the body. For example: jogging or running.

Specific coordination: We move a specific part of our body. For example: throwing or catching a ball with our hand or foot.

- BALANCE: It is the quality that allows us to control our body in space.

  Types:

  Static balance: there is no displacement. For example: on a balance disc.

  Dynamic balance: when you move from one place to another. For example: on skates.

5.- HANDBALL

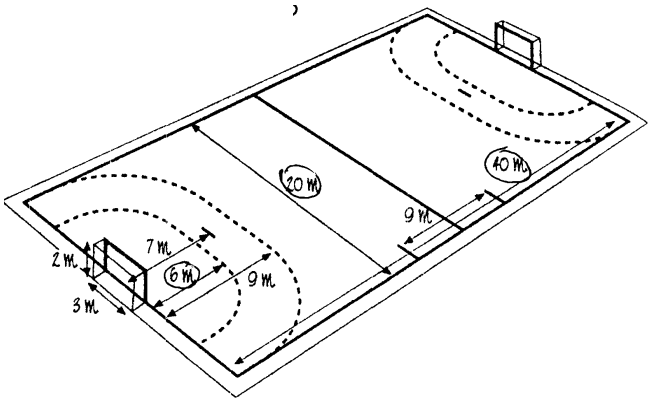
Handball is a sport that demands that players have a good level of basic physical qualities (speed, strength, endurance...), of complementary physical qualities (coordination, balance and flexibility), as well as great reaction speed to perform an action.

Handball was invented at the end of XIXth century as an alternative sport. It was born from soccer. In fact at first, 11 against 11 played handball on a football pitch with the difference that players used their hands instead of their feet.

It was included ing the Olympic Games of Berlin in 1936 for the first time with these rules, but it was not recognized as an Olympic sport until Munich'72, where it already had its own rules: reduced court (40x20 m.) with reduced goals, areas as we know them nowadays, and 7 players in each team.

5.1. - BASIC RULES

Handball is a ball game in which two teams of 7 players try to score more goals than the opposite team. Check the dimensions of the handball court in the picture beside.



5.1.1. - IN THE GOAL AREA.

- Only the goalkeeper can be inside.
- If a defender goes in it or steps on it getting an advantage a penalty is awarded.
- If an attacker goes in it or steps on it with or without the ball by getting any advantage, a free kick is awarded.

5.1.2. - THE GOALKEEPER

- He / she can touch the ball with any part of his / her body in the goal area.
- He / she can neither receive the ball from his / her team mates in the goal area nor take the ball into it.
- He can take part like an ordinary player whenever he goes out of the goal area without having the ball.
- If when a goal is saved, the ball crosses the baseline, a goal-kick is awarded; on the contrary, if the ball crosses the touchline , a throw-in is awarded.

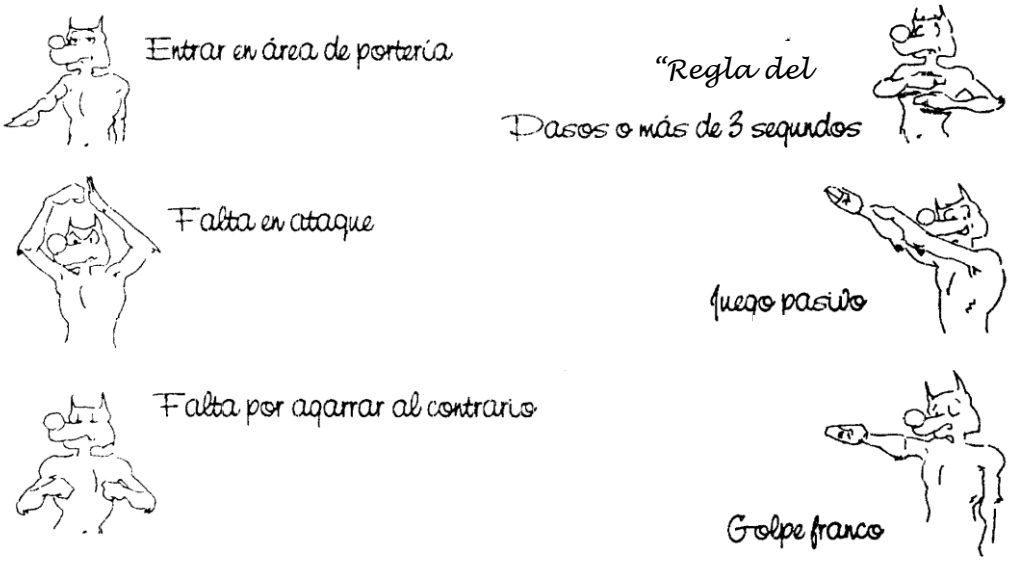
5.1.3. - HOW TO HANDLE THE BALL

- You can neither take more than three steps with the ball in your hands nor hold it more than three seconds without bouncing it. *(Regla del tres)*
- Once you have jumped you are forced to let go of the ball *(dobles*).

