

## VI SKIING RHYTHM OF SKIING

### Quick introduction

Many people who are blind or partially sighted can continue to enjoy the sport of skiing by using a sighted guide, who skis ahead of the competitor. The guide is responsible for describing the surroundings, choosing the route of descent, and providing verbal instructions to the skier. Partners in education and disability snowsport have designed the challenges to give children and young people the chance to experience the skills of visually impaired skiing in a sportshall environment.

### Getting started

- Skiers stand in a space of their own to learn some of the basic body movements required in the sport of skiing:
  - Snowplough
  - Parallel turn left
  - Parallel turn right
  - Tuck
  - Jump
- A guide stands at the front of the sportshall facing the skiers. All skiers must face in the same direction for this challenge. When the guide says the commands, each skier is to perform the movement and aim to hold the position for three seconds (except jump). Once completed the skier returns to the tuck position.
- Add variety by changing where in the space the skiers perform the movements. Skiers can travel around the space in between movements – by walking, shuffling, or sliding – and when the tuck position is called, each skier stops travelling in able to perform the movement.
- If skiers need support to perform the movement, consider the verbal cues used and if any equipment can be used as an aid, for example:
  - place a football or a ball of similar size between the skier's knees and ask them to squeeze and hold it in place whilst performing the movement
  - balance a cone on the skier's forearms to ensure the arms remain level and close together.

### Equipment required

- This activity requires no equipment apart from the body itself and a safe space to move in.
- A cone or flat marker may be used to allocate a safe space for individuals to work near.
- A snowy mountain scene may be projected on screen to enhance the sportshall environment.

## PHYSICAL ME

- Skiers should avoid over-balancing and focus on maintaining the correct technique.

## SOCIAL ME

### Leading and volunteering

- Children could take it in turn to be the guide and say commands to the whole group.

## Think inclusively (STEP)

### SPACE

- Ensure there is enough space for all skiers to move around easily.
- Make the space bigger or smaller depending on the group's ability.

### TASK

- The guide can increase or decrease the time given in between the commands.
- If appropriate, allow SEN/disabled athletes to sit on a chair and mimic the movement patterns.

### EQUIPMENT

- Play atmospheric or topical music during the challenge.

### PEOPLE

- Some skiers may require gentle support whilst performing the movements.

## SPORTING ME

### Spirit of the Games



- I believe that I can perform all of the movements correctly.

## THINKING ME

- How can I remember the movements?

## TACTICAL ME

- When I concentrate on my technique it is easier to hold my movement for longer.



## Health and safety

- The challenge should start with an adequate warm-up and finish with a cool-down.
- Ensure the surrounding area is clear of equipment and hazards.
- Ensure the skiers are not too close together and enough space is available to avoid collisions when moving about the space.
- Always teach the correct movement at the beginning of the challenge and correct any poor technique throughout which may cause injury.

## Technical tips

**Snowplough** – a slowing or stopping position, with the front of the feet facing inwards, back of the feet facing outwards, and slight pressure put on the inside of the foot.

**Parallel turn left** – keep feet on the floor and consider transfer of weight, with a heavy right foot and a light left foot, lean to the left.

**Parallel turn right** – keep feet on the floor and consider transfer of weight, with a heavy left foot and a light right foot, lean to the right.

**Tuck** – a squat position, keeping feet shoulder width apart and arms tight against the sides, head and feet facing forwards. To keep the pressure in the front of the 'boot' and the weight forward, encourage the skiers to imagine a tomato underneath their toes that they need to squash during each movement.

**Jump** – a two-footed take off standing broad jump, with the aim to jump straight up and bend knees when landing on two feet. Make sure the jump is not too high and the body position remains tight in the tuck position.



## VI SKIING \* SOUND \* COMMUNICATION

### Quick introduction

Many people who are blind or partially sighted can continue to enjoy the sport of skiing by using a sighted guide, who skis ahead of the competitor. The guide is responsible for describing the surroundings, choosing the route of descent, and providing verbal instructions to the skier. Partners in education and disability snowsport have designed the challenges to give children and young people the chance to experience the skills of visually impaired skiing in a sportshall environment.

### Getting started

- Children work in pairs, one is the 'Guide' the other is the 'Skier'. Children will swap roles during the challenge.
- Each pair will require a space of their own to perform some of the basic body movements required in the sport of skiing. Explanations of the movements are included in the 'Rhythm of Skiing' Challenge.
  - Snowplough
  - Parallel turn left
  - Parallel turn right
  - Tuck
  - Jump
- Children stand approximately two metres apart, facing each other. Sighted skiers should wear eyeshades.
- When the guide says the commands, the skier is to perform the movement and aim to hold the position for three seconds (except jump). Once complete the skier returns to the tuck position.
- Children swap over roles – the new guide says the commands, and the new skier performs the movements.
- When each child has had a turn, children repeat the same exercise but the guide stands two metres behind the skier when saying the commands. Both children should face forward throughout.
- When the skiers are confident, children should create their own series of sounds to represent each movement, and not use the name of the movement. For example, 'aaaaa' for parallel turn left and 'ooooo' for parallel turn right.
- Children swap over roles and each takes a turn at performing the movements using their own sounds list.
- Once practiced, children should demonstrate their series of sounds and movements to the rest of the group.

