



CURRICULUM



# INTRODUCTION

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**This coaching course is designed to assist with knowledge and delivery of the Little Shredders program using the Burton Riglet equipment.**

**At the end of this course you will have the knowledge, confidence and ability to deliver this course to registered Sporting Schools.**

If you have any further questions regarding the content of this course or additional materials please visit our website [www.little shredders.com.au](http://www.little shredders.com.au) or contact Ski & Snowboard Australia (03) 9696 2344.

# ABOUT SKI & SNOWBOARD AUSTRALIA

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Ski & Snowboard Australia (SSA) is the nationally and internationally recognised authority governing competitive snow sports in Australia.

SSA manages the athlete pathway, conducts events and develops opportunities for athletes of all abilities across each of its 11 ski and snowboard disciplines.

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# little SHREDDERS

## LESSON PLANS



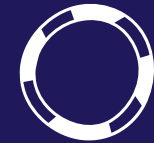
# LESSON EQUIPMENT GUIDE KEY



FLAT GYM MAT



HULA HOOP



CONES



DIRECTIONAL ARROW



SPOONER BOARD



GRAB MAT



THROWBACK BOARD



POOL NOODLE



RIGLET BOARD  
ON FOAM BLOCKS



BALL



STUDENTS



# INFORMATION FOR TEACHERS



## ADAPTING STATION ACTIVITIES TO DIFFERENT YEAR LEVELS

The following guidance is to support teachers in delivering activities with the appropriate skill focus according to curriculum band level.

### FOUNDATION:

Students are expected to perform fundamental movement skills in isolation. An appropriate challenge for this age group is to maintain balance. They can modify their balancing technique for stationary and moving boards. As an extension to allow students to demonstrate their capacity to perform above the standard typically expected of the foundation year level, students can practice extra skills such as grabs, foot movements and rotations in isolation.

### YEARS 1 & 2:

Students in years 1 and 2 are expected to perform fundamental movement skills and basic movement sequences. An appropriate challenge for this age group is to successfully complete one skill such as a grab, foot or leg movement or rotation while maintaining balance on the boards. As an extension to allow students to demonstrate their capacity to perform above the standard typically expected of this band level, students can perform a simple combination of more than 2 movements while maintaining balance.

### YEARS 3 & 4:

Students in years 3 & 4 are expected to refine fundamental movement skills and movement concepts and strategies. An appropriate challenge for this age group is to maintain unassisted balance on the boards by shifting their body position and weight while completing different movements. They can create and complete a simple combination of skills such as a grabs, foot and leg movements or rotations while maintaining balance. At year 3 & 4 students should have the opportunity to articulate their understanding of the movements and techniques required to successfully complete these skills in order to meet the required achievement standards (e.g. describe how they need to shift their body weight in order to maintain balance).

### YEARS 5 & 6:

Students in years 5 & 6 are expected to perform specialised movement skills and propose and combine movement concepts and strategies. An appropriate challenge for this age group is to successfully complete static and dynamic snowboarding balances while rotating and moving on the boards. They can create and perform simple sequences of grabs, foot and leg movements and rotations using correct technique while maintaining balance, or articulate the technique required to do so. As an extension to allow students to demonstrate their capacity to perform above the standard typically expected of this band level, students can perform complex movement sequences using multiple snowboarding-specific movements.



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LESSON 1



## SKILL DESCRIPTION

## ACTIVITY

## TIME

<b>1.1 GREETINGS / INTRODUCTION TO SNOW SPORTS</b>	Discussion about the snow and snow sports.	5
<b>1.2 OVERVIEW OF PROGRAM</b>	Overview of equipment and snow sports skills that will be learned during the unit.	5
<b>1.3 SKILL DEVELOPMENT</b>	In this session students will practice and familiarise themselves with basic snow sports skills.	15
<b>1.4 EQUIPMENT FAMILIARISATION</b>	Students will familiarise themselves with equipment and try applying movements learned in skill development.	10
<b>1.5 GAME</b>	Snowball Grab.	10
<b>1.6 CLOSURE / DISCUSSION</b>	Pack-up, and review topics taught in class. Discussion about pillars of snow sports: <ul style="list-style-type: none"> <li>• Respect, confidence, cooperative, creative, kindness</li> </ul>	

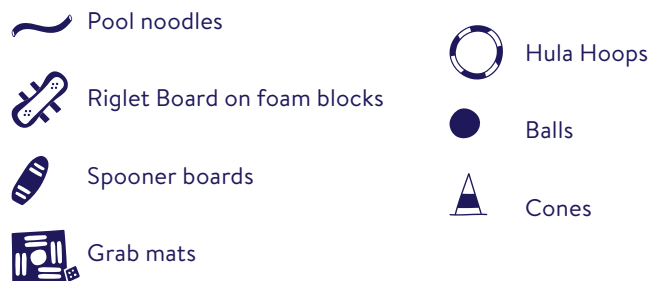
TIME 

45 mins

## FLAT SURFACE SUCH AS:

- School Gym
- Synthetic Turf
- Oval
- Tiled Floor

## EQUIPMENT



## LEARNING INTENTION

- Students will be able to perform basic snowboard skills without a board.
- Students will learn about body movement by practicing various fundamental movement skills such as balancing.
- Students will be introduced to some of the new equipment.

## CURRICULUM CONTENT DESCRIPTIONS

F-2: ACPMP009, ACPMP014, ACPMP026, ACPMP027, ACPMP032

3-4: ACPMP044

5-6: ACPMP062

## 1.1

**GREETINGS /  
INTRODUCTION TO  
LITTLE SHREDDERS**
**TIME** ⌚

**5 MINS**

Who has been to  
the snow?

How many people  
have gone snowboarding  
or skiing?

What's the difference  
between skiing and  
snowboarding?

