

WE'RE PUSHING

EXPANDED LESSON PLAN



Skill Set 1

Mental Preparedness

Mini Lesson



We're Pushing - Expanded Lesson Plans

Group: Active Start / Beginner Skateboarders: Youth/Children/Adults

Location: In Person at the Skatepark

All Lessons to include: *Introduction, Warmup, Main Activity, Cool Down / Debrief*



Skill Set 1: Mental Preparedness Mini Lesson

Key Outcomes	Inclusive Adaptations
<i>Developing Confidence, Growth Mindset, Mental Strength, and Resiliency. Understand the uniqueness of skateboarding and skateboarders. Understand the importance of safety as you engage within the environment and with others. Establish community.</i>	<i>Adjust activities and materials for students with mobility, auditory, or visual limitations.</i>
Prerequisite Knowledge, Skills, and Attitude	Anticipatory Set (Pre Learning)
<i>Basic understanding of English/French language, comfortable speaking to peers, understanding challenges, and physical capacity.</i>	<i>Welcome group and create excitement for what will be learned today.*Reminder: Introduce yourselves for the first few sessions so participants can familiarize themselves with you. Gather students and preview the lesson, discuss the outline, and time frame, and review behavioral expectations (participation and safety).</i>

	Time	Teaching Strategy	Student Activity	Materials / Resources
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<p>Introduction</p> <p><i>*The Assumption is that you're at a skatepark; not necessary to outwardly express mental preparedness, but you're helping them by discussing without them putting a term to it.*</i></p> <p><i>*Benefit of sharing openly: relatable, often someone feels the same way. Decrease feelings of anxiety, increase feelings of relatability, and build community and trust.*</i></p>	<p>15 Mins</p>	<p>Group Introductions: Name Game and what's the first thing that comes to mind when you hear the word 'skateboarding'?</p> <p><i>(*Mentor start: name and intentionally acknowledge some type of fear - it opens the doors to honest sharing).</i></p> <p><i>Acknowledge responses: Lots of good answers; Skateboarding is more than a physical activity - it's a mental game too.</i></p> <p><i>Encourage: In fact, it is not easy making your way to a skatepark and you ought to be proud of yourself for being here, here are some reasons why... (share).</i></p> <p><i>Share: Mentor personal story - what was it like the first time you stepped foot at a skatepark?</i></p> <p>Ask: Am I the only one who has felt this way?</p> <p>Hand/finger check scale - How comfortable are you at the skatepark?</p> <p>What kind of feelings did/do you have about being at the skatepark?</p> <p>What positive ways do you manage feelings like this when you're not at the skatepark? <i>(Reiterate to keep this in mind while you're here. Optional to share the meaning of Mental Preparedness).</i></p> <p><i>Call on pairings and offer a chance to share any thoughts they have.</i></p> <p><i>Affirmation: (Be intentional about this part): Cheer on their mental strength - it takes courage; Increase confidence - we all started at the same place; It's ok to be different!</i></p>	<p><i>Each participant shares.</i></p> <p><i>Participants will put their head down or close their eyes and by show of hands, show their level of comfort being at the skatepark (1, not comfortable at all; 5, very comfortable).</i></p> <p><i>Pair and share with a partner (High five someone close to you and that becomes your partner)*Can amend this pending response, ie: close eyes and give thumbs up or down for a particular feeling you call out.</i></p> <p><i>Pairings may choose to share with the whole group.</i></p>	<p><i>Notebook to record responses</i></p>
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		<p><i>Decrease comparison - celebrate differences and each other. As much as we are different people from different backgrounds, so too will be our skateboard journey.</i></p> <p><i>Share: Goal today is to have fun, be safe, explore/learn, and of course, encourage.</i></p>		
5-10 Min WARM-UP (USE R.A.M.P. BASED ACTIVITY)				
<p>Activity Sequence</p> <p><i>May involve Presentation, Explanation, Guided Practice, Independent Practice and Assessment OR Approaching, Encountering, Noticing, Applying, Internalizing, Personalizing, Transforming, Assessing.</i></p>	20 Min	<p>Solve the Pad Puzzle: Am I wearing these correctly? Why or why not?</p> <p><i>As you adjust pads and receive feedback from participants, explain the reasons why you wear each item.</i></p> <p><i>Helmet use: recap importance to protect your most important muscle; concussion briefing.</i></p> <p>Suggested Skate Game: <i>"Simon Says" (Non rolling) Mentor will call out actions and help build skateboard familiarity.</i></p> <p><i>Choose a game that can be played non-rolling or on the grass that improves familiarity with the board.</i></p>	<p><i>Participants will Warm Up and Stretch; Participants can share responses as they stretch.</i></p> <p><i>*Board touch: Can be encouraged to use a board to assist with stretching and so they increase their comfort of handling a board.</i></p> <p><i>Participants vocalize what's wrong with the way you're wearing your pads, providing reasons why it may be incorrect.</i></p> <p><i>*Gear use: Can be encouraged to help others with their gear (gets them used to looking for the right placement of gear and how to provide feedback to others/receive feedback from others).</i></p> <p><i>Participants will follow the instructions of the game and work together.</i></p>	<p>Skateboard</p> <p>Helmet</p> <p>Full Set of Pads</p> <p>CS Anatomy of a Safe Skater</p> <p>Goodpush Skate Games</p> <p>CS Skate Games</p>
	15 Min	<p>Introduction to the Environment (skatepark etiquette)</p> <p><i>As much as you need to pay attention to what you're doing with what you have, it's</i></p>	<p>Participants share</p>	<p>Skateboard</p> <p>Helmet</p> <p>Skatepark Ettiquette Module #1</p>