### Equipment required

- Each pair should be provided with eyeshades for the skier.
- A cone or flat marker may be used to allocate a safe space for each pair to work near.
- A snowy mountain scene may be projected on screen to enhance the sportshall environment.

## PHYSICAL ME

- Skiers should avoid over-balancing and focus on maintaining the correct technique.

## SOCIAL ME

### Leading and volunteering

- Children take it in turn to be the guide and say commands to the skier.
- Encourage children to support each other throughout the movements.
- The guide also becomes a 'Technical Judge' to ensure that each movement is performed correctly by the skier.
- Children create their sounds to represent each movement, instead of using the name.

## Think inclusively (STEP)

### SPACE

- Ensure there is enough space for all skiers to move around easily.
- Make the space bigger or smaller depending on the group's ability.

## TASK

- The guide can increase or decrease the time given in between the commands.
- If appropriate, allow SEN/disabled athletes to sit on a chair and mimic the movement patterns.
- Adapt the movements to ensure all children have the opportunity to perform to the best of their ability.

## EQUIPMENT

- Play atmospheric or topical music during the challenge.

## PEOPLE

- Some skiers may require gentle support whilst performing the movements.
- Allow visually impaired children to work in pairs with a sighted child.

## Health and safety

- The challenge should start with an adequate warm-up and finish with a cool-down.
- Ensure the surrounding area is clear of equipment and hazards.
- Ensure the skiers are not too close together and enough space is available per pair.
- Always teach the correct movement at the beginning of the challenge and correct any poor technique throughout which may cause injury.

## THINKING ME

- As a guide, what feedback can I give whilst watching the skier perform the movements?

## TACTICAL ME

- I will listen carefully to the commands or sounds for each movement.

## SPORTING ME Spirit of the Games



- I should stay quiet, unless giving commands, so that other skiers in the sportshall can hear their guides.



## Technical tips

**Snowplough** – a slowing or stopping position, with the front of the feet facing inwards, back of the feet facing outwards, and slight pressure put on the inside of the foot.

**Parallel turn left** – keep feet on the floor and consider transfer of weight, with a heavy right foot and a light left foot, lean to the left.

**Parallel turn right** – keep feet on the floor and consider transfer of weight, with a heavy left foot and a light right foot, lean to the right.

**Tuck** – a squat position, keeping feet shoulder width apart and arms tight against the sides, head and feet facing forwards. To keep the pressure in the front of the 'boot' and the weight forward, encourage the skiers to imagine a tomato underneath their toes that they need to squash during each movement.

**Jump** – a two-footed take off standing broad jump, with the aim to jump straight up and bend knees when landing on two feet. Make sure the jump is not too high and the body position remains tight in the tuck position.



## VI SKIING ★ SKI OFF

### Quick introduction

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### Getting started

- Members of the School Sport Organising Crew act as guides for this Challenge, saying the commands and counting the number of movements completed; or as officials who time each skier for 30 seconds.
- Each skier will require a space of their own to perform some of the basic body movements required in the sport of skiing. Explanations of the movements are included in the 'Rhythm of Skiing' Challenge.
- The guide stands approximately two metres behind the skier, and both children should face forward throughout. Sighted skiers should wear eyeshades.
- The following list of commands should be followed, and each skier has 30 seconds to perform as many movements correctly as possible.

### Equipment required

- This activity requires no equipment apart from the body itself and a safe space to move in.
- A cone or flat marker may be used to allocate a safe space for individuals to work near.
- A snowy mountain scene may be projected on screen to enhance the sportshall environment.

## PHYSICAL ME

- Skiers should avoid over-balancing and focus on maintaining the correct technique.

## SOCIAL ME

### Leading and volunteering

- School Sport Organising Crews should lead this challenge for their peers and take responsibility for being a guide, timing the activity and counting the number of completed movements for each skier.

## Think inclusively (STEP)

### SPACE

- Ensure there is enough space for all skiers to move around easily.

### TASK

- If appropriate, allow SEN/disabled athletes to sit on a chair and mimic the movement patterns.

### EQUIPMENT

- Play atmospheric or topical music during the challenge.

### PEOPLE

- Some skiers may require gentle support whilst performing the movements.

## THINKING ME

- How can I remember the movements?
- How can I maintain my concentration and keep listening to my guide?

## SPORTING ME

### Spirit of the Games



- I believe that I can perform all of the movements correctly.

