

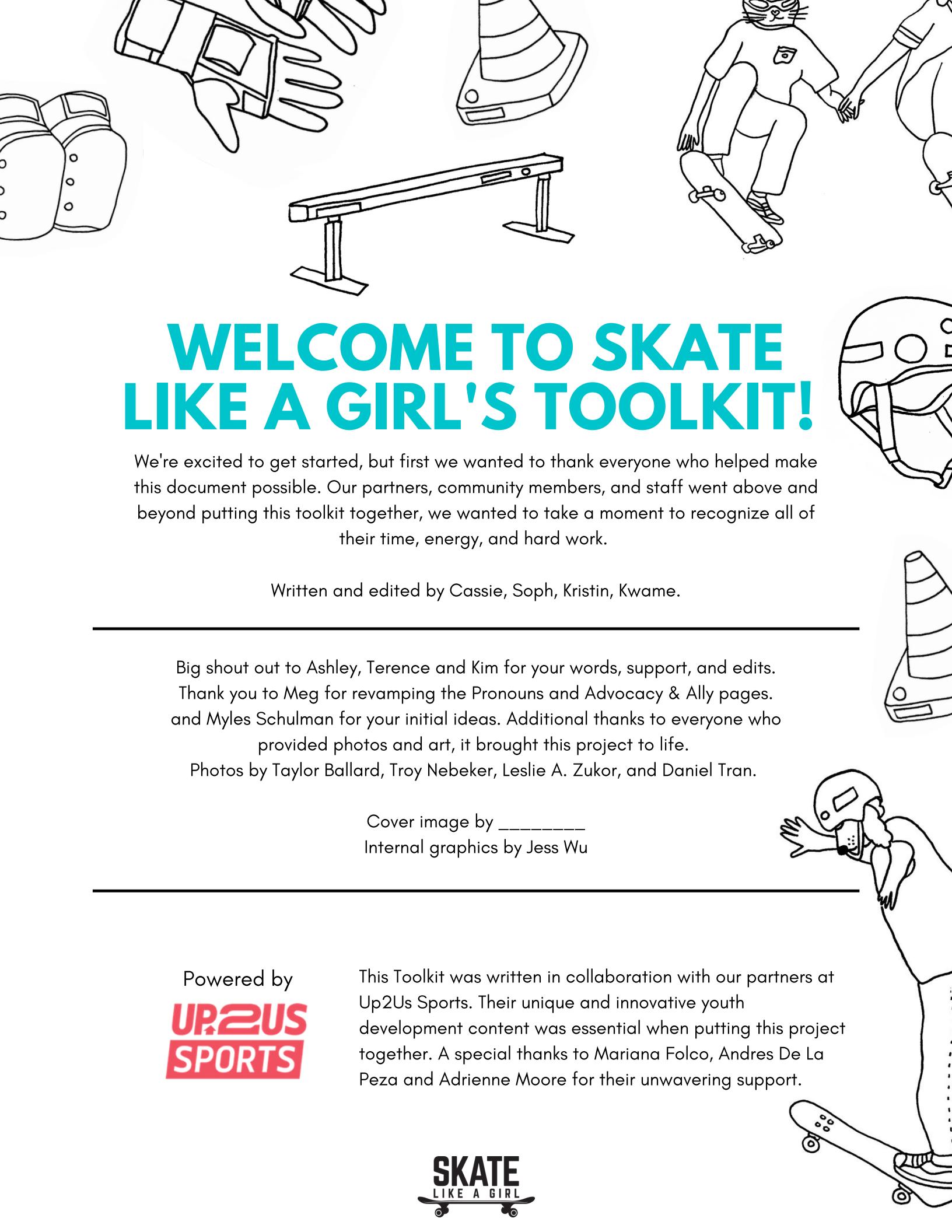


# TOOLKIT

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1ST EDITION, 2019





# WELCOME TO SKATE LIKE A GIRL'S TOOLKIT!

We're excited to get started, but first we wanted to thank everyone who helped make this document possible. Our partners, community members, and staff went above and beyond putting this toolkit together, we wanted to take a moment to recognize all of their time, energy, and hard work.

Written and edited by Cassie, Soph, Kristin, Kwame.

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Big shout out to Ashley, Terence and Kim for your words, support, and edits. Thank you to Meg for revamping the Pronouns and Advocacy & Ally pages. and Myles Schulman for your initial ideas. Additional thanks to everyone who provided photos and art, it brought this project to life.

Photos by Taylor Ballard, Troy Nebeker, Leslie A. Zukor, and Daniel Tran.

Cover image by \_\_\_\_\_

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# WHY THIS TOOLKIT?

Skateboarding encourages innovation, determination and resilience; attributes that are best acquired through experiential learning and authentic conversations. However, when it comes to creating a more inclusive community, we all know there are many barriers to success. As a response, this toolkit was created to help establish a base curriculum that facilitators can use as their "go-to" manual when planning out their skateboarding program. With help from our long-time staff and coaches, we have gathered the best tips and practices to help you work with individuals of different learning styles, successfully facilitate a positive learning environment, and plan games and activities in various program models. Take this document as a guide rather than a set of strict expectations. The goal of this toolkit is to provide facilitators with:



## WE DON'T COACH WE FACILITATE!

- Use fewer words – we value experiential learning.
- Give bite sized tips along the way, not all at once.
- Slow it down – give your students space and time to practice.
- Set your student up to be their "own coach" and support their peers!

1. the ability to safely facilitate skateboarding
2. access to games and ideas for class curriculum
3. behavior management tips to meet youth where they are

## WHAT ARE WE ABOUT?

**MISSION:** To create an inclusive community by promoting confidence, leadership, and social justice through skateboarding.

**VALUES:** We value experiential learning and civic participation, by providing continual opportunities to be involved in the skateboarding community.

**VISION:** Empower young people, especially women trans folks, to grow into strong, confident leaders who promote and implement social equity.

# BEHAVIOR CODE

Setting up basic ground rules is important to ensure that individuals know what to expect, how to act, and who to look for when they need guidance. Establishing them on the first day of your program, session, or event allows everyone to be on the same page. Coming up with these guidelines as a group can help build community and a sense of trust. By working together, we make sure that everyone is held accountable for their actions.



## 3 NON-NEGOTIABLES

1. NO UNSUPERVISED ACTIVITY
2. NO PHYSICAL VIOLENCE
3. NO VERBAL HARASSMENT

## SETTING UP MORE COMMUNITY AGREEMENTS

Below are some suggestions you can use:

- One Diva One Mic
- We skate on our feet/No "butt boarding"
- Stay in view of the coach
- Respect the gear
- Ask for breaks—bathroom/water/snack/shade
- Shout "BOARD" when your skateboard flies out from under you
- Be safe and wear safety gear
- Ask for help
- Support others
- Respect and take care of each other's personal space
- HAVE FUN!



