



# CANADIAN OLYMPIC ACTIVITY CHALLENGE



## SKATEBOARDING

Skateboarding developed in Southern California as a way for surfers to occupy their time when the waves were flat. The popularity of the sport expanded quickly, and by the 1970s and 80s competitions and skate parks were emerging quickly across North America. But no one dreamed it would become such a globally popular sport that it would one day be included in the Olympic Games.

Tokyo 2020 will be the sport's Olympic debut and athletes will skate in the men's and women's competitions in Park and Street Disciplines.

The Park Discipline is contested on a hollowed-out course, originally inspired by backyard swimming pools typically found in California. The steep sides of the course generate rapid speed for the skaters and propel them skyward and into jaw-dropping mid-air tricks. Skaters perform between 2 and 4 runs that last between 40 to 60 seconds. The single best score determines the winner.

In the Street Event, competitors navigate a course with rails, stairs, ledges and banks, features skateboarders might find in an urban setting. Skaters perform 2 runs of 45 seconds each, followed by 5 single best trick attempts. Their top 4 scores are totalled to produce their final score.

Skateboarders are judged by five judges. The highest and lowest judges' scores are dropped, and the remaining three scores are averaged to give the final score for each run or trick.

To learn more about skateboarding, visit [canadaskateboard.ca](http://canadaskateboard.ca).



**SCHOOL PROGRAM**



# SKATEBOARD TRIVIA

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## HIGHLIGHTS



- There are two types of stances on a skateboard: regular and goofy. Regular stance has the rider's left leg facing the direction they want to move and goofy has their right leg facing the direction they want to move.
- Only the top 20 skaters (maximum of 3 per country) in each event will qualify to compete in the Tokyo 2020 Olympic Games. The preliminary rounds will lead to eight person finals.
- Non-Olympic skateboard events include Half Pipe (also known as Vert), Big Air, Freestyle and Downhill.

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## FEATURED ATHLETE



### RYAN DECENZO

As a kid growing up in the Vancouver, BC area, Ryan Decenzo played a variety of sports. He was a latecomer to the sport of skateboarding when he started riding at age 13, but it didn't take long for him to fall in love with the sport. Endless practicing led to a victory at the prestigious Tampa Am, the top amateur contest in the world. Since then, he has won five X Games skateboard medals, including three golds! He is ranked as one of the best Street skaters in the world and is a solid contender to represent Canada in the Street event at Tokyo 2020.

# SKATEBOARD ACTIVITIES



Play the accompanying video  
produced by Canada Skateboard  
to introduce the sport of skateboarding to  
your class and get your students motivated!

Described below are skateboarding activities that can be used in the classroom and gym.  
Have fun!

## DESIGNING YOUR OWN STOPLIGHT SKATEBOARD

It's not recommended that real skateboards be used in a classroom setting unless adequate protective equipment is available, enough supervision is available, and teachers are experienced in instructing skateboarding skills.

It is possible to teach fundamentals of the foot placement and sequencing with a cardboard mock-up. To make a cardboard mock-up, students will need a 32"x 8" (80cm x 20cm) piece of cardboard, glue, scissors and a Sharpie.

### APPENDIX A

Appendix A has the shape of a typical skateboard that can be printed out and placed on a piece of cardboard (or even used as a paper only).

### FOLLOW THESE INSTRUCTIONS:

1. Print out two copies of Nose/Tail outline found in the appendix
2. Print out one copy of the Skateboard Deck found in the appendix
3. With scissors cut out the shapes of the nose/tail and the deck of the skateboard
4. Glue the shapes on the cardboard such that dashed lines of the tail/nose cut-outs line up with the dashed lines of the deck of the board.
5. Optional: Cut the cardboard to outline created by the printouts.

If cardboard is not used, printouts can be taped to each other along the dashed lines. In this case, printout should not be cut along the dashed lines of the deck of the board printout, so that there is a surface that Nose/Tail can be glued to create the skateboard.

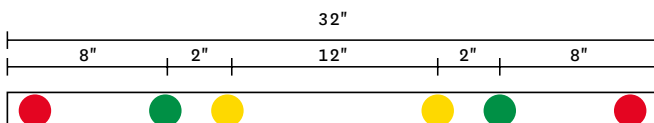
### DRAWING THE "STOPLIGHT"

In order to learn the safe and less safe spots to stand on a board you can draw coloured dots on your skateboards or visualize them. The diagram below presents the "stoplight skateboard". The Green dots are safe to stand on, yellow dots are a bit unstable and the red dots are not safe without knowing how to use them.

GREEN DOTS ARE FOR SAFETY AND BALANCE. RED AND YELLOW DOTS ARE FOR TRICKS.



CARDBOARD SKATEBOARD CAN BE SUBSTITUTED WITH A 32-INCH LONG STRIP OF MASKING TAPE WITH THE APPROPRIATE MARKINGS.





# LEARNING TO RIDE


## 1. ARE YOU REGULAR OR GOOFY?

*\*Activities below are covered in the accompanying video produced by Canada Skateboard*

This activity helps students discover what will be used as their dominant leg when pushing a skateboard.

 **Participants:** Pairs and then individuals

 **Space:** Any area with sufficient space for each student

 **Equipment:** Cardboard/paper skateboard or mock-up (as described above)

### ACTIVITY DESCRIPTION:

The very first step in learning to skateboard is to determine which foot to put forward on the board. Putting the left foot forward is called “Regular” and putting the right foot forward is called “Goofy”.

