

# Star 1-5 Chart



**STAR 1-5  
Excellence**

ITEM	RATIONALE	ACHIEVED	EXCEEDED
<b>Requirements</b>	<p>Ensure a minimum of one NCCP Regional Coach In-training coach or higher, on the ice always, who is registered and in good standing. All coaches teaching the STAR 1-5 program must be wearing skates. All participants must be registered with Skate Canada.</p> <p>All Program Assistants (PAs) on the ice must be wearing skates and be registered with Skate Canada.</p> <p>*Operate and deliver the STAR 1-5 program in accordance with the minimum delivery standards identified by Skate Canada.</p>		
<b>Coach Directed Time</b>	<p>Star 1-5 is in the Learn to Train stage of the LTD. To support this the Star 1-5 program is designed to offer skaters in this program, to be under the direction of a coach as much as possible.</p>	<p>Program designed to include the minimum expectations for coach directed time:</p> <ul style="list-style-type: none"> <li>STAR 1-2: 75%</li> <li>STAR 3-4: 50%</li> <li>STAR 5: 25%</li> <li>Must provide 25% class time to all skaters</li> </ul>	<p>Program is designed to exceed minimum expectations at all levels (STAR 1 through 5)</p> <p>Class time provided to all skaters exceeds 25%.</p>
<b>Movement</b>	<p>Skaters learn best when they move. Skaters must be given the opportunity to practice in a safe, dynamic and challenging environment. Inclusion of warm up, lesson time and cool down. Inclusion of specific fundamental learning opportunities in the form of classes, stations, group lessons and/or private lessons. This will help develop good training habits.</p>	<p>90% movement during all session time.</p>	<p>Greater than 90% movement throughout the session. Note: Skaters receiving 1 on 1 individual attention do not affect movement percentage, if the rest of the group is moving.</p>
<b>Music</b>	<p>Music should support and add energy to the program. I.e. Warm up and cool down music as well as dance music and freeski programs if needed.</p> <p>Music with signals to indicate changes in fundamental learning stations will help skaters with skaters time management on the ice.</p>	<p>Age appropriate music for entire session including: Pattern Dance music and Program Music.</p>	<p>Age appropriate music for the session that is fun, energizing and contains signals to indicate session segment changes.</p>
<b>Program Assistants</b>	<p>Program assistance may assist in leading warm-ups and cool downs. Lead circuits dances or skills. This will assist with the continuous movement on the session as well.</p>	<p>Use program Assistants as required. All Program Assistants on the ice must be in skates.</p>	<p>All minimum standards plus: Program assistants are used to supervise stations, lead circuits and demonstrate skills.</p>
<b>Program Assistants Training</b>	<p>PA training must be provided by the coach to communicate their roles and responsibilities. PA's must have adequate skating skills and knowledge to be of service.</p>	<p>Ensure Program Assistants are trained before assisting on the ice with a minimum of one training per season.</p>	<p>Offer multiple training sessions throughout the season to engage, support and monitor development of the program assistants.</p> <p>Ensure PA's re award of the Emergency Action Plan of the club or skating school.</p>
<b>Teaching Aids</b>	<p>Teaching aids should be used as required to assist in skaters development. Examples of some teaching aids may include, harness, video, demonstrators, markers and balls.</p>	<p>Use of teaching aids as required.</p>	<p>Use of a variety of teaching aids that engages the skaters learning and interest.</p>