5.1.4. - MAIN FOULS

- If you hold an opponent.
- If you kick the ball. (Do not use your feet).
- If you step on the goal areas. (Penalty or free kick; in case of free kick, the barrier/wall will be placed at three meters distance).
- If the foul was committed near the goal area, it will be kicked off behind the 9 meter line.

5.1.5. - THE REFEREE



5.2.- TECHNIQUE

In order to enjoy handball with your team mates you must dominate some basic techniques; there are four:

5.2.1. - THE DEFENSIVE POSITION AND DISPLACEMENTS.

Your legs must be bent and arms open and a slightly bent at the elbows. Move sideway by taking short fast side steps without crossing your feet.

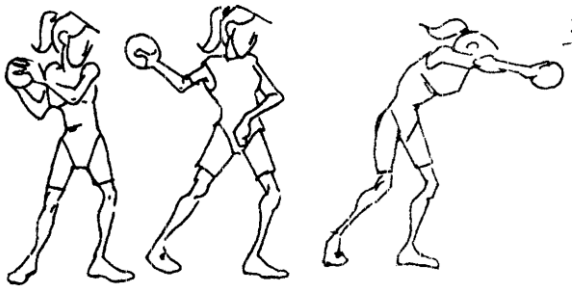
5.2.2. - PASSING

Several types exist: forwards, sideways and backwards

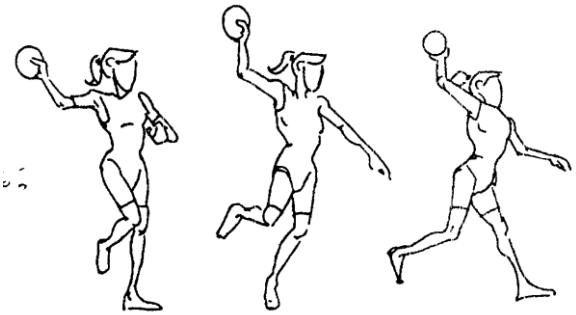
Try to choose the most suitable one depending on the position of your team mates and opponents.

5.2.3. - SHOTS

Basically, there are two types:



- Without jumping: move forward the opposite leg to the arm that throws the ball.



- In suspension: you must jump using the opposite leg to the arm that throws the ball and throw it just when reaching the highest point of the jump.

- 5.2.4.- BALL HOLDING

Bend your arms and show to your team mate your palms at chest height with your fingers facing up.

Do the exercises by using both hands and you will avoid back problems.

6.- MINIHOCKEY

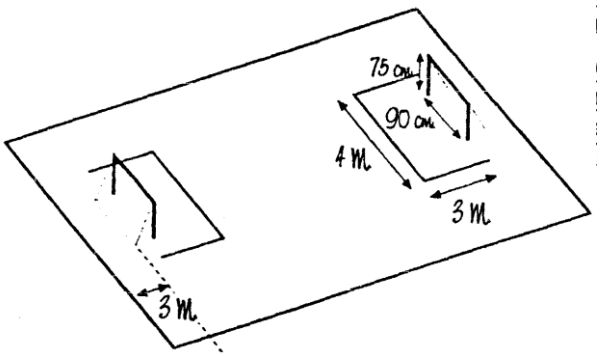
Minihockey, which is also called Unihock or Floorball, is an adaptation of Bandy, a kind of Ice hockey in which two teams try to score more goals than the opposite team by using light plastic sticks to control a plastic ball full of holes.

MATERIAL

Plastic sticks, plastic ball full of holes and goals of 90 x 75 centimetres.

THE MINIHOCKEY COURT

The dimensions depend on the space that we have and the number of players that are playing. In a volleyball court (without net, of course) two teams of 3/4 players each could play, in a basketball one 4/5, and in a handball one 5/6.



The GOALS are located inside the court, 3 meters from the baseline. The goal area is a rectangle (3 x 4 meters) and the penalty spot is located at 4 meters.