What students will  
learn from doing  
Little Shredders

- Working on snow sports skills
- Sportsmanship
- Familiarisation with equipment

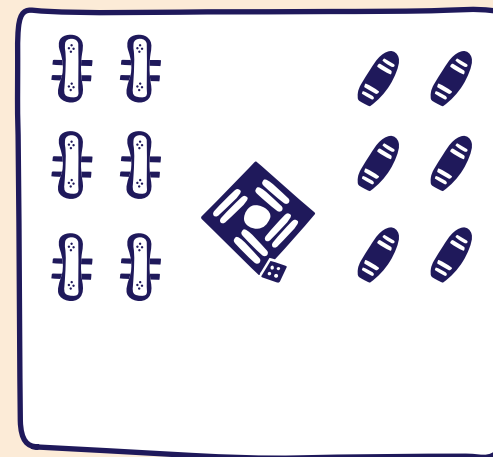
## 1.2

**OVERVIEW OF PROGRAM**
**TIME** ⌚

**5 MINS**

Overview of equipment  
and snowboard skills that  
will be learned during the  
unit.

Information included  
on pages 6 & 7.

**SUGGESTED SET UP OF AREA**


## 1.3

## SKILL DEVELOPMENT

TIME ⌚

15 MINS

## OVERVIEW

In this session students will practice the following skills.

- Snowboard Stance (Natural, Goofy),
- Foot-to-foot,
- Flexion & Extension,
- Toe-to-Heel
- Grabs
  - Nose,
  - Tail,
  - Indy
  - Mute

Instruct class to try them also.

## CURRICULUM CONTENT

F-2: ACPMP026

3-4: ACPMP044

5-6: ACPMP062

## INSTRUCTION

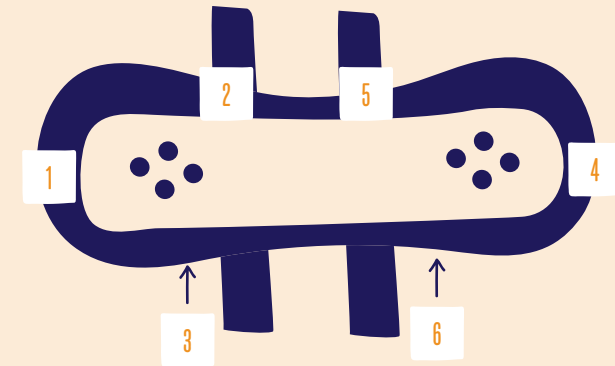
This is an opportunity for students to practice the movements that will be used in the activities following.

Students find their own space and copy teacher as they demonstrate the skills listed on the left.

Instruct students to make up their own sequence of 3 consecutive movements. Choose several students to demonstrate their sequence to the class

Explain to students that these movements will be used on equipment.

## GRABS

**1. Nose Grab**

Grab front of board with front hand

**2. Mute Grab**

Grab toe edge near inside of front foot with front hand

**3. Melon Grab**

Grab heel edge near inside of front foot with front hand

**4. Tail Grab**

Grab end of board with back hand

**5. Indy/Frontside Grab**

Grab toe edge near inside of back foot with back hand

**6. Stalefish Grab**

Grab heel edge near inside of back foot with back hand

**Spooner Safety Tips:**

Place Spooner Board on a gym mat if using indoors.

Tell students to get on one foot at a time, and use a partner for balance if needed.

## 1.4

EQUIPMENT  
FAMILIARIZATION

TIME ⌚

10 MINS

## OVERVIEW

Allow students to familiarise themselves with the following equipment:

- Spooner Board
- Grab Mat
- Riglet Board on foam blocks

Teacher demonstrates how to use each piece of equipment.

Students are to attempt some of their skills on the equipment and familiarize themselves with it.

Break class into three groups and rotate through each activity.

## 1.5 GAME

## SNOWBALL GRAB

TIME ⌚

10 MINS

## EQUIPMENT

HULA HOOPS, TENNIS BALLS / SOFT BALLS /  
BEANBAGS, NOODLES, SPOONER BOARD

## DESCRIPTION

Students will be broken up into groups of 4 or 5 students per group.

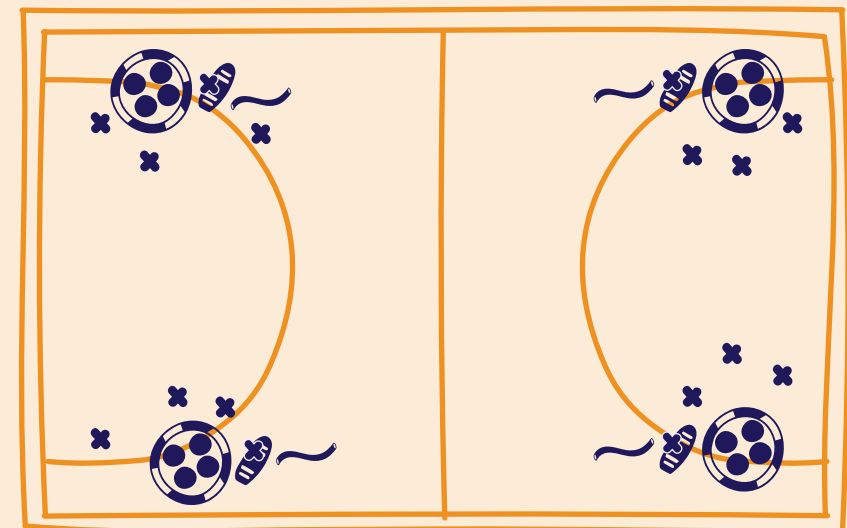
Each group will have a hula hoop filled with either tennis balls or bean bags. The tennis balls / bean bags will represent snowballs.

Each hula hoop will be protected by a student on a Spooner board on a foam block with a pool noodle as a tagging stick.

The aim is to accumulate as many snowballs in your hoop by stealing from the other teams.

Only one student at a time may leave the hoop to steal a 'snowball' from another team hoop.

If a student is tagged then they must return the snowball. Rotate taggers throughout the game.