		<p><i>important to be aware of what's going on around you.</i></p> <p><i>Take a look at the environment - This place connects you with a positive community, allows you to be creative and feel freedom to skate, but you also need to know how to be and move safely in it.</i></p> <p>What can you do to keep safe in a skatepark? Discuss the importance of observation and mindfulness; share the space, respect the space, and respect people who occupy the space.. **Address behaviour code, ie: negative, hateful, or exclusionary behaviour (bullying) at the skatepark. Reiterate that PHYSICAL AND MENTAL/EMOTIONAL WELFARE OF EVERY PARTICIPANT IS TO BE UPHELD.</p> <p><i>Walk the park and troubleshoot problematic areas in the environment. (This includes both features and addressing cleanliness. End with looking at the ground for hazards, ie: gaps, etc.)</i></p>	<p><i>Participants will engage with the park on foot.</i></p> <p><i>Participants Regroup</i></p>	<p><u>My First Trip to the Skatepark</u></p>
Cool Down / Debrief	5 Min	<p><i>Bring all participants together for closure of the lesson/activity. Bring attention to new things they learned (brief recap).</i></p>	<p><i>Participants will share their experience with the group, discuss their strengths and where they would like to improve along with goals/challenges for the future.</i></p>	

Skill Set 2: Intro to Stance, Weight Transfer, Pushing and Stopping

Key Outcomes	Inclusive Adaptations
<i>Getting comfortable with standing and balancing on a skateboard (some for first time). Learning to push and stop. Mastering and reinforcing a safe foot placement on the skateboard, providing a reliable foundation for skill progression and maneuvering while rolling.</i>	<i>Adjust activities and materials for students with mobility, auditory, or visual limitations.</i>
Prerequisite Knowledge, Skills, and Attitude	Anticipatory Set (Pre Learning)
<i>Basic understanding of the English language, comfortable speaking to peers, understanding challenges, and physical capacity. Basic fundamental movement skills such as walking, hopping, jumping and landing, skipping, and balancing on one foot. No prior skateboard experience is required.</i>	<p><i>Welcome group and create excitement for what will be learned today.*Reminder: Introduce yourselves for the first few sessions so participants can familiarize themselves with you. Gather students and preview the lesson, discuss the outline, and time frame, and review behavioral expectations (participation and safety).</i></p> <p><i>Display an image or video of a skateboarder pushing comfortably with speed. Ask students "What do you notice? (body stance, foot placement, weight distribution). Consider "The Story Behind "The Push" (and How It Almost Didn't Become One Of The Most Classic Skateboarding Magazine Covers)" Short group discussion.</i></p>

	Time	Teaching Strategy	Student Activity	Materials / Resources
Introduction	10 Mins	<p><i>Discussion of prior skateboarding experience.</i></p> <p><i>Ask: What makes a successful skateboarder? Skill, Sponsors, having fun, feeling comfortable?</i></p> <p><i>In discussion, lead students towards valuing fundamentals such as proper foot</i></p>	<i>All participants share 1-2 ideas or words. If time permits, have students write individual words or ideas on a sticky note and group according to theme.</i>	<i>Notebook to record responses</i>