6.1. - BASIC RULES

Minihockey can be played with or without a goalkeeper. If we decide to play with a goalkeeper, we must know that the goalkeeper does not use any stick and can catch the ball with his or her hands inside the area but without holding it for longer than 3 seconds.

YOU CAN

1. Hit the ball with both sides of the stick.
2. Put the STICK in the goal area. (But remember: do not step on it!!!)
3. Intercept or stop the ball with your stick, foot or chest.
4. Play with the curb or the wall.
5. Take the ball away from your opponent.

YOU CAN NOT

1. Step on the goal area.
   - Penalty if he / she is a defender.
   - Kick off if he / she is an attacker.
2. Raise the stick higher than your knees. (IMPORTANT)
3. Stop the ball with your hand or your head.
4. Use your foot to kick, pass or throw the ball.
5. Play lying on the ground.
6. Push, hold or trip other players.
7. Throw or let the sticks go.
8. Hold the stick with one hand. (IMPORTANT)

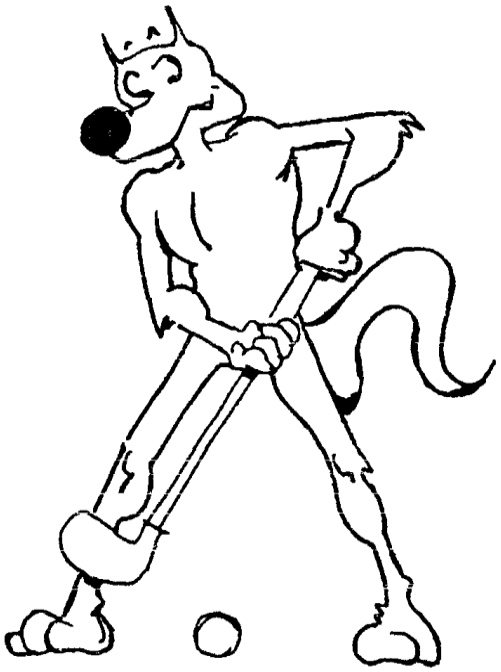
6.2. - HOW TO HOLD THE STICK?

The dominant hand must hold the end of it, and the other one should be placed about 20 centimetres down from the other.

"THE SECRET"

To control the ball when it comes to you, you should stop it moving the stick backwards rather than leaving the stick still.

To pass the ball accurately, you should push the ball rather than striking it as in golf.



6. IN-LINE SKATING

7.1.- WHY? BENEFITS.

Skating has become one of the most popular activities throughout the world in little more than a decade. Why? Consider these benefits:

- **Skating is easy** to learn, all it takes is practice.
- **Skating is a "solo activity"**. It does not require a team, a ballpark, or a lot of special equipment. All it requires is a pair of skates, safety equipment, and a hard surface. Most of us can literally skate right out our front door.
- **Skating is inexpensive**. A good pair of skates and safety equipment can be had for under 120 euros. For this price you get several years of fun!
- **Skating is low impact**. Another study shows that skating causes half the impact on joints as running.
- **Skating is safe**. A 1994 comparison of injury rates in various sports showed that inline skating ranked number 11 out of 12 sports, with lower injury rates than common activities such as baseball, basketball, bicycling, soccer, swimming and volleyball.
- **Skating is fun**. This is the icing on the cake that makes skating seem more like a hobby than a workout.

- **FITNESS BENEFITS**

1 ***In-line skating vs. Running***

Routine in-line skating produces nearly the same increase in aerobic fitness as running does.

2 ***Muscular Activity Levels***

Inline skating creates the same muscular activity levels for hips, thighs and shins as running or cycling.

3 ***Impact Shock***

In-line skating produces less than half the impact shock to joints than running does.

4 ***Leg Muscles***

In-line skating strides work leg muscles for longer than running strides or cycling crank cycles.

5 ***Calorie Burning***

In-line skating burns as many calories as running.

7.2.- **SKATING EQUIPMENT**

You will need:

- your own skates
- full protective gear: HELMET, WRIST GUARDS, ELBOW PADS, KNEE PADS, and **wear proper socks.**

You should know that having falls is part of skating; that does not mean injuries can not be prevented by wearing protective gear.

Helmets are perhaps the most important component of your protective gear because they protect the most important part of our bodies, our head. You should always wear a helmet! Standard bicycle helmets are generally fine for skating.

