



Winter Sports

An Interest Project for Cadette and Senior Girl Scouts

Cold weather offers wonderful opportunities for outdoor activities. When you're well prepared, the crisp, cold air can be refreshing and invigorating. In this interest project you can improve your skills in skiing, snow boarding or ice-skating. These activities can lead to exciting new places, and breathtaking vistas.

It is important that you are prepared for cold-weather adventures - physically fit, well nourished, and adequately clothed to withstand the conditions. Equally important is having equipment that is safe and properly fitted to you. Take lessons in your chosen sport to learn the proper techniques and safety rules. Take time to enjoy the beauty of a winter landscape or wonderland.

Requirements: Complete seven (7) activities including two (2) Skill Builders; one (1) Technology; one (1) Career Exploration; one (1) Service Project; and two (2) Other Activities of your choice. The starred (*) Skill Builders are required. Skill Builders #1 should be done before starting any of the other requirements.

SKILL BUILDERS

- *1. Before you begin to participate in any winter sport, you should do warm-up exercises, check Safety Wise, and know the proper etiquette and rules of the sport you choose.
 - A. Warm-Up Exercises - Do the following:
Start by slowly stretching your muscles for a minimum of 15 seconds. Repeat and hold for another 15 seconds. In addition, several minutes of low-intensity aerobic activity (running, skipping, jogging, biking, etc.) will also warm these muscles. A physical fitness professional, coach, or athletic trainer will be able to show you the best warm-ups for specific muscle groups.

AND

- B. Safety and Etiquette - Do the following:
 - w Determine the Safety Wise requirements for proper use of equipment, adult supervision needed, etiquette and rules to participate in your chosen activity.
 - w Discuss winter sports safety, and show that you know first aid for injuries or illnesses that could occur, including hypothermia, frostbite, shock, dehydration, sunburn, fractures, bruises, sprains, and strains.

- w Tell how to apply splints. Explain why everyone should be prepared to render first aid in the event of a sports accident.
- w Describe how to report an accident to the local ski patrol or person(s) in charge.
- w For skiers and snow-boarders, explain the meaning of the Your Responsibility Code. Explain why you must follow this code.

*2. Complete section A, B, C or D. If your skills are beyond the levels described in the

section for your chosen sport when you start this project, or if you have a disability,

work with a qualified instructor to establish a set of goals for you to accomplish within a

season. Use those goals to measure your skills for this requirement.

A. Cross- Country Skiing - Do the following:

Equipment

- w Describe the difference between the types of cross-country skis, boots, and bindings.
- w Compare waxable and waxless skis and poles for your height and weight.
- w Which skis would you choose to purchase and why?
- w Demonstrate how you would carry, maintain, and store your skis.

Technique

- w Show that you have mastered the following techniques:

- § Kick and glide
- § Double poling
- § Skiing downhill
- § The pole drag
- § The kick turn
- § Skiing up steep hills using side stepping step
- § Skiing up steep hills using side herringbone step
- § The step turn
- § Snowplow stops and turns

- w Demonstrate how to stand up after a fall.
- w Show how to grip the poles properly.
- w Know when not to use the pole straps.

B. Downhill Skiing - Do the following:

Equipment

- w Describe how to insert and release a ski boot from a ski binding.
- w Tell how the binding holds the boot to the ski.
- w Find out from someone who services bindings how the DIN setting is determined.
- w Show how to carry, care for, maintain, and store your ski equipment properly.
- w Explain the function of ski breaks and powder straps.
- w Explain why one might choose short or long skis.

Technique

- w Show your skills by demonstrating that you can comfortably do the following:
Snowplow turns; Snowplow stop; Parallel stop; Side slipping; Herringbone and Inked Christie turns (stem or parallel) with a traverse between the turns.
- w Show the proper use of the poles while doing each of these skills.
- w Show that you know how to use two different kinds of lifts.
- w Learn and then tell the meaning of the standard signs that indicate trail difficulty.
- w Discuss the rules of safety and etiquette on the slopes and in lift-lines.

C. Snowboarding - Do the following:

Equipment

- w Demonstrate your ability to select the correct equipment and use it safely.
- w Present yourself properly clothed and equipped for snowboarding. Discuss how the clothing you have chosen will keep you warm and protected.
- w Demonstrate how to carry a snowboard easily and safely.
- w Show how to use and maintain your own bindings, and explain the use of the different binding methods. Explain the need for leashes.