- Have students find a partner
- In each pair, ask one student to stand in front of their partner and have their partner face the opposite direction.
- The partner gently pushes them forward when they are not expecting.
  - Encourage the use of distraction techniques which may involve asking questions unrelated to the current activity, such as “what day is it?”, or “what did you have for breakfast?”
- Once pushed, the foot that goes forward first determines the stance. The first foot forward is also the foot that should be at the front of the board.
- Repeat the activity to make sure that the same foot goes forward. Are they “regular” or “goofy”?

### TIPS AND TRICKS:

1. Once a student has discovered their dominant leg you can give each student a copy of the corresponding footwork in the appendix.
2. A piece of tape can be applied to the toe of the shoe on their front foot to help remind them if they keep forgetting.
3. When making groups’ and/or pairs, try and partner or pair up with another goofy or regular rider. It helps students to copy movements rather than try and reverse or do the opposite.

### ACTIVITY EXTENSION:

- Ask students if they think there are more goofy or regular riders in the classroom. Get all goofy or regular riders to raise hands, count number of regular and goofy riders and write tally on the board. See if their guess was right or not.

# LEARNING TO RIDE

## 2. PUSH & STOP

\*Activities below are covered in the accompanying video produced by Canada Skateboard

This activity teaches the very basics of the movements required to move the board in a straight line and how to come to a complete stop once moving.

### ACTIVITY DESCRIPTION:


- Ask students to stand on their skateboard with their front foot covering the green and yellow dots.  
**We call this Push/Stop Position. (Step #1 in diagram)**
  - If they are “regular”, their left foot will be in front.
  - If they are “goofy”, their right foot will be in front.
- Their other foot should be on the ground right next to the board.
- Tell them to balance on their front foot by lifting up their rear foot for a couple of seconds.
- The rear foot provides the propulsion. Ask students to simulate pushing the boards by dragging the rear foot backwards in a repeated motion. Between each “push” they should make sure that they are able to balance on their front foot.
- Once comfortable with this movement, the rear foot should be placed on the back of the board on top of the green dot and turned sideways, in a wide t-shape stance, like in the diagram.


### We call this “T” position. (Step #2 in diagram)


- Next, have students turn the front foot sideways as well, being almost perpendicular to the board. Participants should twist the foot on the balls of their feet and cover both green dots with their feet. **(Step #3 in diagram)**
- Tell the students to bend their knees, with equal weight on both feet. The feet should be shoulder width apart, arms out to the side for balance and the shoulders in line with the board. This is the riding position; it is very similar to a balanced body position for basketball, hockey, volleyball, football etc.

### We call this Riding Position. (Step #4 in diagram)

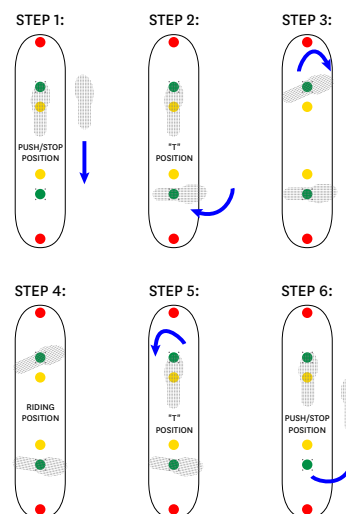
- To dismount, have students repeat the steps in reverse.
- Students first turn their front foot so that it is parallel with the board. This is important, as the next step is very awkward and possibly unsafe if this step is skipped. Again, rotating on the ball of the foot back to our “T” Position. **(Step #5 in diagram)**
- Students complete the cycle by placing their rear foot on the ground next to the front foot in our Push/Stop position. **(Step #6 in diagram)**
- Have students practice these steps.
- Can they increase the speed of the steps?

 **Participants:** Pairs and then individuals

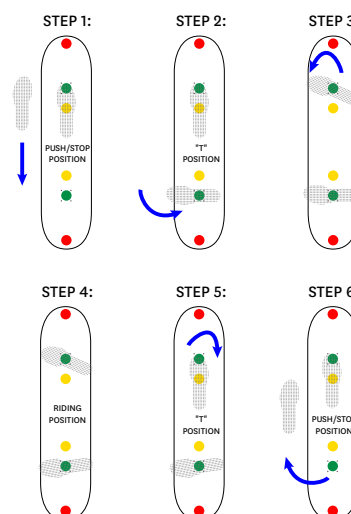
 **Space:** Any area with sufficient space for each student

 **Equipment:** Cardboard/paper skateboard or mock-up (as described above)

### REGULAR - LEFT FOOT FORWARD



### GOOFY - RIGHT FOOT FORWARD




\* ALL DIAGRAMS ARE AVAILABLE IN THE APPENDIX B


# LEARNING TO RIDE


## 3. TURNING A SKATEBOARD

\*Activities below are covered in the accompanying video produced by Canada Skateboard

There are two main ways we turn a skateboard, we will cover them both in this lesson.