- × = STUDENT
- = HULA HOOP
- ~ = NOODLE
- = BALL
- ☏ = SPOONER BOARD

## CURRICULUM CONTENT

3-4: ACPMP045, ACPMP043

5-6: ACPMP061

## 1.6

### CLOSURE / DISCUSSION

#### OVERVIEW

Pack-up, and review topics taught in class.

- Stance
  - What does it look like?
  - What does it feel like?
  - How do you do it?
- Flexion & Extension
  - What does it look like?
  - What does it feel like?
  - How do you do it?

Discussion about five pillars of snow sports:

- Respect
- Confidence
- Cooperative
- Creative
- Kindness,

#### Ask Students

- What do each of the 5 pillars of snow sports mean?
- Why are these important to snow sports?



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**SHREDDERS**

**LESSON 2**

## SKILL DESCRIPTION

## ACTIVITY

## TIME

## 2.1 GREETINGS

Recap Lesson 1. Discuss skills learned in the first lesson. Introduce Throwback Board and Ready, Set, Pull safety procedure.

3

## 2.2 WARM-UP

Mountains & Valleys

7

## 2.3 SKILL DEVELOPMENT

Gym to be set up into four stations as per diagrams.

20

## 2.4 GAME

Freestyle.

15

## 2.5 CLOSURE / DISCUSSION

Pack up and review topics taught in class.

- Respect, what does it mean?

TIME 

45 mins

## FLAT SURFACE SUCH AS:

- School Gym
- Synthetic Turf
- Oval
- Tiled Floor

## EQUIPMENT

 Riglet board on foam blocks

 Throwback boards

 Grab mats

 Cones

 Spooler boards

 Pool noodles

## LEARNING INTENTION

- Students will be able to demonstrate snowboard stance.
- Students will learn about body movement by practicing balancing on a snowboard while stationary and moving.

## CURRICULUM CONTENT DESCRIPTIONS

F-2: ACPMP008, ACPMP009, ACPMP014, ACPMP025, ACPMP027, ACPMP029, ACPMP032

3-4: ACPMP043, ACPMP047

5-6: ACPMP061

## 2.1

## GREETINGS

TIME ⌚

3 MINS

## DISCUSSION

Recap first lesson.  
Discuss skills learned in the first lesson:

Ask students to demonstrate movements previously learned.

- Snowboard Stance,
- Foot-to-foot,
- Flexion & Extension,
- Toe-to-Heel
- Grabs
  - Nose
  - Tail
  - Indy
  - Mute

Ask students about equipment when showing it to them:

- What did you do on this?
- How did you balance on it?
- What skills can you do when on this equipment?

Introduce the Throwback Board and how to use it.

Make sure to cover the Ready Set Pull safety procedure.

## READY SET PULL PROCEDURE

To maintain a safe environment for all students at the Pulling and Riding Station, teacher(s) must ensure that Puller(s) do the following:

- Hold the tow rope handle properly.
- Wait for the Rider to touch the pull rope before pulling.
- Ask Rider if they are ready.
- Begin pulling slowly.
- Do not jerk the rope.

READY → SET → PULL

## 2.2

## WARM-UP

TIME ⌚

7 MINS

## GAME - MOUNTAINS &amp; VALLEYS

To play Mountains & Valleys, scatter cones around the playing area. Half right side up (Mountain), the other half upside down (Valley).

Two teams, half are Mountains and half are Valleys. On the signal, players flip opposing cones to match their own.

eg. A Mountain player will move around and flip all the Valley cones to match a Mountain, and vice versa





## 2.3

## SKILL DEVELOPMENT

TIME ⌚

20 MINS

## OVERVIEW

**STATION #1**

Students practice skill of moving in a snowboard stance using Throwback Board with Hover Cover. Can use 2 people for pulling.

**STATION #2**

Students practice grabs using Riglet Board on foam blocks.

**STATION #3**

Students practice balance and foot to foot movement and rotation using Spooner Board.

**STATION #4**

Students practice grabs using Grab Mat.

## READY SET PULL PROCEDURE

To maintain a safe environment for all students at the Pulling and Riding Station, teacher(s) must ensure that Puller(s) do the following:

- Hold the tow rope handle properly.
- Wait for the Rider to touch the pull rope before pulling.
- Ask Rider if they are ready.
- Begin pulling slowly.
- Do not jerk the rope.

READY → SET → PULL

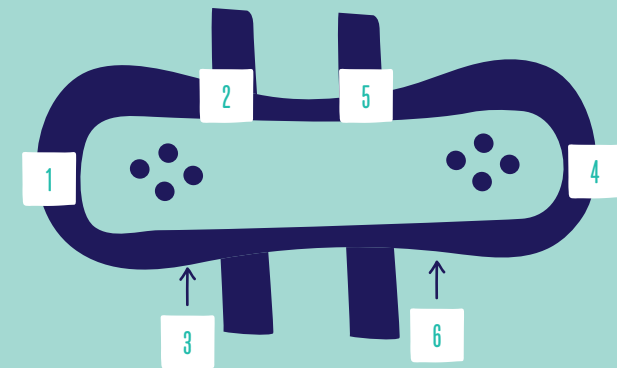
## CURRICULUM CONTENT

F-2: ACPMP008, ACPMP025, ACPMP029

3-4: ACPMP043, ACPMP047

5-6: ACPMP061

## GRABS

**1. Nose Grab**

Grab front of board with front hand

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Grab toe edge near inside of front foot with front hand

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Grab heel edge near inside of front foot with front hand

**4. Tail Grab**

Grab end of board with back hand

**5. Indy/Frontside Grab**

Grab toe edge near inside of back foot with back hand

**6. Stalefish Grab**

Grab heel edge near inside of back foot with back hand

**Spooner Safety Tips:**

Place Spooner Board on a gym mat if using indoors.

Tell students to get on one foot at a time, and use a partner for balance if needed.