### PRO TIP:

- Have everyone sign the air to hold them accountable!
- Agree upon consequences.

## PRACTICING CONSENT

Always ask participants before touching their bodies, never take pads off of a skater without asking consent first. Understand that as a facilitator you are in a position of power, it's important to understand this and to empower skaters to advocate for themselves by always giving them options.

## ENSURING ADVOCACY & ALLYSHIP

Addressing moments of harm without vilifying anyone allows us to create the community that we want. We believe—hurt people hurt people. Setting boundaries is important. Boundaries are simply what is okay and what is not okay. Highlight what you want rather than what you don't want.

We all have implicit bias—gaps in our awareness, norms that we haven't unpacked, things that reinforce problematic behavior that we do unintentionally. Becoming more aware of our bias allows us to make more choiceful actions in the future.

## INTRODUCING PRONOUNS AT CIRCLE TIME

Pronouns are simply what we call other people when we don't call them by their name. At Skate Like A Girl we have lots of different types of people in our community and we invite everyone to share their pronouns so that we can refer to them accurately and in a way that feels good to them.

When introducing your pronouns use it in a sentence: "My name is Zion, I use she/her pronouns and if you were to talk about me you'd say she skates on her skateboard."

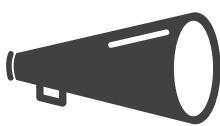
# ADVOCACY & ALLYSHIP

Our goal at Skate Like A Girl is to create a safe and positive environment based in care and connection. We know that sometimes negative and harmful comments and actions happen, between participants, participants to staff, and even between staff members. These negative interactions may be related to body size, gender identity, race/ethnicity, other aspects of identity, or numerous other factors.

## ALLYSHIP LOOKS DIFFERENT FOR EVERYBODY:

There is no "right" or "wrong" way to be an ally. What matters is that you are committed and open to understanding other people's experiences. With all this new information, we're going to mess up. Our friends are going to mess up. And we need to work on giving each other feedback, and taking feedback so we can all grow and evolve.

### WE WANT OUR COMMUNITY TO:



BE ABLE TO SET AND  
RESPECT APPROPRIATE  
BOUNDARIES



BE RESILIENT IN  
THEIR MISTAKES



AFFIRM PEOPLE FOR WHO THEY  
ARE AND THE DIFFERENT GIFTS  
THEY BRING TO OUR  
COMMUNITY



SUPPORT AND BE  
ALLIES



Here are things we believe help us support these values:

### HIGHLIGHT WHAT YOU WANT RATHER THAN WHAT YOU DON'T WANT

Rather than telling someone, "stop doing X," when possible, frame it in the positive. "Get off of your board." vs. "I need you to have both feet on the ground right now." Giving someone a way to succeed not just avoid failing.

### HURT PEOPLE HURT PEOPLE

No kid is a 'bad kid' no person is a 'bad person'. When people are failing to treat people appropriately it is often because that person has an unmet need. Finding out what is going on for them can be part of addressing the harm that they caused.

### BOUNDARIES ARE IMPORTANT

Boundaries are simply what is okay and what is not okay. Often times we have different norms or boundaries than people will experience in other places. Making it clear what is okay and what is not okay is part of how we keep our community supportive and positive.

**Questions to ask ourselves:** If someone gives me feedback, what is my default response?

Do I get defensive? Do I shame spiral? Do I shut down? Am I creating barriers for myself to actually hear this person?



# ADVOCACY & ALLYSHIP

## WHAT IS IMPLICIT BIAS AND WHY SHOULD I CARE?

We all have gaps in our awareness, norms that we haven't unpacked, things that we do that make other people uncomfortable or reinforce problematic behavior that we do unintentionally. These things are moments of implicit or unconscious bias, where we are acting from our default mode or from unquestioned cultural norms.

For example we can make a racially biased action (or act in a racist way) without meaning to be racist. We can do something that undermines girls and women without meaning to be sexist. If someone brings a moment of implicit bias to your attention this helps us become more aware of our actions and let's us make more conscious and choiceful actions in the future.

## OFFENSIVE COMMENTS

We know that sometimes things that are offensive, hurtful, or otherwise inappropriate can come from a place of curiosity or questioning. These are the type of comments that we most often hear at Skate Like a Girl concerning identity.

"What is a pronoun?"

"Why do you ask the individuals about their sexuality?"

"Are you a girl or a boy?"

"Why do you wear a scarf on your head."



It's important to address these comments without shaming the person for asking them. They may be earnestly asking (and even when they aren't, other kids might be curious about it). Here are some strategies for dealing with such questions, feel free to mix and match as appropriate.

- **Practice answering** the questions with a short sentence or two that addresses the curiosity. "A pronoun is a part of speech that refers to what we call people when we aren't using their name—so instead of 'That's Alex's skateboard' it's 'That's her skateboard.' her is the pronoun."
- **Respond with a question** that inquires about why they want to know. You can do this simply by saying, "Tell me more." \*Note: If this is asked in a interrogating way, it will likely communicate that their question was wrong, do your best to ask questions back if you can be curious about why they are asking.\* "Why are you curious about that?" "Is seeing someone wearing \_\_\_\_\_ new for you?"
- **Redirect their questioning** to you if the person they are asking is frustrated. "Hey you can talk to me about that, but it doesn't look like Alex wants to keep talking about this."

Rather than saying, "It's not appropriate to ask someone that or to make a comment like that," **communicate what impact it has or ask them to clarify the intent.** "Are you curious about that?" If someone responds with, "No, I think it's weird," then we can step in and talk about how all different types of people are part of our Skate Like a Girl community.

# PRONOUNS

WE ARE COMMITTED TO CREATING SAFER SPACES THROUGH AN INTER SECTIONAL LENS OF SOCIAL JUSTICE

At Skate Like a Girl, we are committed to creating spaces where everyone feels safe both physically and emotionally. In order to not misgender the people, we ask everyone to share their pronouns during our group circle time at the beginning of class. If someone does not wish to share their pronouns and opt to just use their name instead, that is completely okay. Asking for pronouns is a best practice we've adopted in every program we run in all 3 chapters, Seattle, Portland, and the SF Bay Area, and has been widely embraced by all.

**She/Her  
He/Him  
They/Them**

## What are pronouns?

Pronouns are simply what we call other people when we don't call them by name. Without pronouns we'd be saying things like, "Alex is going out to Alex's car to get Alex's shoes and Alex will be right back." Instead we say "his car" or "her shoes" or "they'll be right back."

## Why are pronouns important?

Pronouns are one of the ways that we gender people most regularly. If someone is constantly having people refer to them inaccurately (using he/him when they identify with they/them) it can be really off-putting, harmful, and erode the trust and connection we are looking to build in our community.