Wrist guards are perhaps the next most important item of your protective gear. The reason is that your natural reaction upon falling is to cushion your fall by putting your hands down. This can lead to wrist injuries, including breaks. Wrist guards help protect against this.

Knee and elbow pads complete the protective gear. Both knee and elbow pads have hard plastic on them that allows you to fall properly by actually sliding across the pavement. This sliding prevents skin abrasions. Most novice skaters use both elbow pads and knee pads.

SAFETY IS THE FIRST PRIORITY

- Wear all your safety equipment all the time.
- Watch out for bumps on roads, sidewalks, and trails.
- Watch out for other skaters, cyclists, and cars.
- Avoid leaves, water, and loose gravel on roads and trails.
- Look ahead for obstacles.
- Never lean backwards on your skates.

7.3.- TIPS TO HELP YOU GET STARTED:

1 - PRACTICE AND PRACTICE

A few important skating exercises on grass or carpet to get used to the feel of your in-line skates before you step onto the pavement: walk around with both toes pointed slightly outwards; that is how you'll push off once you're rolling on the pavement. Practice balancing on one foot at a time. The better your balance becomes, the easier stopping will be for you.

2 – PROTECT YOURSELF

You should not skate without wearing a helmet, wrist guards, knee and elbow pads. Wrist guards can prevent the most frequent in-line skating injury: breaking or hyper-extending a wrist. Knee and elbow pads help protect those areas and also help prevent injuries by allowing you to slide forward when landing on the pavement. Many helmets made specifically for in-line skating have extended coverage on the back because skaters tend to fall backwards, while cyclists tend to fall forward. Wearing full protective gear will greatly decrease the chances that you'll get injured while in-line skating.

3 – STOPPING MADE EASY

Master a stopping technique before you head out to where the action is.

Heel brake: Bend your knees, hold your arms slightly foreward, raise the toe of the braking skate and put your entire body weight on the brake until you stop.

4 – BALANCE

A common mistake beginners make is standing up straight with their knees locked or balancing their weight on their heels.

5 – SKATE ALERT

Avoid hills and declines when you're starting out. You should feel confident in your braking ability before you head for the hills. Find a flat surface that's free of debris or cracks, such as an empty parking lot, tennis court or basketball court. When you're ready to try inclines, start on a gentle grade rather than a steep hill. Also, skating on wet pavement is dangerous and can damage your skates. Remember, if you skate in the streets you are a vehicle and must obey traffic laws; skate on your right.

7.4.- SKATING GOALS

Here you have the most common types of inline skates you can purchase. Unless you are an experienced skater and know exactly what you want, you probably should opt for a recreational skate. Recreational skates can be used for many purposes and you aren't stuck with a specialty skate if you end up not liking them.

- **Hockey** - These are very similar to ice-hockey skates. They are made of leather and have laces so the user can adjust their fit. The wheels are for very quick turns and stops that are required in hockey.
- **Speed** - Inline skates for racing have five wheels, a longer skate frame, and have a low profile leather boot. Usually there is no brake. Speed skates are specifically used for racing, and experienced fitness skaters.
- **Recreational** - Have either a hard plastic shell boot which offers great ankle support, and more common now are the soft boot, made of durable fabric that offers a more comfortable feel. They come with a skate brake and standard wheels.
- **Aggressive** - These skates are made for use in skate parks on ramps and rails. They have much smaller wheels and are for use in extreme conditions.
- **Fitness** - These are very similar to the recreational skates, But are made of lighter material and have a lower profile boot. Wheels often have a bigger diameter and are used for cross-training, such as skate-to-ski.

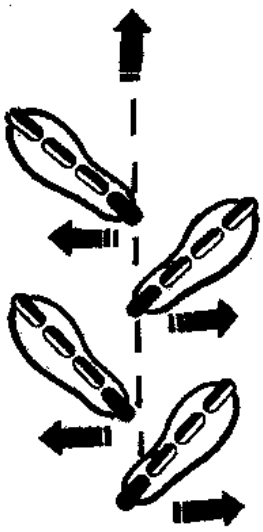
7.5.- HOW TO SKATE

Just a tip: learn to skate on the flattest possible location, unless you already know how to use your brake. Gravity can be very distracting!

To get into the proper bent-knee skating position, your head and shoulders should be a bit forward; your hips, knees and ankles should be flexed into a crouch. Glancing down, you should see knee pads, not toes. I hope this advice keeps you on your feet!

