



# Walnut Creek on Ice

## Lesson & Activity Guide

Listed below are lesson and activity ideas that may be used to develop curriculum for your classroom prior to your visit to Walnut Creek on Ice!

### LANGUAGE ARTS: **Sportscasting**

Ice Skating, also known as Figure Skating, is an Olympic Sport with lots of fans.

People from all of the world watch the event on TV. Sportscasters seek ways to describe the events, so that

those not attending the event understand what is going on. They try to capture the excitement of the event through words. Think of something that you really enjoy doing. Imagine that you have been hired as a newscaster to describe the event on the radio. Use reporter questions: who, what, where, when, how and why as you write your newscast. Use descriptive words that help listeners visualize and catch excitement of the event.

Present your speech to the class. The listeners will rate each speech on a scale from one to ten. Higher ratings reflect the attitude of the audience as they catch your enthusiasm.

### ART: **Visit Walnut Creek on Ice**

We need your creativity and art work. Create a flyer or brochure to advertise Walnut Creek on Ice. Use reporter questions (who, what, where, when and why) to build excitement and advertise the event. Consider which colors, drawings and words could be used to create an effective flyer that encourages people to attend.



*\* The following was adopted from the 2002 Salt Lake Educator's Guide to the Olympics.*

### SCIENCE: **Inventing**

Sports equipment continues to improve through science and technology. Consider ice skates, they have toe picks shaped like teeth at the front of the blade. The picks

help skaters push off into jumps and the blade helps the skater spin quickly.



Select a favorite sport. Study the equipment and play area used in the sport. Consider ways to improve performance. Draw your ideas showing ways to improve the equipment or play

area.

### PHYSICAL EDUCATION: **Getting in Shape**

Outstanding athletes are supported by excellent coaches. A speed skater, for example, (or other athletes) have a great deal of strength and skills. What exercises might build these skills? How might the athletes practice during the summer? Imagine you are a coach for speed skating (or another sport). Organize a plan to help young people learn about and perform well. Write an outline of your plan.

Consider the muscles needed to perform well.

What kinds of exercises might the athlete perform when they are away from the ice?

What might you do to build some of the important muscles for your favorite sport?

Develop an exercise plan to help you prepare for competition in an event. If you can, follow your plan for at least two weeks. What kind of changes did you notice in your strength and muscles?

Winter sports athletes must practice in the summer months. List existing games or invent new exercises that would be helpful in the summer. Prepare a demonstration of your plan.





# Walnut Creek on Ice

## THE ZAMBONI: As Smooth as Glass

### Science

#### Materials Needed

1. Baking pans for each group
2. Metal spatula for each group
3. Fork for each group
4. Water
5. Freezer
6. Rag for each group
7. Ruler
8. Spray bottle for each group

### SUMMARY:

Students learn the purpose of the Zamboni and participate in a hands-on experience showing how a Zamboni smooths ice after it has been chopped up by ice skaters.

### OBJECTIVE:

Students will demonstrate the way a Zamboni resurfaces ice after skating events.

### INTRODUCTION:

List and discuss skating events, like Walnut Creek on Ice. Ask students to tell what might help skaters do their best. Discuss the need for smooth ice. Ask students what they know about ice rinks and how they work. List their ideas on the board. Introduce the Zamboni. Lead a discussion on how a Zamboni is critical in maintaining an ice rink. Pass out copies of the Zamboni. (See next page for a description of how a Zamboni works.)