## Why do you ask pronouns?

In English he/him and she/her are gendered pronouns. And because we use them casually to refer to people when we aren't using their name, it is one of the first ways that we interact with people and their gender.

In Skate Like A Girl we have lots of different types of people in our community. We have trans and non-binary folks, girls and boys with all different types of clothing, hair styles, and types of expression. Rather than assume we know someone's pronouns, we invite everyone in our community to share their pronouns so that we can refer to them accurately and in a way that feels good to them. Everyone deserves to be seen and valued for who their are and affirming people's gender and pronouns is one way we are committed to doing that.

## How can I ensure I'm doing my best with pronouns?

If you learn someone's pronouns and they are different than what you're expecting or used to, it's important to practice. Practice referring to that person with their pronouns not just when they are around, but all the time. This will help you get used to it and begin to build that muscle memory. Just like landing that kickflip, you've got to practice, practice, practice.

When you mess up, correct yourself and move on, "Riley is at her- I mean their- desk." No need to apologize and make things weird, just keep moving forward.

**ProTip:** Introducing yourself with your pronouns creates a space for others to do the same! "Hey what's up I'm Josh, I use he/him pronouns." This is a great way to show up as an ally to your non-cis-gendered friends.

## Bonus question: Aren't we all just male/female?

## Why can't we just assume people's pronouns?

Gender, like many things, is a bit more complicated than at first glance. The reason we don't assume pronouns is because we know there are many people in our community who's pronouns and gender get assumed incorrectly, and we want to do right by those folks. In order to do that we have decided to move away from assumptions and ask everyone to share their pronouns. We believe it creates a more thoughtful and proactive community.

While we won't go into depth here, know that biological sex is much more complicated than male/female and that gender (how you understand yourself) is separate from biological sex (hormones, chromosomes, anatomy). When we're talking about pronouns, gendered language, and other ways we affirm people, we're talking about gender (how one understands themselves to be) and not biological sex.

# HOW WE FACILITATE SKATEBOARD INSTRUCTION

## WE ARE COMMITTED TO BUILDING CONFIDENCE THROUGH SKATEBOARDING

At Skate Like a Girl, all of our clinics are about the participant. Think about their "take away"! You can ensure that skaters are getting the most out of their session by providing a **"Goldilocks Challenge"**. These are tricks that aren't too easy or too hard, just the right touch of difficulty to leave someone with the self confidence that they were able to do it! It is your job as a skate coach to facilitate your students learning, pushing them along and ensuring feelings of support.

### BEFORE SKATING CIRCLE UP:

- Introduce yourself with your name and pronouns.
- Ensure you know your skaters' names and pronouns.
- Get a feel for the participants by asking relevant questions related to their feelings and skating experience.
- Set up basic boundaries and/or community agreements.



#### PRO TIP! USE 5 Finger Check-in

5 fingers = "I feel super confident about skating"  
1 finger = "I am not feeling confident"



### FIGURING OUT STANCES:

- The best location to start your students is on grass or flat ground.
- Line up students and ask them to stand with their skateboard between their legs.
- For new skaters, explain basic terms: nose, tail, and bolts.
- Ask them to put their "front foot" on the nose's bolts, ideally the lower 2 bolts.

### BOARD CONTROL PRACTICE IDEAS:

- Ask students to lift their foot that's on the ground, so that they are balancing with one foot on their boards.
- Ask students to put pushing foot back down, and slide the board back and forth.



### PUSH:

- Verbally explain the push, and then demonstrate it.

#### EXAMPLE:

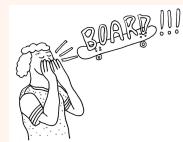
- "This is pushing position. This is the stance we use to move ourselves and gain speed."
- "Watch me as I demonstrate" \***Demonstrate push here\***
- "Now it's your turn to try. When I say go, push to the other side of the black top. Go!"
- When your students try, have them start with smaller pushes before big ones.

#### PRO TIPS:

- Emphasize that both knees need to be bent & their body is centered over the board. Remind them that "control is the goal!"
- Point out the importance of not putting their front foot on the nose of the board (falling forward).

## STOPPING:

- There are numerous ways to stop, but for a beginner the easiest way is to just jump off with both feet!
- Make sure your student does so with both feet at the same time (avoid the splits).
- Instruct them to yell “BOARD” if their skateboard shoots out!
- If you have advanced students, you can introduce powerslides, and other more advanced ways of stopping



## CRUISING POSITION:

Once the push is mastered, have students learn how to enter the “cruising stance.” Do this stationary first, and slowly add speed as students master board control and foot position.

**STEP 1:** Skater is in pushing position.

**STEP 2:** Skater takes back foot and places it on the tail.

**STEP 3:** Skater adjusts feet and shoulders to ensure they are properly over the board.

### PRO TIP:



Spread feet apart! Look sturdy like a linebacker – not like the Leaning Tower of Pisa!

## TRANSITION:

- Once the student(s) demonstrates solid skating foundations you can introduce them to transitions like small ramps, quarter pipes, and hills.
- **If your student cannot ride on flat ground comfortably, they should not try transition.**
- Depending on the student and the setting, it can make sense to have them try rolling down or up transitions first.
- HOLD ARMS with your student – not their hands or finger tips – to support them on the banks.
- Have your student start with 2 hands, then just back hand, then spotting underneath their back arm, and finally no hands at all.
- Once the student has gone through these 3 levels of support, they can try the hill on their own.



Two handed support.



One handed support.



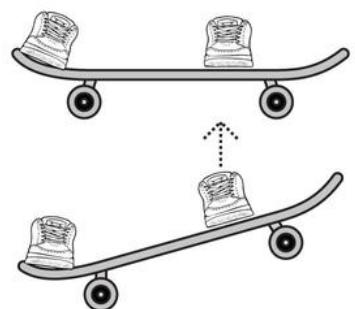
Support underneath their back arm or no hands at all (Ghost Hands).

### PRO TIPS:

- Ensure your student knows what it means to bend their knees or lean forward. You can do this on flat ground without skateboards.
- Emphasize leaning forward (front foot) for going down ramps, and leaning back going up ramps (back foot).
- Remind students to constantly bend their knees.
- Support yourself when supporting others– keep a wide & stable stance

## THE TIC-TAC:

- Instruct students to get into drop down position. Back foot on the tail so the board pops up, then position the front foot over the back nose bolts, then push down with the front foot and lean forward so that the feet are in the cruising stance.
- Instruct the student(s) to lift front foot up lightly/bend their front knee to lift the front wheels off the ground. Ask your students to try to make tapping sounds with their front wheels.
- Once your skater is able to lift their front wheels up and down, have them turn their shoulders while tic-tacking – this will help initiate a turn. As they learn one way, have them try the other way (frontside and backside).
- Once students get tic-tacs stationary, they may try to do them with speed, or around obstacles.
- Carving is another way! Add that they can turn by leaning (carving style) for a more gradual change of direction.



