

Snowplow Sam – Discover, Learn and Play

The Snowplow Sam levels are introductory classes divided into four progressive levels allowing children with no prior skating experience to build confidence while learning the basic skills of skating. These classes are designed to help children six and younger develop the ABCs of movement – Agility, Balance, Coordination and speed. The ABCs are essential for developing fundamental movement skills and physical literacy. All classes will be taught in a safe and positive environment, incorporating fun and games making class time an enjoyable experience for all.

Off-ice orientation prior to the first skating class:

Equipment check – Proper fit and lacing of skates, appropriate attire, and safety helmets.

Practice falling and recovery, marching in place, dips and one-foot balances.

Snowplow Sam 1



- A. Sit and stand up with skates on – off-ice
- B. Sit and stand up – on-ice
- C. March in place
- D. March forward (8-10 steps)
- E. March, then glide on two feet
- F. Dip in place

Snowplow Sam 2



- A. March followed by a long glide
- B. Dip while moving
- C. Backward walking, toes turned inward, shifting weight (4-6 steps)
- D. Backward wiggles (6 in a row)
- E. Forward swizzles (2-3 in a row)
- F. Beginning snowplow stop motion – in place or holding onto barrier
- G. Two-foot hop, in place (optional)

Snowplow Sam 3



- A. Forward skating (8-10 strides)
- B. Forward one-foot glide, two times skater's height (R and L)
- C. Forward swizzles (4-6 in a row)
- D. Backward swizzles (2-3 in a row)
- E. Moving forward snowplow stop (two-foot)
- F. Curves

Snowplow Sam 4



- A. Forward skating
- B. Backward two-foot glide, length of skater's height
- C. Backward swizzles (4-6 in a row)
- D. Rocking horse – one forward, one backward swizzle, repeat twice
- E. Two-foot turns from forward to backward, in place (both directions)
- F. Two-foot hop, in place

Based on the age and ability of the child after completion of Snowplow Sam 3, they can successfully advance to Basic 2 or Hockey 2, or progress to Snowplow Sam 4.

SNOWPLOW SAM LESSON PLAN



SNOWPLOW SAM 1

SKILL	OBJECTIVE	FOCUS	TEACHING TIPS
Sit and stand up with skates on - off the ice	Students will sit and stand up two times in a row off the ice.	BALANCE	Gather students off the ice or on the ice away from the barrier and demonstrate the correct and incorrect way to stand up. On the ice, also show the correct way to fall down.
Sit and stand up, on ice	Students will sit and stand up two times in a row on the ice.	BALANCE	Gather students on the ice away from the barrier and demonstrate the correct and incorrect way to fall down and stand up.
March in place	Students will march in place without falling.	BALANCE	Move students away from the barrier and have them put arms out to the side. Also demonstrate marching in place with "high" knees. Ask the students to attempt to imitate your actions.
March forward 8 to 10 steps	Students will march forward 8 to 10 steps without falling and without assistance.	BALANCE	Demonstrate the proper skating position and encourage students to march forward.
March, then glide on two feet	Students will march forward then glide on two feet for a 1-2-3 count.	PUSHING, BALANCE	Describe a glide (sliding on the ice without moving your feet) and demonstrate the objective.
Dip in place	Students will bend knees down, keep bottom down and head up and hold position for five seconds without falling.	BENDING, BALANCE	Demonstrate the correct and incorrect ways of dipping.