 **Participants:** Pairs, individuals or group

 **Space:** Any area with sufficient space for each student

 **Equipment:** None, masking tape, Cardboard or paper skateboard

### ACTIVITY DESCRIPTION:

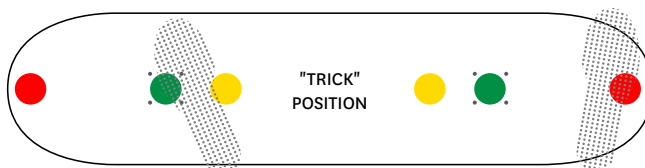
The first and easiest way is to turn the board by leaning and shifting our weight from our toes to our heels or vice versa. This is similar to how a snowboard or surfboard turns.

Given that students will not have real skateboards, they will need to use their imaginations and watch the footage in the accompanying video.

The second way to turn a skateboard is by using the red and yellow dots in combination on our skateboard to lift our front wheels and reposition the board.

**THIS FOOT PLACEMENT IS CALLED THE “TRICK” POSITION.**

By lifting our front wheels we can aim our skateboard in the direction we want to go. This skill is often referred to as a tick-tack, it is the beginning stages of a manual (see Appendix for skateboard terminology)



### TICK-TACK AND PIVOT:

- Have students stand with enough space around them to spin a circle and their arms not touch anyone.
- Have students stand in the “TRICK” position
- Have them practice unweighting (lifting) and weighting (standing on) their front foot.
- Now have them unweight their front foot and spin their shoulders 45 degrees in one direction and bring their hips and leg along after.
- Students now plant both feet firmly back on the ground and return to a balanced body position with knees bent shoulder width apart.

Have students do spins in the direction that they are facing. This is called a “backside” turn. Then have students spin in the opposite direction. This is called a “frontside” turn.

### ACTIVITY EXTENSIONS:

- **Spin to Win:** See how far around the students can pivot without falling down. The goal is to spin an entire 360 on one foot and land back with both feet planted in a balanced body position. See if they can do it both “frontside” and “backside”
- **Skate Potato 2:** As above with the addition of the “TRICK” position where they need to perform a spin. In other words, Call out positions “PUSH”, “T”, “RIDE” “TRICK” and back to “T” and “STOP” and have the students follow along. Slowly increase the speed each cycle. When a student makes a mistake, they are out. Continue increasing speed until all students are out.




# LEARNING TO RIDE

## 4. BALANCE LIKE A PRO

*\*Activities below are covered in the accompanying video produced by Canada Skateboard*

Many skateboard tricks are done while balancing on the balls of the feet or balancing on one leg while moving the other leg rapidly sideways or forward away from the center of gravity. Balance is critical. These balance activities help students develop their sense of balance.

 **Participants:** Individuals

 **Space:** Clear space where there is adequate space to avoid injury if the student loses their balance

 **Equipment:** None

### ACTIVITY DESCRIPTION:

Spend a few minutes developing balance by using these exercises.



#### STAND ON YOUR «TIPPY TOES»

This is a very simple activity that exercises both balance and endurance needed for tricks such as doing a manual, various slides and grinds that are performed while balancing on the balls of the feet.

- Begin by having students balance on their tippy toes on both feet.
- Progress to balancing on their tippy toes for one foot at a time.
- Ask if they find the left or right side easier?

#### SWING YOUR LEG SIDEWAYS

This exercise will improve both the balance and strength needed for many skateboard tricks, such as ollies and kickflips because this motion requires the leg to move sideways rapidly.



- Tell students to stand on their preferred leg and raise the opposite leg out to the side up to a comfortable position, then bring it down to the ground.
- Repeat this movement five to ten times.
- Repeat the exercise while standing on the opposite leg.
- Challenge them to see how many times they can do the exercise in a row without touching the ground with both feet.
- Challenge them to try the exercise while on their tippy toes.

#### RAISE YOUR LEG FORWARD

This exercise also strengthens stabilizing muscles and improves balance that is needed for all skateboarding skills.




- Tell students to stand on their preferred leg and slowly raise it in front of them, keeping the leg straight as long as possible.
- Have them lower their foot to the ground and slowly raise it behind them, keeping their leg straight as long as possible.
- Challenge them to see many times they can do it without touching the ground? Are they better on one leg than the other? Students should not be swinging leg, rather raising it and lowering it slowly.


### ACTIVITY EXTENSION:


- All of these activities can be extended to be competitive. e.g. who can stand on their «tippy toes» the longest, or who can do the most repetitions for example.

# A DAY AT THE SKATEPARK

Now that students have learned the basic movements of skateboarding, create an imaginary skatepark in the gymnasium to allow them to practice and be creative. These games are skateboarding related but also have a lot of cross over into other athletics and will serve as a solid athletic foundation. These games are designed to teach the basics of skateboarding and skatepark etiquette before entering the skatepark environment. They can be done as a large group, or in stations with the directions and diagrams printed out at each station and the students following the instructions and diagrams in their groups.