MOVEMENT

1. Lift one skate and set it back down.
2. Lift the other skate and advance it.
3. Now lift your eyes to a destination several meters away and waddle like a duck toward it, keeping the "V" shape with your feet.
4. Without tipping at the shoulders, concentrate on shifting your weight from one skate to the other between each waddle. That's skating!
5. If you feel unstable, relax into a coasting ready position until you are ready to try again.



Practice Tips

- Keep your knees bent and maintain an upright ready position.
- Resist the temptation to watch those fascinating feet!
- The deeper you bend your knees, the longer your wheels can remain in contact with the pavement, resulting in a longer glide.

WHAT ABOUT ARMS? Move your arms sideway in order to keep balanced, but do not turn your body right and left.

7.6.- HOW TO STOP

Brakes

If you haven't in-line skated before, you will be surprised to find the brake on an in-line skate is located on the heel of the right skate. This is a huge change for the toe stopper you remember from roller skates.

The brake is made of rubber and the skater stops by a series of steps which ends with the lifting of the right toe, and dragging the rubber brake on the pavement while adding pressure. We suggested that you learn how to brake properly, and the best way to learn is by taking a lesson from an instructor.

LIST OF STOPS:

A.: BEGINNER LEVEL

1. **RUNOUTS**
2. **WALL STOP**
3. **THE BRAKE-PAD**
4. **V-STOP**

RUNOUTS:

If the path you're skating on has grass or packed dirt you can just skate off the path onto the grass/dirt. This will reduce your speed.

WALL STOP:

To do this stop, simply skate towards a wall and use your arms to absorb the impact. At low speeds, this should be quite safe; make sure you turn your head to the side so as not to smash your face.

THE BRAKE-PAD:

Many people with ice skating and rollerskating backgrounds find the brake in the wrong place or simply ineffective. Here are some of the benefits:

1. you can use it to stop even at very high speeds
2. it allows you to keep both skates on the ground while stopping; good for keeping your balance.
3. **you can maintain a narrow profile**; good for high traffic areas where cars or bicycles might be passing you.
4. the sound of braking can often alert others to your presence

To apply the brake, lift the toe of your brake skate and press with the heel too. Your body weight is centered and even slightly on your back skate when you're just learning it. The key is a straight back and bent knees.

Basically, the more pressure you use on the brake pad the faster you stop. Maximum stopping power is achieved by putting your entire body weight onto the brake. When you lean back on the brake, you'll need that single wheel to be your pivot.

V-STOP:

For a low-speed rolling stop, point your toes together (for forwards) and let your skates bang into each other. This might throw you in the direction you're going, depending on your speed, so take care to be prepared to lean forward or backward to compensate.

B: INTERMEDIATE LEVEL

1. **REGULAR SPINOUT**
2. **SPREAD SPINOUT**
3. **CROSSOVER STOP**

REGULAR SPINOUT:

This is where you skate into a spin to transfer your speed into spinning speed. To do this, you will pivot on one skate and the other traces a circle around you.

SPREAD SPINOUTS:

There is no pivot foot here; both your skates trace the arc instead.

Note that your forward motion is quite suddenly changed to speed motion so this is recommend mainly for low traffic areas where you will not have people running into you from behind when you do the spinout.

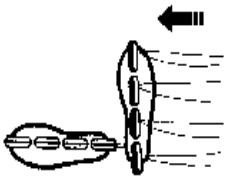
CROSSOVER STOP:

In this stop, you are going to be arcing to one side. The harder and sharper you turn, the faster you stop. The braking pressure comes from the turn. The harder you press with the outer edge of your back skate, the faster you stop.

Crossover stop is good for high speed stops but make sure you have plenty of open space.

C: ADVANCED LEVEL

1. T-stop This stop uses your wheels as a source of friction.
2. Backwards T-stop



7.7.- HOW TO TURN

1. Begin coasting upright with hips, knees and ankles nicely bent. This is known as the Ready Position.

2. Push your skates outward. The wider your feet, the more stable you will feel.

3. TURN LEFT: To start the turn, swing your head, shoulders, and hands toward the left while you push against the pavement with your right skate. It's OK to move the right skate forward into your turn as long as you do not lean over your left skate. The left, the inside skate in this case, should feel almost unweighted as you complete the turn. *TURN RIGHT: do the same, but in the opposite direction.

4. Enjoy the wonder of turning away from the jaws of gravity! Be sure to repeat the above steps to start turning in the other direction. Then try linking a series of turns left, right, left, right