Technique

- w Discuss forward-fall injuries. Tell about prevention and what action must be taken in the event of any type of injury or accident.
- w Demonstrate exercises and activities that will get you fit for snowboarding.
- w Demonstrate how to ride one kind of lift and explain how to ride two others.
- w Explain the international trail-marking system.
- w Demonstrate the basic principles of waxing a snowboard.
- w On a gentle slope, demonstrate beginning snowboarding maneuvers. Show basic ways to control speed and direction. Include the sideslipping maneuver.
- w On slightly steeper terrain, show traversing.
- w On a moderate slope, demonstrate an Ollie, a nose-end grab, and a wheelie.
- w Make a controlled run down an intermediate slope and demonstrate:
 - § 1) Skidded, carved, and jump turns
 - § 2) Stops
 - § 3) Riding fakie
- w Demonstrate your ability to ride in varied conditions, including changes in pitch, snow conditions, and moguls. Maintain your balance and ability to turn.

- w Name the major snowboarding organizations in the USA and explain their functions.

D. Ice Skating

Complete ALL of the requirements for option 1 and at least one requirement in each of the other options.

Option 1

- w Discuss the parts and functions of the different types of ice skates.
- w Describe the proper way to carry ice skates.
- w Describe daily skate care when skates are in use.
- w Describe how to store skates for long periods of time, such as seasonal storage.

Option 2

- w Skate forward at least 40 feet and come to a complete stop. Use either a two-footed snowplow stop or a one-footed snowplow stop.
- w After skating forward, glide forward on two feet, then on one foot, first right and then left.
- w Starting from a T position, stroke forward around the test area, avoiding the use of toe points if wearing figure skates.

Option 3

- w Glide backward on two feet for at least 25 feet.
- w Skate backward for at least 40 feet on two skates.
- w After gaining forward speed, glide forward on two feet, making a turn of 180 degrees around a cone, first to the right and then to the left.

Option 4

- w Perform a forward shoot-the-duck until you're nearly stopped. Rise while still on one foot.
- w Perform forward crossovers in a figure eight pattern.
- w Take part in a relay race.
- w Perform a hockey stop.

TECHNOLOGY

1. Show how you would dress for the sport you have chosen. Be able to explain the advantages of dressing in layers. Cold-weather clothing is made of a wide variety of materials. Compare the different fabrics and types of insulation. Be able to explain what clothing you would select to conserve body heat, to allow perspiration to escape, and to keep out wind and water. Show the types of eye protection worn for these sports.

2. Learn about the qualities of snow. For example, what happens during freezing and sublimation? What are the effects of snow and cold temperatures on plants and animals? Catch snowflakes and observe their shapes and sizes.
3. Check the weather forecast before you spend a day outdoors. Be able to explain the importance of a rising or falling barometer, a warm or cold front, and the wind-chill factor. Learn to interpret the cloud and wind signs in your area that indicate changing weather conditions. Learn how snow and ice conditions change in different weather conditions.
4. How has technology affected the equipment used in the winter sport(s) you have chosen? Choose one piece of equipment and chart its evolution, focusing both on design and materials used. What do you think will happen to sports equipment in the future?
5. Choose one sport and determine how equipment has been adapted for athletes with disabilities, depending on their specific needs. Were changes made in the rules of the sport? Why?

CAREER EXPLORATION

1. Interview a person whose job includes winter sports and find out how she or he became involved. Examples include a ski patrol member, a ski instructor, a ski equipment salesperson, or an operator of a ski area.
2. Watch a winter sports competition on TV. Make a list of at least five careers associated with winter sports other than "professional athlete." Share this list with other members of your troop or group.
3. Research what is needed to be a member of the Olympic Team in a winter sport. What careers are available to the athlete when the athlete retires or is injured? What role does education play?

SERVICE PROJECTS

1. Plan an ice skating outing for a troop of younger Girl Scouts. Be sure to follow Safety Wise in your planning.
2. Share the beauty of the winter environment with younger girls by writing poetry or prose about it, taking photographs and showing them to others, or creating an expressive dance or skit.
3. Develop or create a discovery box for your troop, Service Unit or Council to help another Girl Scout earn this Interest Project Patch.
4. Make a collection of sports equipment needed to participate in winter sports for others who can't afford the equipment, but would like to participate in winter sports. Donate them to the appropriate organization.

5. Make a collection of clothing needed to participate in winter sports for those who are less fortunate. (Example: waterproof ski pants, gloves, hats, scarves, thermal clothing, etc.) Donate them to the appropriate organization.

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