		placement, developing comfort with pushing and stopping, rather than striving for tricks and big air! Narrowing the question to "What makes a good beginner skateboarder?" Will bring up the idea of balance on their board, comfort and ease of position and style!		
5-10 Min WARM-UP (USE R.A.M.P. BASED ACTIVITY)				
Activity Sequence <i>May involve Presentation, Explanation, Guided Practice, Independent Practice and Assessment OR Approaching, Encountering, Noticing, Applying, Internalizing, Personalizing, Transforming, Assessing.</i>	5 Min	Standing on the Board <i>Instruct participants to find an area that they feel comfortable standing on their board for the first time. This may be a stable surface such as grass, a yoga mat or spongy playground material. Hesitant participants may find that they need to hold onto playground equipment or other stationary equipment such as a bench. Some participants may need hands-on assistance to feel comfortable with this process.</i>	<i>Participants will wiggle back and forth on their board to test their balance. Skate mentors may want to tighten or loosen the participants' trucks if necessary.</i> <i>More experienced participants should be encouraged to practice some balance challenges on their board such as "Pancake Flips", "Jump Onto the Board" or "The Throwdown"</i>	Skateboard Helmet Pads Optional CS "Getting Started" Video
	10 Min	Playing with Stance Have students work with their partner to explore their stance for 1-2 min. in partners. Encourage participants to explore a variety of stances on their board to see what feels most comfortable and least comfortable. Ask which foot would you kick a soccer ball with? Instruct participants to jump over their board. Ask: Which foot did they land on?	<i>Participants will split into partners and explore the various stances involved in skateboarding</i>	

		<p>Have a friend gently push you from behind. Ask which foot they felt comfortable placing forward to catch your balance?</p> <p>It is likely that their stronger “lead” foot will eventually determine their preferred stance. (Goofy vs. Regular)</p> <p>For now, encourage participants to explore a variety of stances and foot placements on their boards.</p>		
	20 Mins	<p>Learning to Push And Stop <i>Whole group demonstration of proper “Pushing/Stop Position; T-Position; Riding Stance and Stopping Techniques</i></p> <p><i>Individual or small group coaching on this skill continues.</i></p> <p>Suggested Games: The mentor chooses one or two games that will fit into the allocated time.</p> <p><i>“Push and Stop” Game</i> To practice stopping at their own pace.</p> <p><i>“Red Light- Green Light Game”</i> A more advanced game to practice stopping in a group.</p> <p><i>“Follow the Leader”</i> Practice pushing through a variety of terrain and environments</p> <p><i>“Hot and Cold”</i> Practice pushing and lead up to turning and carving.</p>	<p><i>Students take turns watching the skate mentor and practicing the “pushing starting” position, “t-position” and “riding position”.</i></p> <p><i>Practice the Pushing and Stopping sequence highlighted in Canada Skateboard’s “Getting Started” Video</i></p>	<p>Skateboard</p> <p>Helmet</p> <p>Pads Optional</p> <p>Goodpush Skate Games</p> <p>CS Skate Games</p>

		<p><i>“Relay Race”</i> Practice pushing and leading up to turning and carving.</p>		
	10 Min	<p>For those showing readiness with pushing and stopping, challenge students to “drop-in on flat” by transferring their weight from their tail to the middle of the board to bring it flat against the ground.</p> <p>Describe and model “Tick Tacking” and “Crab Walking” as a way of practicing weight transfer on their boards.</p> <p>Suggested Games:</p> <p>“Crab Walk Races” “Tick Tack Racing”</p>	<p><i>Participants will follow the instructions of the game and work together.</i></p>	<p>Skateboard</p> <p>Helmet</p> <p>Pads Optional</p> <p>Goodpush Skate Games</p> <p>CS Skate Games</p> <p>Additional Resources to Expand Learning:</p> <p>Canadian Olympic Challenge</p>
<p>10-30 Mins FREE SKATE TO REINFORCE NEW SKILLS AND PROMOTE SELF-EXPLORATION</p>				
Cool Down / Debrief	5 Min	<p><i>Bring all participants together for closure of the lesson/activity. Bring attention to new things they learned (brief recap). Use the following questions to guide reflection and discussion:</i></p> <p><i>What was the experience like?</i> <i>What went well?</i> <i>What was the most challenging?</i> <i>Has your perception of being at the skatepark changed? If so, how?</i> <i>What do you want to work on next?</i> <i>What can you do between now and the next lesson to improve?</i></p> <p><i>Questions could likely be improved/targeted more.</i></p>	<p><i>Participants will share their experience with the group, discuss their strengths and where they would like to improve along with goals/challenges for the future.</i></p>	

		<i>End discussion by celebrating and complimenting the group on what went well/their accomplishments. Invite the group to challenge themselves where needed. Preview what skills will be covered in the next lesson.</i>		
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