## INSTRUCTION

Teacher begins by introducing and demonstrating each station to whole group.

Split class into four groups and set up four stations around the room. Have even number of students at each station.

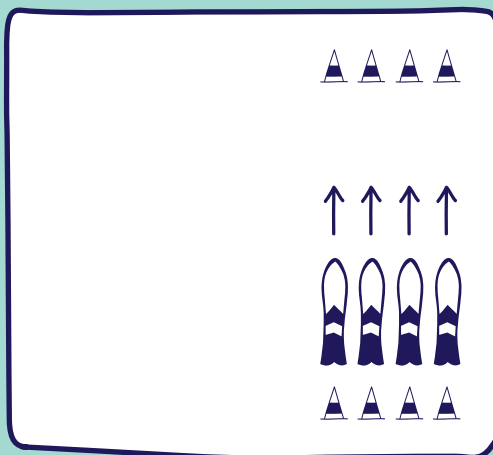
Rotate students through the activities in 4 min blocks.

## STATION #1

### THROWBACK BOARDS WITH HOVER COVER

- Explain Ready, Set Pull Procedure before commencing activity.
- Two students to be pullers, one student to be rider.
- Students pull rider slowly in a straight line.
- Rider to be in snowboarding stance as they ride.
- Nose and tail grabs can be practiced as they feel comfortable.
- Switch riders after each turn.

### SET UP OF STATION #1

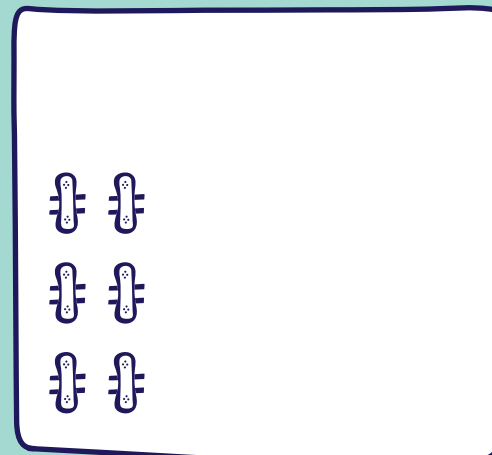


## STATION #2

### RIGLET BOARDS ON FOAM BLOCKS

- Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students practice their grabs and 180 degree rotations and toe and heel side edging by applying pressure to toes and heels.

### SET UP OF STATION #2

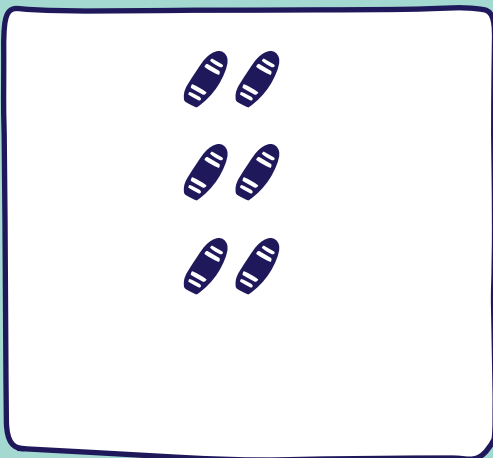


## STATION #3

### SPOONER BOARD

- Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students to practice snowboard skills such as balance, foot-to-foot movements and spinning on their board.

## SET UP OF STATION #3

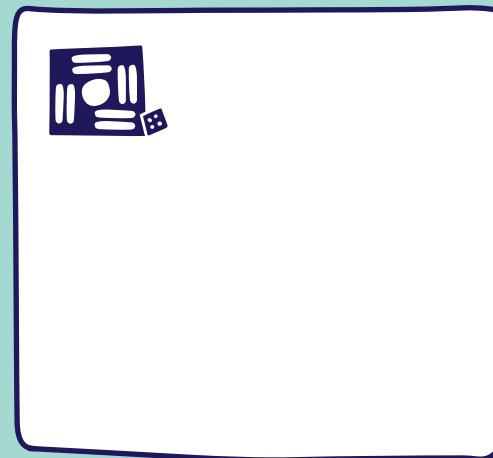


## STATION #4

### GRAB MAT

- One student to be the spinner. Other students to practice their grabs as learned in previous lesson.
- Rotate spinner every 3 spins.
- Introduce new grabs for practice for more advanced students as shown on diagram below.

## SET UP OF STATION #4



## 3.4 GAME

## FREESTYLE

## YEAR LEVEL

3 – 6

TIME 

15 MINS

## EQUIPMENT

RIGLET BOARD ON FOAM BLOCKS, SPOONER BOARD, NOODLE

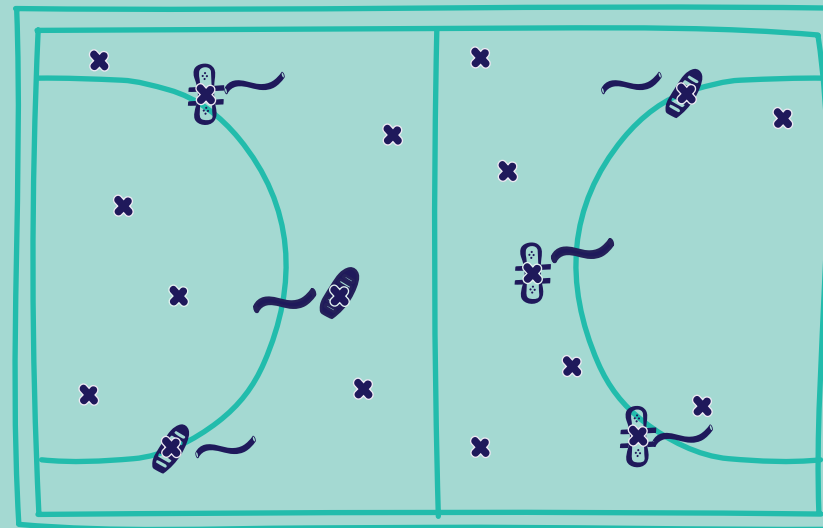
## DESCRIPTION

Instruct class that they will be freestyle riders coming down the mountain and they need to avoid being tagged by trolls who are taking over the mountain. Teacher will select 6 students to be trolls.