SNOWPLOW SAM 2

SKILL	OBJECTIVE	FOCUS	TEACHING TIPS
March followed by a long glide	Students will march forward 4 steps and glide on two feet for a 1-2-3-4 count.	PUSHING	Demonstrate how to use knees to push against the ice to gain speed and demonstrate the objective.
Dip while moving	Students will glide on two feet and then dip for a count of 4.	BALANCE, KNEEBEND	Show students where to be on the blade and explain the proper body position for a dip. Demonstrate the objective.
Backward walking, toes turn inward, shifting weight (4-6 steps)	Students will perform backward walking steps, toes turned in for 4-6 steps.	WEIGHT TRANSFER, MOVING BACKWARD	Show backward "penguin" walk with feet turned in. When students are comfortable with that position, they will begin walking backward, shifting weight for 4-6 steps.
Backward wiggles (6 in a row)	Students will perform 6 backward wiggles in a row.	WEIGHT TRANSFER, MOVING BACKWARD	Show backward "penguin" walk with feet turned in. When students are comfortable with that position, they will begin moving their hips and progress to wiggles.
Forward swizzles, (2-3 in a row)	Students will perform 2 to 3 forward swizzles in a row.	EDGES, PUSHING	Explain inside and outside edges and demonstrate swizzle action.
Beginning snowplow stop motion - in place or holding onto barrier	Standing at the barrier, skaters will apply light pressure to the inside edge as they push out to create a skid.	INSIDE EDGE, STOPPING ACTION	Demonstrate scraping action of inside edge. Students can practice by sliding their foot against the yellow portion of the barrier. Remind students to be gentle. Remind them about proper body position.
Two-foot hop in place (optional)	Students will perform one two foot hop in place without falling.	BALANCE, KNEE BEND	Show students where to balance on their blade, to keep arms out, knees bent and head up.

SNOWPLOW SAM LESSON PLAN



SNOWPLOW SAM 3			
SKILL	OBJECTIVE	FOCUS	TEACHING TIPS
Forward skating, 8-10 steps	Students will skate forward using good pushes for 8 to 10 steps.	PUSHING	Demonstrate forward pushing to the back with bent knees, back straight, head up and arms out.
Forward one foot glide, for a count of 3 (right & left)	Students will glide on one foot for a count of 3 and repeat on other foot.	BALANCE	Review weight transfer techniques and demonstrate the proper body position for a one foot glide that is two times skater's height.
Forward swizzles, (4-6 in a row)	Students will perform 4 to 6 forward swizzles in a row without falling or coming to a complete stop.	WEIGHT TRANSFER, PUSHING, MUSCLE CONTROL	Review inside edges, work on pushing with bent knees.
Backward swizzles, (2-3 in a row)	Students will perform 2 to 3 backward swizzles in a row without falling or coming to a complete stop.	EDGES, PUSHING	Review backward wiggles and rocking horse. Show skaters how to start backward swizzles from the rocking horse action.
Moving forward snowplow stop (one or two foot)	Students will stop using a one or two-foot snowplow stop with a skid.	EDGES, BALANCE	Demonstrate skidding action, review body position and explain difference between slowing down and stopping.
Curves	Students will perform two foot curves in both directions.	BALANCE, EDGES, WEIGHT TRANSFER	Demonstrate body lean and shoulders against hip action.

SNOWPLOW SAM 4			
SKILL	OBJECTIVE	FOCUS	TEACHING TIPS
Forward skating	Students will skate across the width of the ice using good pushes.	PUSHING, EXTENSION	Demonstrate forward pushing to the back with bent knees, back straight, head up and arms out
Backward two-foot glide, length of skater's height	Students will wiggle backward with enough speed to hold a backward two-foot glide for the length of their height.	BACKWARD MOMENTUM, BALANCE	Review backward wiggles and remind student to push against the ice. Advise students that they must glide toward the front of the blade to prevent falling backward. Review proper body position.
Backward swizzles (4-6 in a row)	Students will perform 4 to 6 backward swizzles in a row without falling or coming to a complete stop.	EDGES, PUSHING	Review backward wiggles and rocking horse. Show skaters how to start backward swizzles from the rocking horse action.
Rocking horse - one forward, one backward swizzle, repeat twice	Students will perform one forward and one backward swizzle action.	MUSCLE CONTROL, WEIGHT SHIFT	Demonstrate action and describe edges needed for the action to occur.
Two-foot turns from forward to backward, in place (both directions)	Students will turn from forward to backward with correct arm and head position in both directions.	BODY POSITION, ARM & HEAD MOTION IN TURN	Put students on the barrier and talk about how much blade is on the ice and which arm is in front. Make sure students know that they must turn their head with their body. Focus on rise and fall of knee action.
Two-foot hop, in place	Students will hop in place without falling.	BALANCE	Demonstrate the objective and advise students of where the weight should be distributed along the blade.