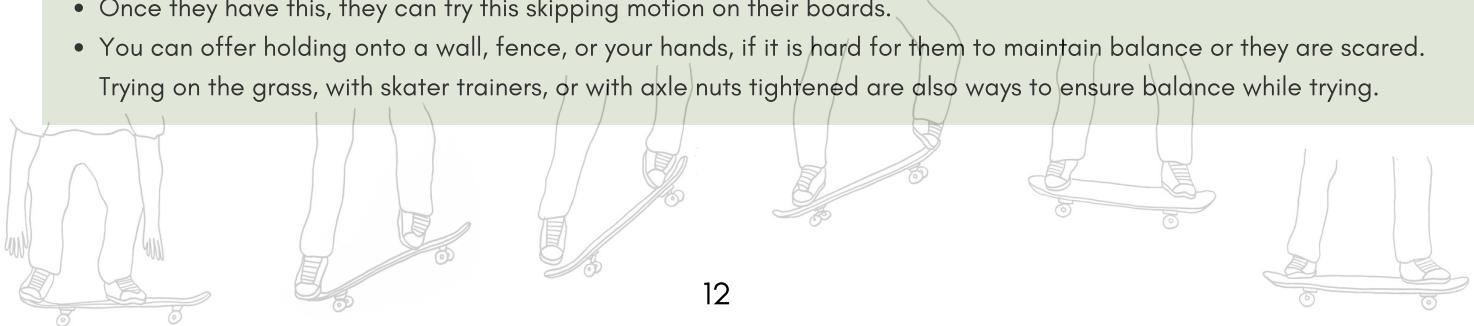
## DROPPING IN:

Boxes to check before we have students drop in:

- CONTROL: Basic board control- tic tacs, turning, knee bending.
  - SKILLS: Proficient with drop downs & proficient with rams.
  - DESIRE: Student wants to drop in.
- Flatground First: Have the student(s) start on flat ground with their tail down and front wheels up.
  - Have them try smacking the wheels down, while keeping their chin over their front knee (leaning in with whole body).
  - Then move to a smaller bank: Have them smack down on the flat portion, and then proceed to roll down the bank. Then have them put their board so the wheels hang off into the ramp a few inches, but the back wheels and tail are still on the flat, and try smacking down and rolling.
  - Finally, scoot them to the edge of the ramp (where it goes directly from flat to bank) and hold forearms (NOT WRISTS OR FINGERTIPS) while they hold onto yours, and have them smack down. Make sure to run with your student in their motion (don't hold them back). Remind them they must be quick and firm to make it happen. Discourage hesitation, and slowly take your arms away as they keep trying. Once a student is a true master of the bank drop in, bring them to a small quarter pipe. Again, hold both forearms as they try this, until they are confident enough to try it on their own.

## OLLIE:

- Frame the ollie for your student by explaining it is not as quick and easy as everything they have learned so far. Takes a lot of practice to get it right – don't be discouraged.
- Have students get into cruising stance, then scoop their front foot back a few inches towards the center of the board – feet slightly closer together than cruising stance.
- The first step is to get skaters comfortable hitting their tail on the ground. You can do this by instructing them to go from "drop down" to all four wheels down over and over.
- Next, you want to get your skaters to get the skipping motion. Ask your skaters to put their boards to the side and practice skipping. Instruct them to do just one "skip" which is effectively the same motion of the ollie.
- Once they have this, they can try this skipping motion on their boards.
- You can offer holding onto a wall, fence, or your hands, if it is hard for them to maintain balance or they are scared. Trying on the grass, with skater trainers, or with axle nuts tightened are also ways to ensure balance while trying.



# GAMES & ACTIVITIES

WITH SKATEBOARDS



## SHARKS & MINNOWS

1. Line skaters up against the wall.
2. Explain the goal, "In this game there are sharks, minnows, and seaweed. If you get tagged by a shark you become seaweed. As seaweed you flip your board over and try to tag minnows, but you must keep at least one foot on the board at all times."
3. Ask "Who wants to be a shark?"
4. Yell 'GO!' once everyone is ready.

## RED LIGHT GREEN LIGHT

Have players line up behind the start line. The person who is calling out "Red Light!" and "Green Light!" stands in the middle of the play space. Whenever "Green Light!" is called out, players can run forward. When "Red Light!" is called out, they must stop immediately. If they don't, player must return to the start line.

## SKATE LIMBO

1. Place or hold the limbo pole (jump rope, pvc pipe, two people's arms) a good distance from where skaters are lined up.
  2. Encourage skaters to do board grabs, hippy jumps, ollies over or under the limbo pole.
- QUICK TIP: Play music, it's way more fun this way!

## SKATEBOARD HANDBALL

1. Divide skaters up into 2 teams.
  2. Establish what the ball is (dodgeball, tennis ball, etc.) and how to score (in a hoop, net, crossing a line etc.)
  3. Establish if skaters need to be on their boards the whole time and any necessary safety precautions
  4. The first team to score \_\_\_ points wins!
- QUICK TIP: Consider updating the rules as you go, creating more levels of difficulty.

## FOLLOW THE LEADER

1. Line up all skaters behind you.
2. Students follow behind you on their skateboards, on foot, or as you climb up and down ramps.
3. Stop at any point and give students a chance to lead the group!

## WHO HAS THE FASTEST WHEEL?

1. Challenge everyone to a wheel competition.
  2. Circle up, explain bearings and how they work.
  3. On the count of three, everyone spins one of their skateboard wheels at the same time.
  4. Winner gets a sticker! Slowest wheel gets a sticker too!
- QUICK TIP: Discuss the benefits of faster/slower wheels - not all wheels are the same!

## MARIO KART

1. Find something the group can skate around in a circle (cones, extra gear, skate park features, etc.)
2. Students skate around in one direction at their own pace.
3. Instructors pause the rotation periodically and ask students to try something new like skate tricks, grabs, tictacs, or random things such as giving someone a high five.
4. Be sure to switch directions to allow skaters to practice turning in each direction.

## BOARD SPACESHIP

1. Divide the group into 5-10 smaller groups.
2. The goal is to create some type of vehicle or "space ship" out of skateboards that rolls. Skaters can test out their creation by riding it or sending it down ramps.

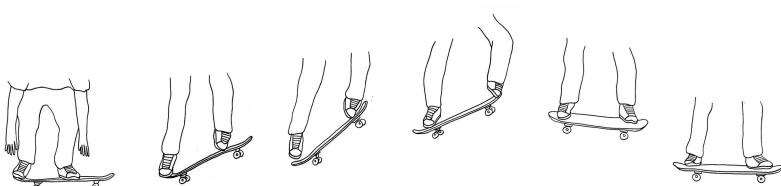
QUICK TIP: Great questions to ask:

- What worked well about our spaceship?
- What didn't work?
- How do you know?
- What could we improve for next time?