### ACTIVITY:

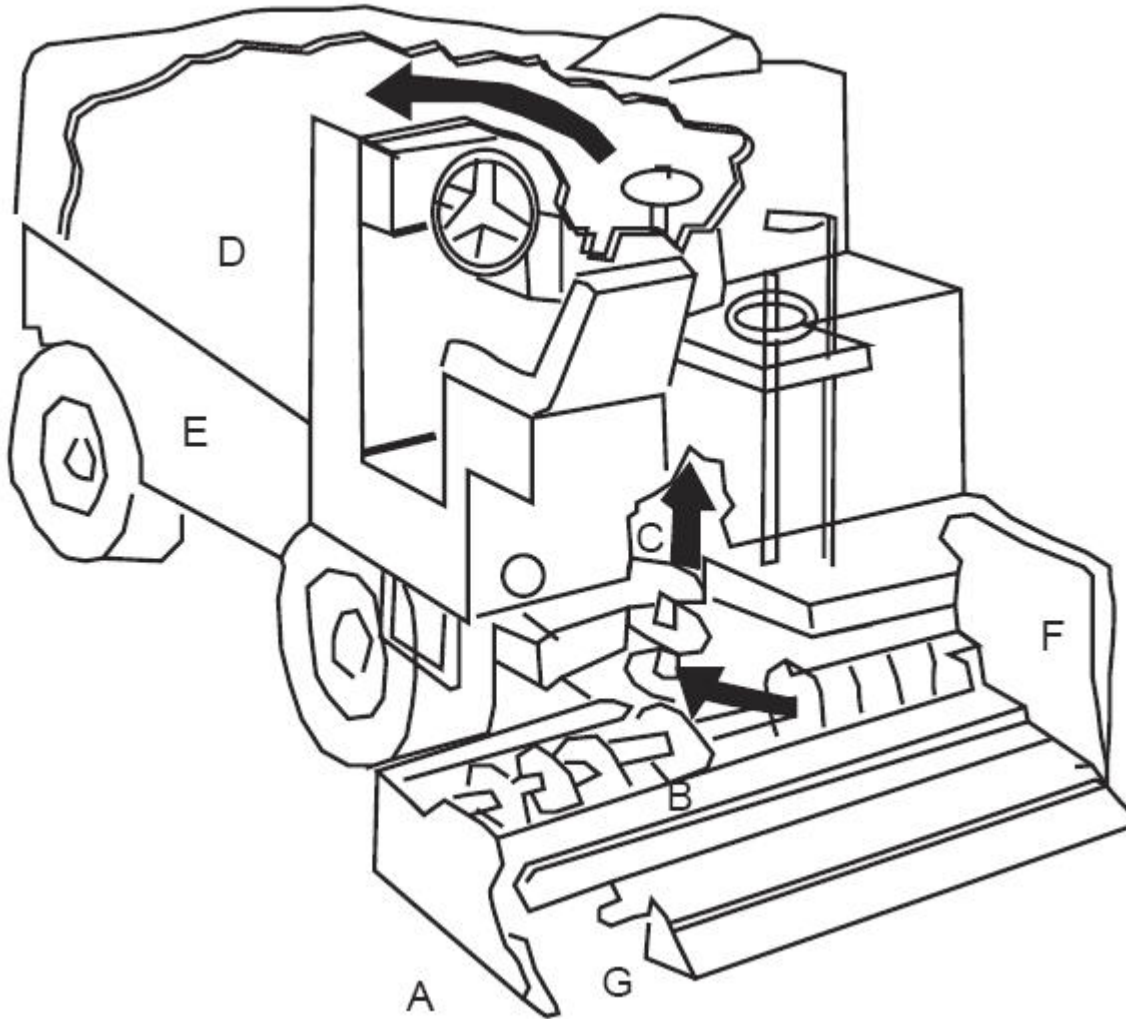
Fill baking pan with one inch of water and put the pan in the freezer. Make sure each pan is set flat. Later, after the water has frozen, review introductory materials. Divide the students into groups of four and pass out materials. Each child will do one of the following jobs. **1.** Gouge the ice with a fork to simulate ice skates. **2.** Scrape the debris off the ice with a spatula. **3.** Wipe off the ice with a damp warm rag. **4.** Use a spray bottle filled with warm water to coat the ice.

While the ice is refreezing, predict what will happen to the surface of the ice. Remove the pans from the freezer and discuss the results.



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- A.** Blade scrapes off large chunks of ice and debris
- B.** Auger gathers ice and debris
- C.** Spinning blade throws it into the bucket
- D.** Bucket can hold 2600 pounds of snow and ice
- E.** Water container used for washing the ice
- F.** Squeegee used to remove excess washing water
- G.** Hot water is applied to create a bond with the existing ice

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# Walnut Creek on Ice

## Skating Fun





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# Walnut Creek on Ice

## How to Prepare for Ice Skating

**Do** wear mittens or gloves.

**Do** wear a knit hat.

**Do** wear clothes that let you move easily.

**Do** wear socks that are calf or knee height, or tights.

**Do** make sure that your skates are tied properly.

**Do** treat your instructor and all volunteers with respect.

**Do** practice what you've learned during practice time.

**Do** have fun!

**Don't** skate with loose change in your pocket.

**Don't** wear pants that are too long; cuff them if necessary.

**Don't** make holes in the ice with your blades.

**Don't** shove or grab onto other skaters, even if you.  
lose your balance.