Trolls will stand on Riglet boards on foam blocks and Spooner boards spread throughout the gym. Trolls will have a noodle each.

One senior troll to be selected to be on foot as the lead tagger.





The riders will run around the gym and try to avoid being tagged by the trolls. If a rider is tagged by a troll then they will switch roles.



## CURRICULUM CONTENT

3-4: ACPMP045, ACPMP043

5-6: ACPMP061

-  = STUDENT
-  = NOODLE
-  = SPOONER BOARD
-  = RIGLET BOARD ON FOAM BLOCKS

## 2.5

### CLOSURE / DISCUSSION

#### OVERVIEW

Pack-up, and review topics taught in class.

#### DISCUSSION TOPICS

Questions to ask class about the activities performed today:

- What parts of the body did we use today?  
(Feet, legs, hands)
- What body position made it easiest to balance? /  
What foot position made balance easiest?
- How could you use your arms to help you balance?
- Respect, what does it mean?

Discuss why respect is important in snow sports.

- Giving way to others
- Helping others when they need it
- Obeying rules and signs



*little*  
**SHREDDERS**

LESSON 3

## SKILL DESCRIPTION

## ACTIVITY

## TIME

## 3.1 GREETINGS

Recap lesson two, discuss skills/equipment from previous lesson.

3

## 3.2 WARM-UP

Stork Tag

7

## 3.3 SKILL DEVELOPMENT

Gym to be set up into four stations as per diagrams.

20

## 3.4 GAME

Snowstorm

15

## 3.5 CLOSURE / DISCUSSION




Pack up and review topics taught in class.  
Confidence, what does it mean?TIME 

45 mins

## FLAT SURFACE SUCH AS:

- School Gym
- Synthetic Turf
- Oval
- Tiled Floor

## EQUIPMENT

 Pool noodles Balls Riglet Board on foam blocks Cones Spooner boards Grab mats Throwback boards  
with Hover Cover

## LEARNING INTENTION

- Students will practice and refine snowboarding skills in increasingly challenging movement situations.
- Students will be able to apply the foot-to-foot techniques as they go over obstacles.

## CURRICULUM CONTENT DESCRIPTIONS

F-2: ACPMP008, ACPMP009, ACPMP014, ACPMP025,  
ACPMP027, ACPMP029, ACPMP032

3-4: ACPMP043, ACPMP045, ACPMP047

5-6: ACPMP061

## 3.1

GREETINGS /  
INTRODUCTION

TIME ⌚

3 MINS

Recap previous lesson, discuss skills/equipment from previous lesson.

Teacher to hold up three boards:

- Throwback
- Spooner
- Riglet

Ask students:

- What the name of these boards?
- What they can be used for?

## 3.2

## WARM-UP

TIME ⌚

7 MINS

## GAME - STORK TAG

2 or more taggers, the rest of the players are runners. Half the runners have balls.

Taggers chase runners. If a runner is tagged, the runner must stop in the 'Snowboard Stance', and become a Snowboarder. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw.

Either a runner or a Snowboarder can throw a ball. Once a ball is caught, the catcher now runs with the ball.

## 3.3

## SKILL DEVELOPMENT

TIME ⌚

20 MINS

## OVERVIEW

## Gym to be set up into four stations as per diagrams

## STATION #1

Students practice going 'Over' obstacles using Throwback Board with Hover Cover. Can use gym mats or noodles.

## STATION #2

Students practice snowboard skills such as 180's, flexion and extension and grabs using Riglet Board on foam blocks.

## STATION #3

Students practice balance and foot to foot movement and practicing their snowboard skills such as foot to foot, flexion and extension and grabs using Spooner Board.

## STATION #4

Students practice grabs using Grab Mat.

## INSTRUCTION

Teacher begins by introducing and demonstrating each station to whole group.

Split class into four groups and set up four stations around the room. Have even number of students at each station.

Rotate students through the activities in 4 min blocks.

## CURRICULUM CONTENT

F-2: ACPMP008,  
ACPMP025,  
ACPMP029

3-4: ACPMP043,  
ACPMP047

5-6: ACPMP061

## READY SET PULL PROCEDURE

To maintain a safe environment for all students at the Pulling and Riding Station, teacher(s) must ensure that Puller(s) do the following:

- Hold the tow rope handle properly.
- Wait for the Rider to touch the pull rope before pulling.
- Ask Rider if they are ready.
- Begin pulling slowly.
- Do not jerk the rope.

READY → SET → PULL

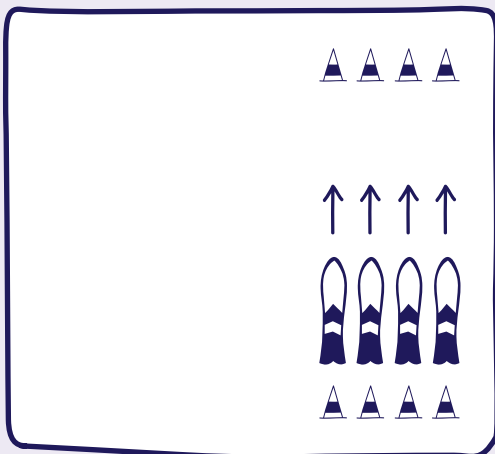


## STATION #1

### THROWBACK BOARDS WITH HOVER COVER

- Ensure obstacles are flat and not high off the ground.
- Obstacles can be pool noodles, flat gym mats etc.
- Reinforce Ready, Set, Pull procedure.
- Two students to be pullers, one student to be rider.
- Students pull rider slowly in a straight line over obstacles.
- Rider to be in snowboarding stance as they ride.
- Switch riders after each turn.