## SKATEBOARD STACK HOUSE

Build small arches or structures by stacking boards sideways or on top of one another.

\*\*Instructor oversight is VERY important. Keep skaters engaged while also keeping them away from anything that might fall on them! It's best to have skaters watching while handing boards to staff who do the actual building.



## OBSTACLE COURSE

Create an obstacle course with cones, helmets, extra pads, or anything that is available at the site. Challenge your skaters to use different skills and movements both on and off their skateboard.

## TIME TRIALS

1. Find any sort of challenge that can be timed (distance duck-walk, obstacle course, manual balance, etc.) and allow the skaters to challenge themselves!
2. Staff is in charge of keeping time.
3. Whisper skaters times to them to minimize unnecessary jealousy.

# GAMES & ACTIVITIES

WITHOUT SKATEBOARDS

## DUCK- DUCK- GOOSE

1. Group sits in a circle, one person walks around the outside of the circle tapping each person on the head and saying [word 1, typically "duck"].
2. At any point, the person walking can say [word 2, typically "goose"] as they tap someone on the head, then their goal is to steal that persons spot by running (in the same direction they were walking) around the circle and sitting in the spot of the "goose".
3. The "goose" tries to tag the other person before their spot is stolen.
4. If the "goose" tags the other person, they can sit back in their same spot, but if their spot is stolen then it's their turn to walk around the circle tapping people.

## DEAD FISH

1. Play music (youth driven & appropriate) have everyone walk or jog around.
2. instructor shouts out either "Dance Party", "Pose", or "Dead Fish"...

- If Dance Party is shouted: skaters will start doing one repetitive dance move immediately.
- If Pose is shouted: skaters will immediately strike a pose as if they were on the cover of their favorite magazine & hold it!
- If Dead Fish is shouted: skaters immediately get to the ground and look like a dead fish.

They challenge is to not be the last one to do the movement!

After a couple rounds freeze the group and add another phrase- "House"! If House is shouted: two people get together and form a roof with their hands high and together, then a third person gets under the roof. After another couple rounds, ask the participants if they have an idea for a new phrase with movement.

## TALENT SHOW

Have skaters show off a talent that isn't skate related. Skaters can put together a skit, play, or show off something they have been working on.

## MUSICAL CHAIRS

Pull out this classic game when you have time to fill. If chairs are not available, use pads in the shape of a circle that skaters must grab in order to stay in the game.

## POISON DART FROG

1. Skaters sit in a circle and staff selects one person to be the 'detective'. The detective leaves the circle and covers their eyes.
2. Staff (or skater) walks around the circle and taps someone on the head. That person becomes the poison dart frog (the detective should not see this).
3. When the poison dart frog sticks their tongue out at someone, that person must pretend to die dramatically.
4. Detective returns to the circle and must stay inside of it. They get 3 attempts to guess who the poison dart frog is.

## CAPTURE THE FLAG

1. Divide the skaters into two teams and divide the space in half (using cones, tape, or landmarks).
2. Have each team hide their flag in their designated area/side.
3. Each team tries to find and take the opponents flag and bring it back to their side.
4. If a player is tagged, they must perform a task (such as five jumping jacks) before returning to their side.

## PARTNER TAG

The whole group plays tag in a small, defined area, but instead of one big game everyone is playing a game of tag with one other person. This way everyone is playing at all time!

## EVERYBODY'S IT

1. Tag, but anyone can tag anyone else.
2. When you get tagged, you must sit down until the person who tagged you gets tagged and sits down.
3. If two people tag each other at the same time (hands are the only part of the body that can be used to tag) the two people play rock-paper-scissors to determine who sits down (this is when staff oversight is important!).

## CAPTAIN'S COMING

1. Establish a Captain - this can be a youth or an adult. This person will yell the commands at the players.
2. Establish a "look out" - this can be a youth or an adult. This person will keep eyes on all players.
3. Gather all players in an area, and place the captain and look out somewhere elevated (up on a ledge, bench or ramp).
4. Allow captain to start calling orders, including:
  - Someone's Overboard: Players use pretend binoculars to search.
  - Hit the Deck: Players go belly down onto the ground.
  - Clear the Deck: Everyone must have their feet off the floor
  - Captain's Coming: Players must stand at attention and salute the 'captain'.
  - Starboard / Port: Players must run to the designated side of the room.
  - Scrub The Deck: Players must squat on the ground and scrub the deck.
  - Climb The Rigging: Players must stand up and pretend to climb the rigging.
  - Man The Lifeboats: Three players have to pair up. They must sit in a row with the two on the end holding their hands out to make a boat shape and the person in the middle rows the boat.
  - Supper: Group of 4 players pretend to eat together.
  - Find North: The players have to pair up into groups of three and point in one direction.
  - Titanic: 2 people pair up and imitate the scene from the movie "Titanic".

5. Players who don't get into position quick enough are eliminated and become additional look-outs.

## BIGGEST FAN

1. Pair up for normal rock/paper/scissors, and when one person wins the other person becomes their "biggest fan" and cheers them on for the subsequent rounds.
2. By the last round there should be two people with many "fans".



## FULL BODY ROCK, PAPER, SCISSORS

1. Pair up and go over the full body shapes with the group.
2. Partners play against each other and when one wins they become a team and find another team to play against. Teammates work together to decide what shape they will be beforehand.

## DETECTIVE

Choose one person to be "the Detective" and have them stand at the other end of the room with their back turned toward group. Place an object right behind them. The group's goal is to run towards the object and grab it but every time the leader turns around they have to freeze. When they reach the item, they have to pick it up and sneakily pass it behind their backs to each other without the leader seeing who has it. The leader has to guess who has the item behind their back.

## AMEOBA TAG

1. Pick 1 or 2 skaters to be 'it', when you tag someone you link arms with them and go after someone else.
2. Continue tagging and adding to your chain until everyone is linked.

## HARDCORE PARKOUR

1. Line skaters up behind you.
2. Announce that they are to do what the person in front of them did after them.
3. Lightly jog around the skate park, going up and down ramps, 180-ing off ledges, hopping up/down stairs.
4. "When I say hard core - you say parkour!"

## COPING HANG

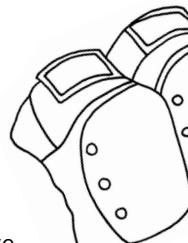
- Skaters can go for a personal best (with staff using timers) or it can be a group/team competition to see who can hold on the longest!
- Make sure the coping isn't burning hot if it's summer!
- And try to pick a quarterpipe that isn't too big.
- Staff should enforce hanging. Don't let the skaters use their feet.

## LEARNING HOW TO RUN UP RAMPS

- "Hands, elbows, chest, feet" is a generally okay order.
- Watch American Ninja Warrior for inspiration.