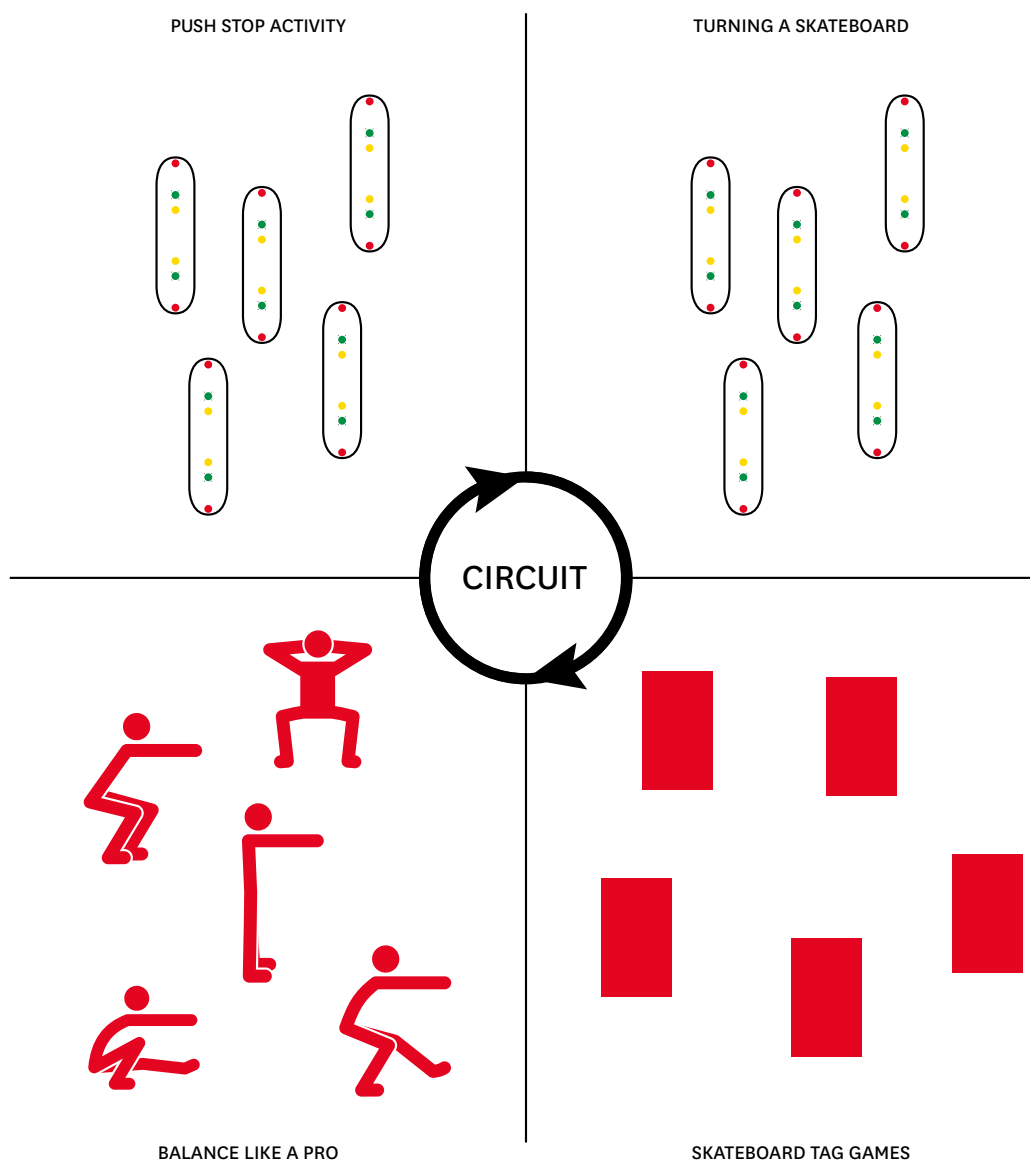
 **Participants:** Whole group

 **Space:** Gymnasium

 **Equipment:** Instructions and diagrams, open space in gym, masking tape, or cardboard or paper skateboard (view attached art lesson), pool noodles, skipping rope, blue mats, any other gym equipment fit for activity.

## SET UP:

Build a circuit with different stations in the gymnasium. Below is an example circuit to use with skateboard-based skills. Feel free to experiment and add/remove stations.







# SKATEBOARD TAG

## 1. BIG AIR SKATEBOARDING

This activity will help teach the students anticipation, watching surroundings, judging distances, gaps, landing and potentially falling down.

 **Participants:** Whole group or at least 10 students

 **Space:** Gymnasium


 **Equipment:** Blue mats or other soft mats

### ACTIVITY DESCRIPTION:


- Use the mats as islands, put them a foot or two apart scattered across the gym.
- One or two students are chosen as taggers (class size dependent).
- Students must jump from island to island without being tagged or touching the floor.
- When they are tagged, or touch the floor they must walk to the teacher and be given a task to complete before re-joining the game
  - 10 x Push Stop
  - 10 x Tick – Tack
  - 30 seconds balance movement

## 2. GAGA BALL

This activity will help students become comfortable with the experience of being on and or near to the ground as we are often falling down on a skateboard. This activity will also help sharpen anticipation, dodging, hand eye and feet coordination skills.

 **Participants:** Whole group or at least 10 students

 **Space:** Smaller blocked off section of gymnasium


 **Equipment:** Dodgeball, benches turned on side to provide a barrier to keep the ball in a confined space, use corner of the gym so that two walls act as barriers


### ACTIVITY DESCRIPTION:

- Gaga ball is a dodge ball game where you cannot throw the ball; you can only hit it with your fist and cannot raise the ball above knee height.
- It is played in a small court with two teams on all fours, hands and feet.
- There are multiple balls in play at once and each team is trying to get the other players out first.
- Once players are hit, they go to the perimeter of the other team's side and they become "bumpers" to keep the ball in play and make it more challenging.
- They too can only strike the ball with a closed fist and not throw it. Raising the ball is not allowed and will cause the player to be out.