### SET UP OF STATION #1

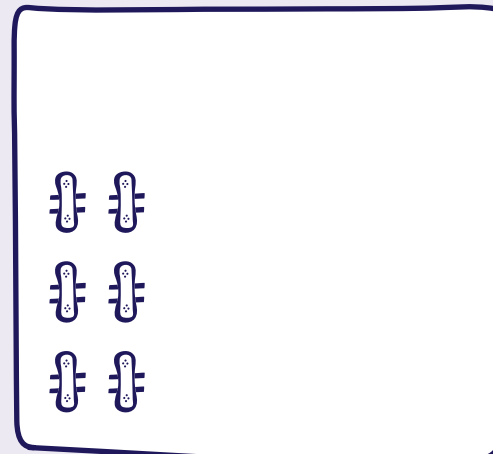


## STATION #2

### RIGLET BOARDS ON FOAM BLOCKS

- Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students practice their grabs and 180 degree rotations, flexion and extension and toe and heel side edging.

### SET UP OF STATION #2

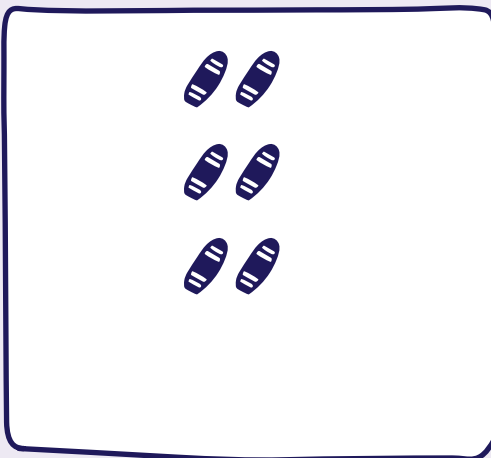


## STATION #3

### SPOONER BOARD

- Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students to practice snowboard skills such as balance, foot-to-foot movements and spinning on their board.
- Students should balance a beanbag on their head or shoulders throughout activity.

### SET UP OF STATION #3

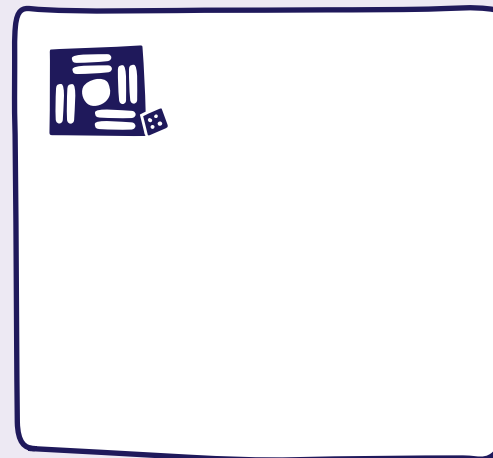


## STATION #4

### GRAB MAT

- One student to be the spinner. Other students to practice their grabs as learned in previous lesson.
- Rotate spinner every 3 spins.
- Difficulty can be added to activity by calling out 'switch' before some grabs.
  - Students will need to change position from regular to goofy or vice versa. Meaning they change their front foot.

### SET UP OF STATION #4



## 4.4 GAME

## SNOWSTORM

## YEAR LEVEL

3 – 6

TIME 

15 MINS

## EQUIPMENT

THROWBACK BOARD WITH HOVER COVER, SPOONER BOARDS,  
RIGLET BOARD ON FOAM BLOCK, NOODLES, FOAM BALLS

## DESCRIPTION

The gym has been hit by a huge snowstorm. Split the class into two groups.

One group, the riders, will line up along the base line.

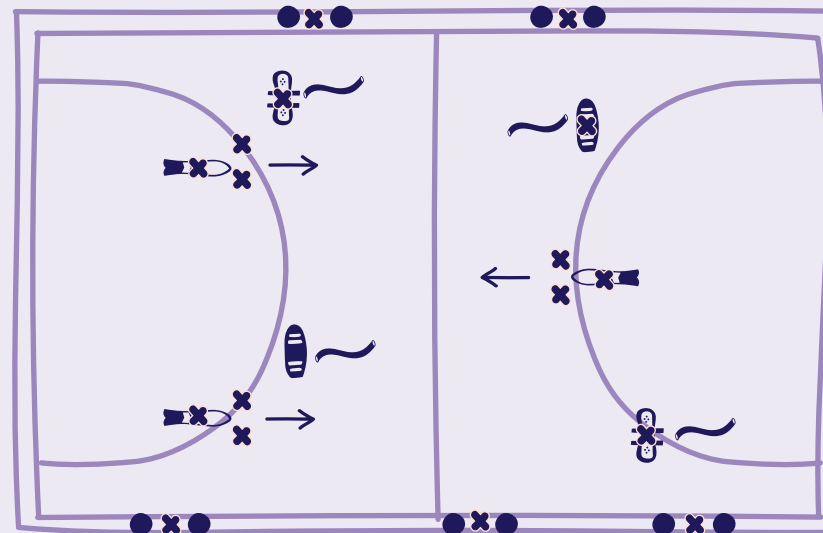
The second group will be part of the snowstorm and be spread evenly along the sidelines.






The riders will work in groups of three with two pullers and one rider using throwback board with hover cover

Each rider will be slowly pulled across the gym while trying to avoid obstacles from the storm.

The students lined up along the sideline will have a ball or a pool noodle to represent snowflakes which they will use to tag or roll underarm at targets.

Once everyone has been a rider swap groups over.



-  = STUDENT
-  = NOODLE
-  = BALL
-  = SPOONER BOARD
-  = RIGLET BOARD ON FOAM BLOCK
-  = THROWBACK BOARD

## CURRICULUM CONTENT

3-4: ACPMP045, ACPMP043

5-6: ACPMP069, ACPMP061

## 3.5

### CLOSURE / DISCUSSION

#### OVERVIEW

Pack-up, and review topics taught in class.