## KNEE SLIDES

- Learn how to use those knee pads!
- Start by practicing sliding on a flat surface and into large pads. After move on to small banks or ramps.



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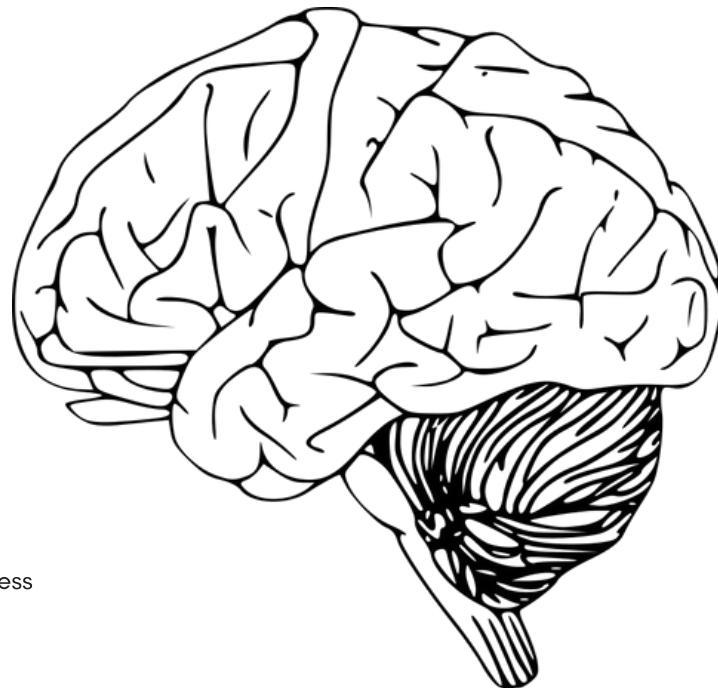


# TRAUMA & THE BRAIN

## WHAT IS TRAUMA?

Trauma is a deeply distressing or disturbing experience that can happen on a large or small scale.

These bad experiences become inescapable and leave behind internal scars that can disrupt basic functions. Anyone can suffer from trauma, regardless of their identity or socioeconomic status.



## WHAT TO LOOK FOR?

- Change in behavior
- Impulsive actions
- Aggression or violence
- Low sociability/isolation
- Shutting down
- Lack of awareness
- Exhaustion
- Distancing

## HOW DO WE HEAL?

There is no single or right way to heal from trauma, but at Skate Like a Girl we have learned that it begins with community and authentic relationships. As facilitators, we can be an integral part of this healing process by choosing to show up for our skaters, being trauma-informed, and fostering safe spaces to thrive. Ask questions like; How can I create an environment where skaters can excel? What do they need? How can I help them so that they can be on-time/present/engaged? These are all great starting points to show skaters that you care.

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Trauma influences how we react to different situations. When individuals are triggered or in a stressful situation their brains go into fight, flight, or freeze mode and the reactions or coping mechanisms that occur look different for everyone. While most commonly we would see this as an outburst, individuals also shut down, withdraw from activities, or appear sleepy and exhausted. Because these reactions are pre-wired into the brain, utilizing trauma sensitive coaching strategies can help diffuse situations effectively and with care. The biggest takeaway is making sure skaters feel like they matter. When they have a sense of belonging, they tend to demonstrate more positive behaviors.

All brains are different, and we have no control over the structure of them. Sometimes we don't have tools to function like other people do, so we have to learn how to do that with time, patience, and compassion. It's important to remember that our brains can change and everyone is doing the best they can. As facilitators, it's essential that we are making a conscious effort to understand where challenging behaviors are coming from and how to manage, prevent, and ultimately heal from them.

# MANAGING CHALLENGING BEHAVIOR

Individuals misbehave because they want attention or feel like they need to take back control. We can try to prevent misbehavior through communication and pre-planning. Try to reduce long transitions to avoid boredom and keep activities and games at the ready in case everyone is extra wiggly. Even after all this planning, anyone can still have their off-days. Below are some tips to keep in mind while dealing with misbehavior.

## MODEL THE BEHAVIOR YOU EXPECT

Remember, kids are always watching and they remember what we do and what we say. They learn how to act by watching us, so make sure to follow the rules and models that are appropriate for Skate Like a Girl programs and school settings.

**Model:** empathy, good listening, question asking, accountability, and wear a helmet!

**Avoid:** profanity, phone usage, incorrect use of pronouns, lack of humility.

Support your staff and volunteers and make sure you are all holding each other accountable.

## REWARD GOOD BEHAVIOR

Try not to focus on bad behavior. When students are distracted or rowdy, say something like "I'm calling on Cassie because they are sitting quietly and raising their hand." VS. "Be quiet, stop talking."



## CREATE OPPORTUNITIES TO RELEASE ENERGY

Moments of anger or frustration can stem from pent up energy from a stressful day. If the vibe in the room is off or skaters are moody, give them a game that will let them run around and act silly. After a fun 10-15 min, you can wrangle them back in and get focused. It's usually a good idea to tell skaters how long they'll have, and when the time is almost up.



## REDIRECT

This strategy can be used when skaters aren't following the rules or participating in the activity.

Get their attention by introducing a new activity or task specifically for them.

## SEPARATE THE SKATER FROM THEIR BEHAVIOR

Any individual can get caught up by their emotions and act out due to past trauma, or stress in their personal life. When someone does something perceived as "bad" remember to take a step back and evaluate the action, not the person.

### ACTION STEPS:

#### Step 1 → Ensure Physical Safety:

Say something, do something, remove them from the situation.

#### Step 2 → Ensure Social Emotional Safety:

Redirect their attention by complimenting them on something positive they've been doing so they understand you don't see them as "bad". Say something like, "Thanks for showing up today, I'm glad you're here"

#### Step 3 → Practice Patience:

Remember that it may take some time for the skater to become calm enough to be receptive. Allow them to take the time they need.

When they are no longer reactive- talk with them calmly and try to figure out what exactly is bothering them or explain why their actions were problematic. Provide them with an opportunity to matter, a responsibility, or way to hold themselves accountable.



# TRAUMA SENSITIVE COACHING STRATEGIES

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POWERED BY  
**UP2US  
SPORTS**

Trauma sensitive coaching is all about providing support for all skaters through confidence, effort, and persistence. As a facilitator, we have the amazing opportunity to foster our skater's self-efficacy by continually believing in them and guiding them through the long and tumultuous process towards success. Through authentic conversations, care, and gestures, we can set-up skaters for success.

## STRATEGY #1: TELL IT- LABEL IT- CELEBRATE IT

It's not enough to just tell children they are good, you must tell them WHY! Specific praise provides evidence for why they did well and helps them to develop positive behavior. This specific praise also models what "good behavior" looks like.

To avoid empty praise:

- TELL them what they did.
- LABEL what it's called.
- CELEBRATE their achievement and show them its value.