## 3. GRIND THE RAILS

This activity will help to teach anticipation, looking ahead where they are going, timing and balance to stay on the lines. Students cannot go past other students who are tagged and completing a task, they act as a wall or barrier. Simulating an experience of waiting your turn at a skatepark or looking ahead where someone or an obstacle may be.

 **Participants:** Whole group or at least 10 students

 **Space:** Gymnasium

 **Equipment:** None

### ACTIVITY DESCRIPTION:

- Play a game of walking tag on the lines to teach anticipation and timing. This game simulates being at a skatepark, as it requires students to be aware of their surroundings.
- Have students space themselves on the line of the gymnasium floor. Explain to students that they are ONLY allowed to walk on the lines.
- Choose one or two students to be the taggers (class size dependent).
- When tagged, students must freeze in place and complete a task in the same place they were tagged.
- Once task is complete, they can resume play.
- The task will be decided at the beginning of each round and by the instructor or group
  - 10 x Push Stop
  - 10 x Tick – Tack
  - 30 seconds balance movement
- Rotate the student who is “it” every few minutes. You can play with multiple people “it” to increase difficulty.

### ACTIVITY EXTENSIONS:

- Speed can be increased to running once they understand the game or to keep student engagement high.

## BRINGING IT TO THE CLASSROOM

1. Using the skateboard template provided, have students design their own skateboard. The paper template can be used as is or can be glued to cardboard. Encourage students to be creative with their design.
2. Use the Internet to find a trick used in Park and Street events. Draw pictures and your own words to describe the trick and how it's done.
3. Create a comic strip to describe how skateboarding first got started. Use the Internet to gather information.
4. Play Pictionary in the classroom using the Skateboard Terminology in Appendix C

# APPENDIX A

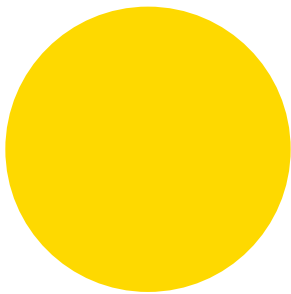
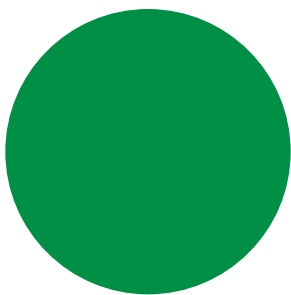
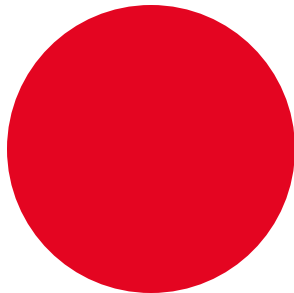
## CREATE YOUR KOMAK **SKATEBOARD**

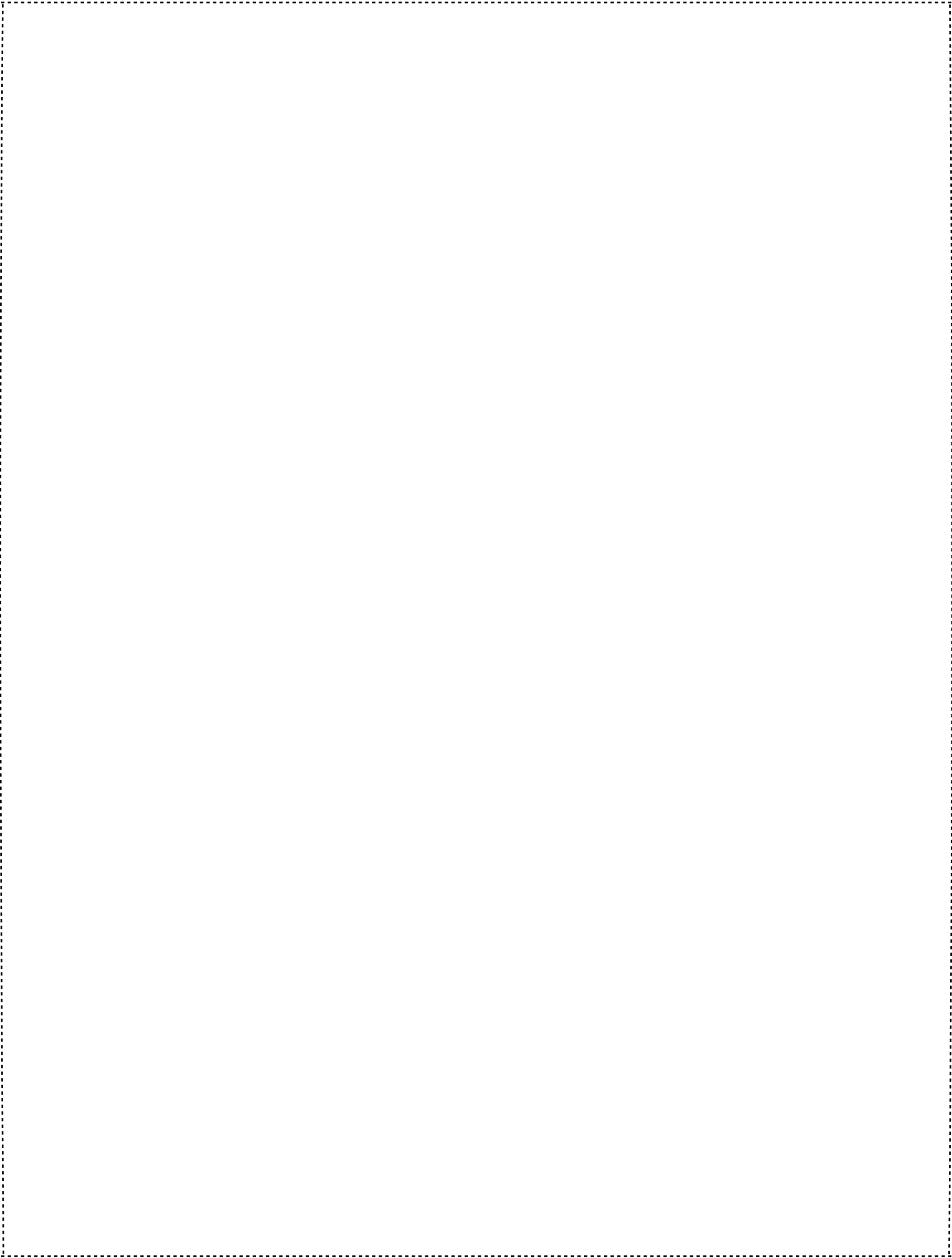
Using the skateboard template provided, have students design their own skateboard, encourage them to be creative with their design! Students can also take the already design komak skateboard template. The paper template can be used as is or can be glued to cardboard.