#### DISCUSSION TOPICS

1. Name parts of the body used today.
2. What did your legs and body do when you went over an obstacle?
3. Is it easier to maintain balance with your knees straight or bent?
4. Respect, what does it mean?
5. Discuss: why respect is important in snow sports?
  - Giving way to others
  - Helping others when they need it
  - Obeying rules and signs



little  
SHREDDERS

LESSON 4

## SKILL DESCRIPTION

## ACTIVITY

## TIME

<b>4.1 GREETINGS</b>	Recap lesson three, discuss skills/equipment from previous lesson.	3
<b>4.2 WARM-UP</b>	Throw, throw, throw!	7
<b>4.3 SKILL DEVELOPMENT</b>	Gym to be set up into four stations as per diagrams.	20
<b>4.4 GAME</b>	Igloo.	15
<b>4.5 CLOSURE / DISCUSSION</b>	Pick-up, line-up, and review topics taught in class. The meaning of kindness.	

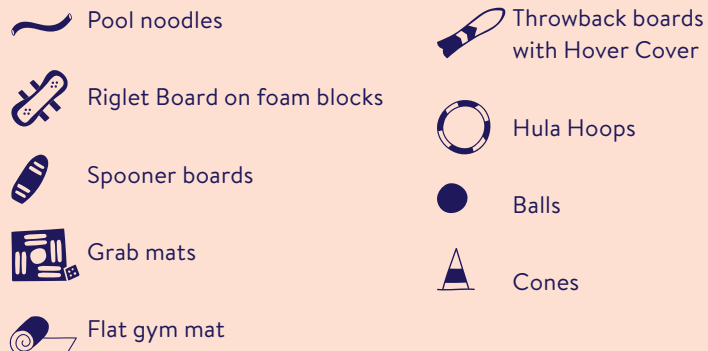
TIME 

45 mins

## FLAT SURFACE SUCH AS:

- School Gym
- Synthetic Turf
- Oval

## EQUIPMENT



## LEARNING INTENTION

- Students will practice, apply and refine snowboarding skills in increasingly challenging movement situations.
- Students will be able to apply Rotation and Toe-to-Heel techniques as they go around obstacles.

## CURRICULUM CONTENT DESCRIPTIONS

F-2: ACPMP008, ACPMP009, ACPMP025, ACPMP027, ACPMP029, ACPMP032

3-4: ACPMP043, ACPMP045, ACPMP047

5-6: ACPMP061

## 4.1

GREETINGS /  
INTRODUCTION

TIME ⌚

3 MINS

Recap previous lesson and discuss skills learned in previous lesson.

Teacher to pick a student to demonstrate:

- Foot-to-Foot balance over obstacles
- Review flexion and extension

Ask students what is the difference between goofy and regular snowboarding stance?

- Regular = natural, left foot forward
- Goofy = right foot forward

## 4.2

## WARM-UP

TIME ⌚

7 MINS

## GAME - THROW, THROW, THROW!

2 groups of equal size face each other.

Each player has a scrunched up paper 'ball'. On the signal, players throw their ball over the rectangle 'no go zone' toward the other team.

After a set period, balls are counted to see which team has the fewer balls in their zone.

## 4.3

## SKILL DEVELOPMENT

TIME ⌚

20 MINS

## OVERVIEW

**Gym to be set up into four stations as per diagrams**

## STATION #1

Students practice riding around / avoiding obstacles using Throwback Board with Hover Cover.

## STATION #2

Students practice rotation skills using Riglet Board on foam blocks.

## STATION #3

Students practice balance and rotations using Spooner Board.

## STATION #4

Students practice grabs using Grab Mat.

## INSTRUCTION

Teacher begins by introducing and demonstrating each station to whole group.

Split class into four groups and set up four stations around the room. Have even number of students at each station.

Rotate students through the activities in 4 min blocks.

## CURRICULUM CONTENT

F-2: ACPMP008,  
ACPMP025,  
ACPMP029

3-4: ACPMP043,  
ACPMP047

5-6: ACPMP061

## READY SET PULL PROCEDURE

To maintain a safe environment for all students at the Pulling and Riding Station, teacher(s) must ensure that Puller(s) do the following:

- Hold the tow rope handle properly.
- Wait for the Rider to touch the pull rope before pulling.
- Ask Rider if they are ready.
- Begin pulling slowly.
- Do not jerk the rope.

READY → SET → PULL

## STATION #1

### THROWBACK BOARD

- Two students to be pullers, one student to be rider.
- Students pull rider slowly around the outside of the square making sure they avoid hitting the cones.
- Rider to be in snowboarding stance as they ride.
- Switch riders after each turn.

#### Riding Tips:

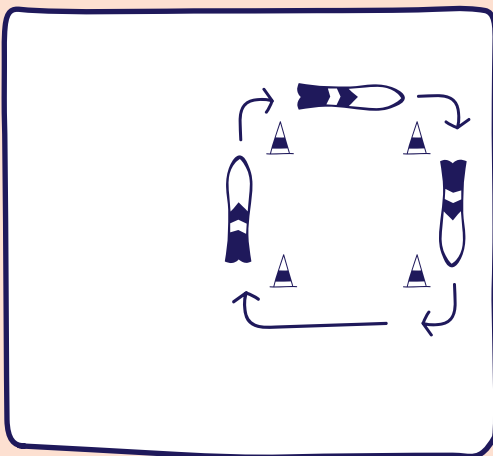
Encourage students to keep their snowboard stance throughout the turn.