Great Example:

"Hey you've been working on that kick turn for weeks and you finally got it! That's called perseverance, nice job, high five!  
(Look impressed, show it with a smile!)

## STRATEGY #2: ASKING GOOD QUESTIONS & HAVING GREAT RESPONSES

As facilitators it's important that we give skaters opportunities to think critically and respond appropriately. Open-ended questions that can't be answered with a simple "yes" or "no" are best.

GREAT EXAMPLES:

- Student "Did you see me land that trick?"  
◦ Coach "**No I didn't, give me a play by play?**"
- Student "I landed an ollie!!!"  
◦ Coach "**How did you do that?**"
- Student "I can't drop in it's too hard!"  
◦ Coach "**remember when you said you couldn't do a flippy uppy but then you learned how to and now you can? It's the same thing!**"

## STRATEGY #3: LOOK & LISTEN

As facilitators we need to be aware of our skaters wants and needs through active listening and reactive learning. Changes in environment, staffing, or activities can trigger an individual's anxiety or discomfort and in those moments of panic, their brain is focused on self-preservation.

When someone is reactive:

- Make sure to give them space to calm down, sit out, or take a walk.
- Don't ask what has happened until it has de-escalated.
- Check in with the skater, are they ready to chat?

(Up2Us Sports Coach Training Guide, 2018, p.19-20)

???  
**HOW DO I  
UTILIZE THESE  
STRATEGIES  
IN REAL TIME?**

"Last summer, I was working with a girl that didn't want to skate or participate. I asked myself "what does this skater need from me? What am I not giving her?" I tried different methods, and finally the one that worked was *giving her an opportunity to matter*. I asked her to be the "skate park life guard" and gave her the responsibility of making sure people weren't running into each other at the skate park. Her disposition immediately changed, and for the first time she was stoked to be a part of camp. She started to participate in everything. Sometimes kids don't want to skate, and that's ok. Our goal isn't to create amazing skateboarders, it's to make sure everyone is having fun and participating" (SLAG Coach Soph, 2019).

# COMMON PROBLEMS

Over time, our coaches have run into some common behaviors and issues when working with skaters of all ages. Check out the list below to see how to identify and deal with these common problems.

## EAGER BEAVER

- Students can be eager to start and jump on a skateboard before putting on pads. Remind them that pads are necessary, there is no skateboarding if they do not have all their pads on.
- PRO TIP:** You can try and avoid this issue by keeping skateboards out of view until you need them. Keep them stacked in the corner until everyone is ready to go.

## IF THEY DON'T WANT TO SKATE

- There may be individuals that don't want to participate that day or ever. Pull them aside and try to get to the root of the problem by asking them what's going on. Maybe they are having a bad day, issues at home, or they're just hungry. It's ok if skaters sit out every once and a while, just make sure they stay with the group and are doing something productive like homework or reading.
- If this issue persists across multiple sessions, communicate directly with parents or other program leaders and Skate Like a Girl leadership.

## THAT WAS EASY

- If a skater is ever continually saying "that was easy" after doing a trick, they may be creating a negative environment by unintentionally putting others down.
- This is a great teaching moment because we can talk about the importance of humility. Talk to them about making space for people of all skill levels, we are all learning at our own pace!
- Immediately give them something harder that challenges them, often a variation of the trick everyone else is trying is the best bet.
- You can also give this more advanced skater the opportunity to demonstrate for their peers, provide tips to their friends, or pair them with a beginner skater to give them some one-on-one help.

## BUTT BOARDING

- Remind skater that butt boarding is illegal/SLAG's policy is that we skate on our feet.
- Stay firm and be consistent! Don't allow yourself to stray from the policy because skaters will remember!
- If skaters are resorting to butt boarding, you may want to consider additional structure or activities to keep them entertained. Try including some non-skateboarding activities.

## SKATERS THAT GET HURT

- Skateboarding can be dangerous and falling or stumbling can happen at any age and any skill level. Remind them to stay calm, breath, and focus on what actually hurts. There is a first-aid kit available at every site. Give skater time to recollect, they can sit out or go to the nurse if necessary.
- If you are working with a group and have minimal support, ask your group to take a knee/sit on their boards while you deal with the injured participant.

## INDIVIDUALS THAT DON'T WANT TO PUT ON PADS

- For kids:** Review SLAG's pad policy: "Wearing a helmet and pads is non negotiable". The only exception is if we have written consent from parents via note or registration paperwork that says otherwise. Regardless, stay firm! If they do not want to follow these rules, their option is to sit out and not skate.
- PRO TIP:** Putting on a set of tiny kid pads is a way to bring comedic relief to the situation.
- Remind kids of how sick knee slides are, and how when you wear pads you can try new and scarier tricks.
- For adults:** SLAG only requires individuals to wear a helmet, the rest is up to them. We strongly recommend the use of wrist guards, as well as elbow & knee pads.

## PROBLEMATIC LANGUAGE

- Students may be inclined to use vulgar or problematic language because they are in an out of school setting with their friends. Take skater aside and remind them that that language is not appropriate. We are here to create a safe environment and help others learn, grow, and succeed.
- It's very important to lay down the law concisely (setting community expectations is an example of this) so that the group understands it's not appropriate. You don't want to miss this opportunity to set your expectations.
- A great way to mitigate the risk of this happening is to create **community agreements** on day 1 that all skaters agree to abide by.
- If the problem continues, talk to their parents. Sometimes the parents may allow it at home but it may not be appropriate for SLAG.

# BEST PRACTICES

Over the years, the Skate Like a Girl team has accumulated some of the most efficient and what we call "best practices" to ensure that your sessions run smoothly. Read through these suggestions to ensure that you are maximizing your time during your skate sessions.

## SUPPORTING INFORMAL TIME

*What is informal time & How can I use it to my advantage?*

There are two types of time we can make for children. One is formal time, which is planned, designed and structured time like lessons, games, and practice. The other is **informal time**, which is unstructured "down time", anything in-between and before or after formal time.

Informal time is important, especially for children, because it's these moments that can make or break an individual's experience. When choosing who to sit with or who to talk to while waiting for the lesson to start, individuals social fears and anxieties can be tested. As facilitators we need to make sure that we are nurturing these connections. Make intentional spaces for people to engage with one another and hangout, it's important that even during informal time, skaters feel a sense of security and have the opportunity to build friendships before getting down to business (Up2Us Sports Coach Training Guide, 2018, p.10).



## MANAGING BREAKS

### BEHAVIOR BREAKS

- Skaters who are breaking rules will be given one warning.
- If they do not change their behavior, the next step is to give them a behavior break, which is sitting to the side of your lesson group.
- After 2 minutes or so, you can ask them if they are ready to rejoin the group. If they are, let them join in. Follow up with them as needed.