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<b>Session Format</b>	All sessions should include a warm up, lesson time and a cool down. Coaches are encouraged to organize the session by areas of development. I.e. Edge turn classes may include techniques that can be applied in skills (figure form) dance, synchro and/or freeskate (entries and exits on spins and jumps)	All sessions have a set plan for warm up and cool down whether it be in class form or a private plan for the skater.  Skaters are provided instruction in all disciplines: Freeskate, Dance, Skills, Artistic and Synchronized Skating.	All minimum standards plus: <ul style="list-style-type: none"> <li>• Full ice surface is being used for the session and is available to all skaters in this program.</li> <li>• Provide variety in programming format to keep the sessions motivating, challenging and inspiring to meet the needs of the skater's development.</li> </ul>
<b>Session Format: Warm-up</b>	Warmups may be done on and/or off ice. Warm up must include exercises that increase blood flow to major muscle groups and increase the skater's heart rate.	Use of full ice.  Include forward and backward skating in both directions.  Warm up may also be included as a class or individual activity off the ice.	All minimum standards plus: <ul style="list-style-type: none"> <li>• <i>Inclusion of deep knee bends</i></li> <li>• <i>Evidence of increased heart rate in participants.</i></li> <li>• <i>Use of lanes or similar pattern to increase range of motion and balance.</i></li> </ul>
<b>Session Format: Lesson Time</b>	Lesson time should include both review and new skill acquisition or development. This requires a strong focus on coach delivery time that includes feedback and corrections.	All skaters are offered coach directed time in all disciplines on a regularly scheduled basis. Evidence of Stations, Lanes, circuits etc. under coach direction.	All minimum standards plus: <ul style="list-style-type: none"> <li>• Provide a variety of formats for learning. This could include: Stations, Classes, Group lessons, Private/semi-private lessons.</li> </ul>
<b>Session Format: Cool Down</b>	Inclusion of a cool down to lower skater's heart rate and stretch major muscle groups. This may be done on or off ice.	Evidence of gliding stretches to increase range of motion and lower heart rate, for example: Toe touch while gliding (hamstring stretch). Cool down may also be included as a class or individual activity off the ice.	All minimum standards plus: <ul style="list-style-type: none"> <li>• Use of lanes or similar pattern to increase range of motion and balance.</li> <li>• Use of slower music to support lowered heart rate.</li> </ul>
<b>Quality Coaching</b>	Quality coaching should include feedback and corrections to all skaters. The coach's approach should be engaging, patient and motivating. Coaches should be organized and have lessons planned out to ensure the session is productive and efficient.	The coach ensures that each skater on the session receives one on one attention during the lesson time. Coaches know and teach the standards of the skills as per the STAR 1-5 Resource Toolkit and videos.	All minimum standards, plus: Coach gives each skater: <ul style="list-style-type: none"> <li>• Individual feedback.</li> <li>• Individual corrections.</li> <li>• Individual challenges based on their level of development .</li> </ul> Introduce technology to enhance the learning environment for skill analysis.

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<b>Assessment</b>	Coaches are expected to develop the quality of the skill prior to performing any assessments.	<p>Assess skaters when ready to ensure solid development. Establish an assessment procedure with coaches that outlines a clear process.</p> <p>Skater receives result and assessment sheet on day of assessment.</p> <p>Results are submitted to Skate Canada in an appropriate and timely manner.</p> <p><b>(once a month)</b></p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>• Results are filed within one week following assessment online.</li> </ul>
<b>Branding and Marketing</b>		<p>Must advertise and refer to the program as STAR and use the official STARSkate logo.</p> <p>Use the official Skate Canada Assessment sheets.</p>	<p>All minimum standards plus:</p> <ul style="list-style-type: none"> <li>• Use ALL Skate Canada STAR/ tools and promotional materials.</li> </ul>
<b>Parent Information Session</b>	Connecting with parents/guardians of participants is an integral key to success of the Star 1 to 5 program. Participants are new to figure skating so the more their parents/guardians know about the program, the more they will appreciate the quality of the program being offered.	<p>Offer a minimum of 1 parent information or interaction session per season.</p> <p>Offer a written source of information about the program and other club opportunities (Info letter, website, bulletin board, etc.)</p>	<p>Offer multiple opportunities for parents to connect with the coaches. This could include but is not limited to:</p> <ul style="list-style-type: none"> <li>• In-person information session</li> <li>• In-person progress update opportunities</li> <li>• In-person “next steps” touch base to guide skaters into next appropriate step in their development</li> <li>• Overview of the Emergency Action Plan (EAP)</li> </ul> <p>Offer several written sources of information about the program and other club opportunities (inf letter, website, bulletin board, etc.)</p>

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<b>Off-Ice Classes</b>	<p>Benefits of developing physical literacy in our athlete's include:</p> <ul style="list-style-type: none"> <li>• Increases personal fitness</li> <li>• Builds self confidence</li> <li>• Interpersonal skills</li> <li>• Develops competence in a variety of skills</li> <li>• Self-awareness</li> <li>• Team building</li> </ul>	<p>Offer off ice classes to increase physical literacy, awareness, and coordination.</p> <p>Note: Off ice classes can be used for Warm Up and/or Cool Down.</p>	<p>All minimum standards plus: Offer well-rounded content in off -ice training that include physical and mental training.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Off ice jump technique</li> <li>• Goal setting</li> <li>• Dance class: ballet, creative movement etc.</li> <li>• Flexibility</li> <li>• Nutrition, Hydration, Sleep, etc.</li> </ul>

\*PA's who are in attendance on the session solely to work with an Adaptive Skater directly, do not have to pay the Skate Canada registrant fee. The Adaptive skater must be a registered participant. The club/school should collect the name, contact information and date of birth of the PA. An example of this would be a skater has an assistant from school who is best able to assist the skater on a CanSkate session, but they are not a participant in the club/school in any other capacity. This aide would not pay the Skate Canada registrant fee, but the skater must be a registrant of the club.

## Available Resources

- [STAR 1-5 Guide](#)
- [Assessment Guide](#)
- [Brand Marketing Toolkit](#)
- [Access STAR 1-5 Tutorial videos](#)
- [Access Modified Delivery and Sharing Ice Options PDF](#)