## TACTICAL ME

- When I concentrate on my technique it is easier to hold my movement for longer.
- I always try to communicate well in order to help my skier achieve the quickest time possible.



## Health and safety

- The challenge should start with an adequate warm-up and finish with a cool-down.
- Ensure the surrounding area is clear of equipment and hazards.
- Always teach the correct movement at the beginning of the challenge and correct any poor technique throughout which may cause injury.

## Ski-off movements

- |                        |                         |
|------------------------|-------------------------|
| 1. Snowplough          | 16. Parallel turn right |
| 2. Parallel turn left  | 17. Parallel turn left  |
| 3. Parallel turn right | 18. Tuck                |
| 4. Tuck                | 19. Jump                |
| 5. Jump                | 20. Jump                |
| 6. Snowplough          | 21. Parallel turn left  |
| 7. Tuck                | 22. Parallel turn right |
| 8. Parallel turn left  | 23. Snowplough          |
| 9. Parallel turn right | 24. Tuck                |
| 10. Parallel turn left | 25. Jump                |
| 11. Tuck               | 26. Tuck                |
| 12. Snowplough         | 27. Parallel turn right |
| 13. Tuck               | 28. Tuck                |
| 14. Jump               | 29. Parallel turn left  |
| 15. Tuck               | 30. Snowplough          |



# VI SKIING★SLOPE CHALLENGE

## Quick introduction

Many people who are blind or partially sighted can continue to enjoy the sport of skiing by using a sighted guide, who skis ahead of the competitor. The guide is responsible for describing the surroundings, choosing the route of descent, and providing verbal instructions to the skier. Partners in education and disability snowsport have designed the challenges to give children and young people the chance to experience the skills of visually impaired skiing in a sportshall environment.

## Equipment required

- Each pair should be provided with eyeshades for the skier.
- For the start, use two green cones and for the finish, use three green cones.
- Zone A: 12 red cones, Zone B: 9 blue cones, Zone C: 8 yellow cones.
- A snowy mountain scene may be projected on screen to enhance the sportshall environment.

## Getting started

- Set up the course as shown in the diagram – the course consists of three zones.
- Children work in pairs, one is the 'Guide' the other is the 'Skier'. Sighted skiers should wear eyeshades. The guide should follow the skier around the course, keeping within 1-2 metres distance behind the skier.
- Each pair completes the challenge one at a time. When confident in this challenge, pairs could complete the challenge against the clock with penalties added if cones are touched.
- Once a pair has completed the zone, the next pair may begin.
- **Zone A – Gates** – set up six gates, approximately 1m apart, using red cones. Skiers must move through the gates to the end of the zone. A five second penalty could be added for a missed gate, and a two second penalty added each time a cone is touched.
- **Zone B – Slalom** – position nine blue cones, approximately 50cm apart, to create a slalom course, being clear which route the skiers should follow. Skiers must slalom through the course. A two second penalty could be added each time a cone is touched.
- **Zone C – Downhill** – set up eight yellow cones, approximately 1m apart, to create a nice downhill slalom. Skiers must slalom through the cones. A two second penalty could be added each time a cone is touched.
- Skiers should finish in between either of the green gates with a snowplough movement.

# VI SKIING SLOPE CHALLENGE

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## PHYSICAL ME

- Skiers should focus on maintaining the correct technique and listening to the commands given by the guide.

## SOCIAL ME

### Leading and volunteering

- Children take it in turn to be the guide and say commands to the skier.
- Encourage children to be supportive throughout the Slope Challenge.
- Children can be given officiating roles to time, score and reset the course if required.
- Officials could be given scoring cards to mark any penalties awarded to each pair.

## Think inclusively (STEP)

### SPACE

- Reduce the number of zones in the course.
- Increase or decrease the width between the gates.

## TASK

- Create a shortened version of the course.
- Change each number of gates or cones in the zone.

## EQUIPMENT

- Use colour-contrasting cones to enable visually impaired skiers to complete the course.
- Change 'Zone C – Downhill' to 'Zone C Snowstorm' where sports equipment is laid out in the zone randomly, and the guide has to navigate the skier through the zone without touching any of the equipment.

## PEOPLE

- Each child should have a chance to complete the Slope Challenge, which may involve swapping pairs or using additional guides.

## Health and safety

- The challenge should start with an adequate warm-up and finish with a cool-down.
- Ensure the surrounding area is clear of equipment and hazards.
- Always teach the correct movement at the beginning of the challenge and correct any poor technique throughout which may cause injury.
- Ensure that the course is reset quickly to avoid trip hazards.

## TACTICAL ME

- I always try to communicate well in order to achieve the quickest time possible.

## THINKING ME

- As a guide, how can I ensure my commands and instructions are clear?
- As a skier, how can I maintain my concentration and keep listening to my guide?



## SPORTING ME

### Spirit of the Games



- Help each other to succeed and encourage everyone to try their best.