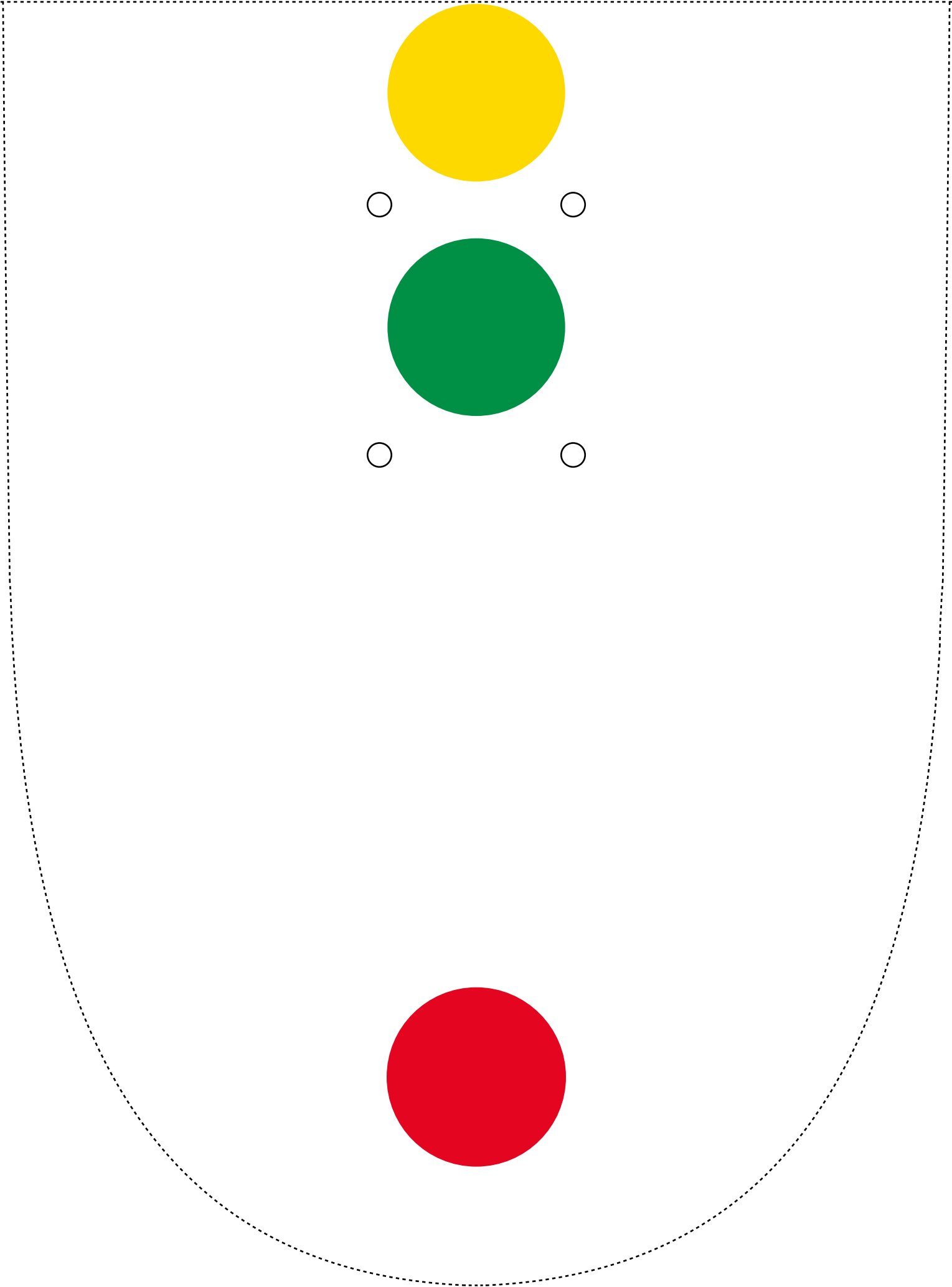
\* Make sure to print the sheets of the board at full size (100%)