### BATHROOM BREAKS

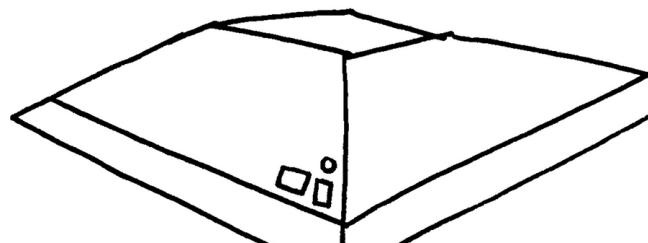
- Go over the bathroom policy with your students during the first class session.
- Depending on the site, bathroom policies may differ. If bathrooms are close by, students can be excused as needed to use the bathroom (walk themselves there). However, during other programs the bathroom may be far, and therefore students will only use the bathroom during official breaks.
- **Students should NEVER use the bathroom in pairs** without an adult ("buddy system"). As stated in the Code of Conduct: **Personnel should never be alone with a kid.** Bathroom breaks are taken as a group. One youth in bathroom at a time. Staff should know where you're going & how many kids you're taking, before you leave.

### SNACK/WATER BREAK

- Depending on the length of the program, snack breaks may or may not occur. Typically these breaks are about 10 minutes in length.
- Make sure everyone knows how long the break will be and what they are allowed to do during that time.
- This is a time for facilitators to stay engaged, talk to skaters, ask questions, etc. It is unacceptable to be on . your phone during breaks!
- Ensure skaters put their garbage or lunch boxes away before returning to skate.
- Set up a post-snack activity for skaters to transition to, as some skaters take longer than others:

#### GREAT EXAMPLES:

1. Free skate with coach \_\_\_\_\_ when you're done"
2. "Join an epic game of \_\_\_\_\_ with coach \_\_\_\_\_ when you're done"
3. "Make your way to the skater circle with coach \_\_\_\_\_ when you're done"



# TRANSITIONS

## CIRCLING UP:

- Pretend there's a fire in the center (act like you're roasting a marshmallow, etc)
- Feet touching the next person's
- Hold hands
- Touch Elbows
- Sardine Circle (shoulder to shoulder in a circle)

## ATTENTION GETTERS:

- "When I say go..." (then give instructions) then say "go"
- Countdown from 5, 4, 3, 2...1 (wait for silence before speaking, and make sure you have set the expectation that only one person at a time should be speaking)
- Eye contact: "Laser beam eyes on me!"
- "Look like me" (strike a pose and the students will copy you)
- "Don't blink, I don't want you to miss it" (for younger skaters)
- Shout outs/attention for skaters who are on point (instead of calling out disruptive skaters)

## GROUPING STRATEGIES:

- Call out a number and let skaters (as fast/safely as possible) get in to groups of that number. (e.x. "Find groups of 7!... Groups 4!... Groups of 10!... Groups 3!") or end on whatever number you like for your next activity
- When needing to group by age to lesson group: have skaters line up without talking and just holding up how many years old they are with their fingers. Have skaters get in order of birthday month & day (also a great way to neutrally order skaters to take turns)

## LINING SKATERS UP:

- "Line up behind me" / "Line up in front of me"
- "Line up behind my skateboard" (place skateboard where you want the line)
- Ask someone to be "line leader" - Line up behind [insert skaters name]
- Conga Line: Put your hands on someone's shoulders (also practice consent)
- Blind trust walk: One leader in front, everyone else in the line has their eyes closed

# CLOSING THE SESSION

## PARTNER CLOSING:

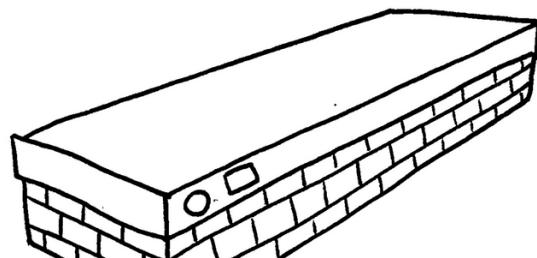
- Before you leave, turn to the person next to you and tell/show them something that you learned today!
- Find a partner and make up a secret handshake. Come and show me when you're done!
- Turn to the person next to you and tell them your goal for next session!

## CLOSING CIRCLE:

- One word check out - go around and share one word that describes how they feel.
- Shout outs - go around and share props for a fellow skater.
- Self Love - go around and share one thing you are proud of yourself for.

## QUICK GROUP CLOSING:

- Give 5 people a high five.
- 5 finger check out - everyone puts up fingers to show where they're at (how confident are you? How tired are you? How stoked are you to come back?)
- Hands in the center for a chant! "2,4,6,8, who really loves to skate? WE DO!"



# RESOURCES

## QUESTION OF THE DAY:

### EITHER/OR

(best for shorter time frames and younger skaters)

- Would you rather be able to teleport anywhere or be able to read minds?
- Would you rather give up taking a shower for a month or give up internet for a month?
- Would you rather eat a spider or a worm?
- Do you prefer snow or sun?
- Do you prefer sweets or salty foods?

### OPEN ENDED QUESTIONS

(best for longer time frames or adult groups)

- If you were a vegetable which one would you be?
- If you were a smoothie what would be your three ingredients?
- What animal would you want to hug?
- If you could be a fictional character, which character would you be?
- What superpower do you wish you had?

## STRETCHES:

> Stretches should happen before skateboarding.

> Make sure stretches and warm ups are age appropriate.

### AGES 7 AND UNDER

- Get wiggles out by shaking around
- Arm Circles
- "Skate Jacks" (jumping jacks in a circular movement) shout switch and they switch directions... slowly pick up the pace to be a faster switch
- "Sk8 Ups" (standing, hands between feet, step or jump feet back (plank) and do the same to get you back to standing) A good total body warm up. Can make it fun by trying to bump up the pace to go slow and get faster and faster.

### AGES 8-12

- Jumping Jacks
- "Skate Jacks" (jumping jacks in a circular movement) shout switch and they switch directions... slowly pick up the pace to be a faster switch.
- "Power Jumps" (soft bend in knee and push off feet to get off the ground)
- Trunk Twists
- Lift up legs/grab ankles for quad stretch
- Beauty Queen (cross one leg over and twist in the opposite direction)

### AGES 13 +

- Use skateboards to stretch bodies
- Skate lunges- face forward, pushing stance, slowly push board back as you lower in a lunge, and bring it back in
- Plank on a skateboard (hands on tail/nose or more challenge- elbows on bolts)
- Yoga moves
- Rotate arms, ankles, and knees to ensure major joints are warm!

## ONLINE RESOURCES:

Check out these awesome online resources for more information about

Pronouns:

- GLAAD- <https://www.glaad.org>

Teaching skateboarding and building community:

- The Goodpush Toolkit- <https://www.goodpush.org/>