## STATION #2

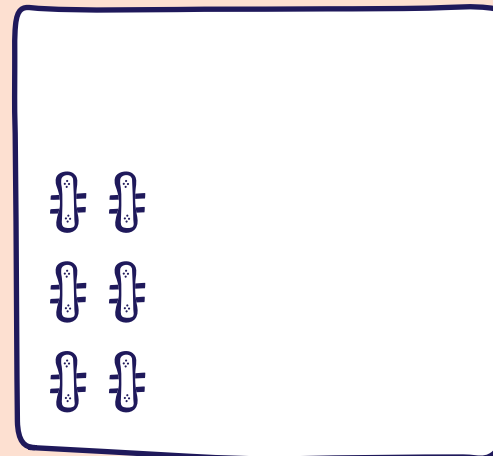
### RIGLET BOARDS ON FOAM BLOCKS

- Riglet board on foam blocks. Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students practice their 180 or 360 degree rotations.
- Once they have mastered this skill they can practice throwing a ball in the air, completing a rotation and then catching it.

## SET UP OF STATION #1



## SET UP OF STATION #2





## STATION #3

### SPOONER BOARD

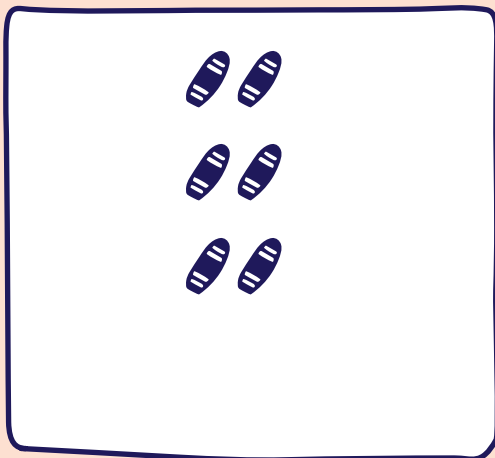
- Students to have one board each or work in pairs and take turns. Younger students can use a partner to help balance.
- Students practice their 180 or 360 degree rotations.
- Once they have mastered this skill they can practice throwing a ball in the air, completing a rotation and then catching it.

## STATION #4

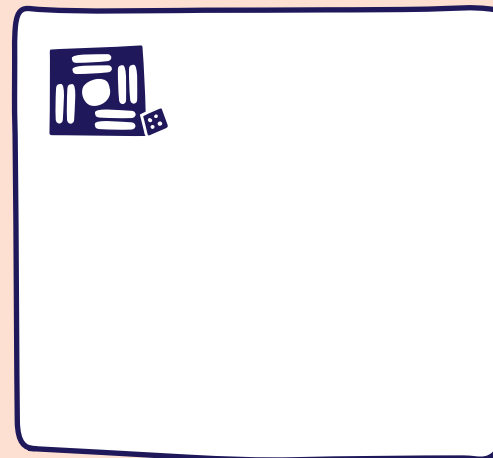
### GRAB MAT

- Students play the game 'grab around the clock'.
- Students jump to neighbouring board on mat in a clockwise direction during the roll and complete grab it lands on.

## SET UP OF STATION #3



## SET UP OF STATION #4



## 6.4 GAME

## IGLOO

## YEAR LEVEL

3 – 6

TIME 

15 MINS

## EQUIPMENT

 HULA HOOPS, CONES, FLAT GYM MATS,  
THROWBACK BOARD, SPOONER BOARD

## DESCRIPTION

Students to be split into 3 groups. Each group will have a throwback board, a Spooner Board, a gym mat and 6 cones.

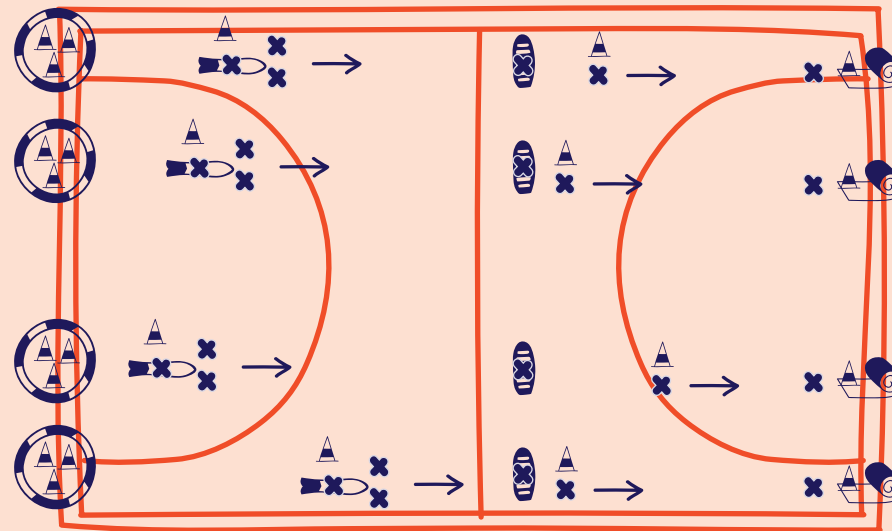
The aim of the game is to build their igloo before winter comes.

One student will carry a cone while being dragged half way across the gym on a Throwback board by two team mates. At the half way point there will be a student waiting on a Spooner Board. The cone

will be passed to them and they will walk on the board to the end of the playing area and place the cone on the team's mat.

Students will then return to their starting position in order to repeat the process. The team to get all cones onto their gym mat first are the winners.

Students should be switched between roles throughout the game.



-  = STUDENT
-  = CONE
-  = HULA HOOPA
-  = SPOONER BOARD
-  = THROWBACK BOARD
-  = FLAT GYM MAT

## CURRICULUM CONTENT

3-4: ACPMP043, ACPMP045

5-6: ACPMP061

## 4.5

### CLOSURE / DISCUSSION

#### OVERVIEW

Pack-up, and review topics taught in class.

#### DISCUSSION TOPICS

Questions to ask class about the activities performed today:

What did you do with your feet and legs when you went around the obstacles?

- If I press on my toes will I turn?
- If I press on my heels will I turn?
- If I leave my feet flat will I turn?

Discuss kindness and why it is important in snow sports?

- What is kindness?
- How do you feel when others are kind to you?
- How can you show kindness while on snow?
  - e.g. helping others up when they fall over.



SPORTING  
*Schools*