**SCHOOL PROGRAM**





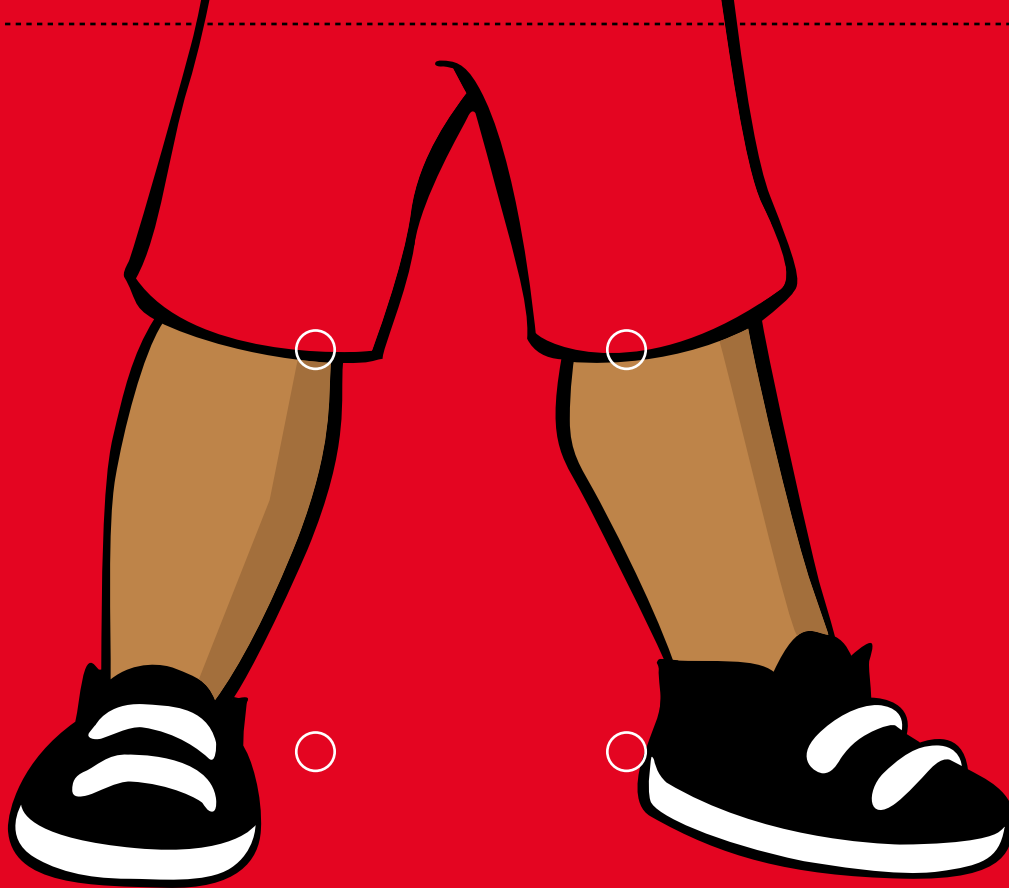




**EXCELLENCE  
FRIENDSHIP  
RESPECT**



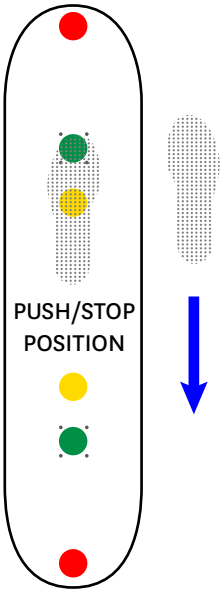




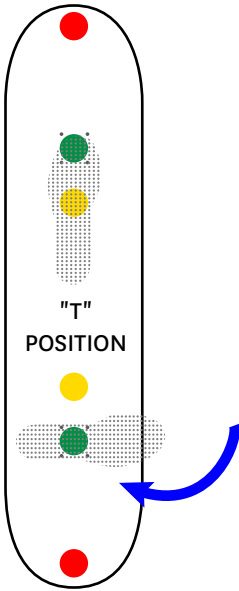
# APPENDIX B

## REGULAR - LEFT FOOT FOWARD

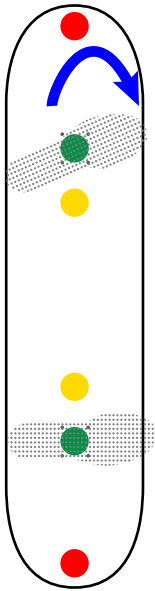
STEP 1:



STEP 2:



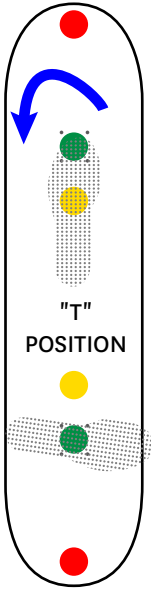
STEP 3:



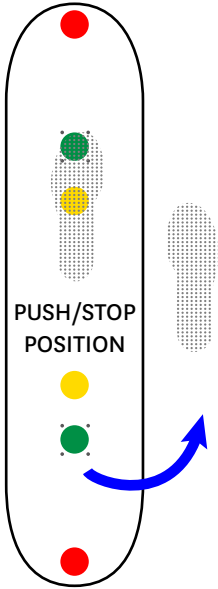
STEP 4:



STEP 5:



STEP 6:

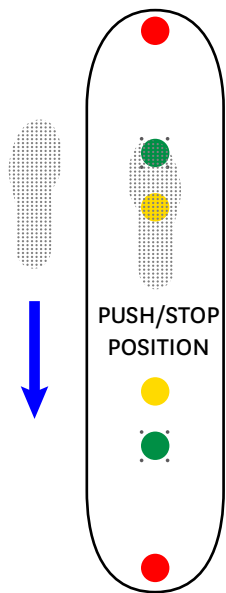


**SCHOOL PROGRAM**

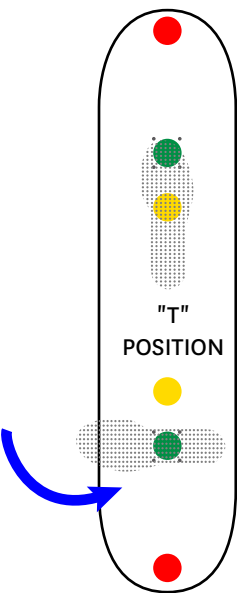
# APPENDIX B

## GOOFY - RIGHT FOOT FOWARD

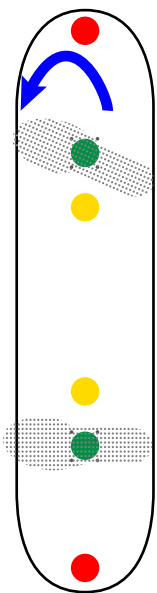
STEP 1:



STEP 2:



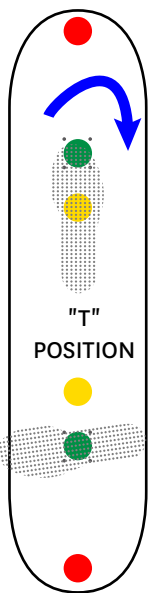
STEP 3:



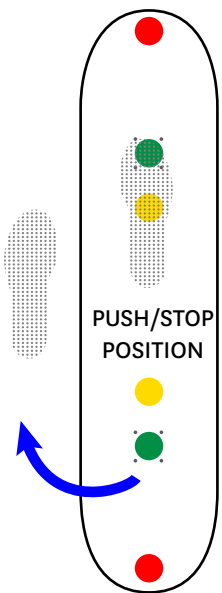
STEP 4:



STEP 5:



STEP 6:



SCHOOL PROGRAM

# APPENDIX C

## SKATEBOARD TERMINOLOGY

- **Weight:** applying more pressure to an extremity
- **Unweight:** releasing pressure or weight on an extremity
- **Ollie:** the technical term for jumping into the air with a skateboard, using the tail.
- **Nollie:** the technical term for jumping into the air with a skateboard, using the nose
- **Switch:** riding with the unnatural leg in front
- **Manual:** balancing out skateboard on two wheels, either front or back.
- **Bolts:** a term used to denote landing with our feet over the 8 bolts on the top of a skateboard. The most stable and balanced position on skateboard.
- **Frontside:** rotating facing the direction of travel. Approaching and mounting an obstacle with it in front of you.
- **Backside:** rotating against the direction of travel. Approaching and mounting an obstacle with it behind you.
- **Boardslide:** sliding on an obstacle with middle of the skateboard
- **Trucks:** the metal piece on a skateboard holding the wheels and deck together.
- **Bearings:** what allow the wheels to spin, placed inside the wheels.
- **Griptape:** sticky and grippy tape applied to the top of a skateboard
- **Regular:** riding with left foot facing forward
- **Goofy:** riding with right foot facing forward
- **Tick Tack:** a way to turn out skateboard by lifting and repositioning the front wheels to aim in the direction of travel.
- **Pivot:** switching our direction while rotating on two wheels.
- **Kickflip:** trick where board flips over horizontally
- **Popshuv:** trick where board rotates around horizontally





# APPENDIX D

## SKATEPARK ETIQUETTE :

We hope that students will get inspired to take up skateboarding and go to a skatepark. It is important for them to understand some of the basic guidelines of a skatepark in order to participate safely.



### HERE ARE SOME THINGS TO CONSIDER:

- Check your skateboard and ensure it is in good working order with no defects, damages, or loose parts.
  - Check your footwear and ensure it is skateboard appropriate footwear. Make sure they are tied tightly, have a closed toe, high resistance to abrasion with good support and impact resistance.
  - Check your safety equipment and ensure all the straps are intact, no missing foam or padding, they fit securely and have no visible cracks or damage. Avoid putting stickers on helmets as they will cover any cracks or damage preventing users from knowing it is worn out and damaged.
- 
- Check the riding area for debris or hazards.
  - Look where you are going and plan your route.
  - Focus on what you're doing and take it seriously.
  - Do not distract other riders.
  - Call your drop in, and call out if your board runs away.
  - Do not throw equipment.
  - Respect each other's space.
  - Watch out for wet ground.
  - Stand off to the side where others can see you
  - No riding on your bums. (can crush fingers under wheels, get hit in the spine with boards or otherwise dangerous collisions. Too low to ground to be seen)
  - Take turns with others.
  - Skate within your limit.
  - Be an example for others.



**SCHOOL PROGRAM**