



SQUARE STATE SKATE

STANDARDS BASED PE PROGRAM

**Movement competence and social-emotional learning
through skateboarding in a safe, fun environment.**



WHO WE ARE



Why Skateboarding?

Who does it and who is the program geared toward?

- Skateboarding is one of the **fastest-growing alternative sports** with nearly 10 million people in the United States identified as skateboarders – roughly 3% of the population. More importantly, the Public Skatepark Guide estimates 8.6% of American youth stepped on a skateboard in the last year.
- Colorado has over **170 municipal Skateparks**, making it one of the states with the most parks per capita.
- Skateboarding is accessible to nearly everyone as there is no need for a league, special equipment, and there are no seasons.
- There are no gender regulations in skateboarding.
- Skateboard PE Program is tailored for children **grades 3 - 8**.





Why Skateboarding?

What are the benefits of skateboarding and how does it tie into physical education in school?

- Skateboarding is an activity that requires the use of physical abilities, such as **balance** coupled with fine and gross motor skills, in addition to **emotional skills** such as **self-confidence** and **determination**.
- Studies show that a child's self-esteem is positively affected when they become more adept at sports. Skateboarding is **self-paced** with individual benchmarks, allowing all participants to experience a feeling of success.
- Skateboarding promotes **social-emotional learning** through problem solving, self and social awareness, empathy, and self-management.
- Square State Skate PE programs touch on all of standards for physical education in Colorado school systems.

How Our Program Works

Step 1: General safety, culture, and etiquette

Where did skateboarding come from? Who does it and where?



- Students are educated on the history of skateboarding and its connection to other board sports like surfing and snowboarding.
- Instructors give insight into their history with skateboarding, opening personal connections with students.
- We review risks inherent in skateboarding and discuss techniques to stay safe. Staff outlines expectations and our values of respect and responsibility.

Skateboarding Education

Step 2: Park Safety - Expectations, risk analysis & safety management

How do we keep ourselves and friends safe while skateboarding?



- Participants will all “buddy up” and share a skateboard. Having a buddy promotes safety as everyone will always have someone looking out for them.
- The buddy system also promotes social awareness in addition to critical thinking and problem solving, as participants assess their peers and become more self aware.

Skills Assessment

Step 3: General skateboarding experience

Do you have one at home or are you familiar with skateboarding?

- Staff divides class - typically into two groups based on familiarity or experience with skateboarding.
- One group focuses on standing on the board while static and becoming comfortable and confident before experiencing moving.
- The more experienced group will begin moving on the board. Focus will be on stopping and controlling the board in addition to stance and body positioning while moving.



On Board

Step 4: Board Control

What is proper stance, how do I turn, how do I stop?

- Participants are guided to step up on the board and find “proper stance” – placing feet sideways across the board and spread apart atop the “bolts.” Shoulders are in line with the skateboard.
- Staff and teacher(s) assist participants in checking body positioning before we begin going from static to moving.
- Participants learn to stop on a skateboard.
- Once comfortable, skaters will begin to learn how to turn and control the board.



Action stance with feet sideways across the board, shoulders square, and knees bent



PE Standards

Skateboarding's application to BVSD PE Standards

Evidence Outcomes: Develop confidence and self-awareness as well as balance and coordination in a safe physical activity setting.

Standard 1: Movement, Competence, and Understanding

Skateboarding requires balance in addition to fine and gross motor skills. Participants will learn different body movements and stances to find success controlling themselves and the skateboard.

Standard 2: Physical and Personal Wellness

Skateboarding has no “goal” so individual benchmarks can be easily set and met to obtain feeling of success.

Standard 3: Emotional and Social Wellness

Skills learned in skateboarding have shown to transfer to greater confidence, self-awareness, and self-efficacy in participants.

Standard 1: Movement, Competence and Understanding

Students will demonstrate balance and control on a skateboard in varying environments.



Students will demonstrate movement of pathways as they move from static balance to dynamic balance.



Participants will navigate different terrain and learn to push and stop on a skateboard.

They will demonstrate understanding of how to stand properly and safely on a skateboard.

Standard 2: Physical and Personal Wellness

Participants will demonstrate an understanding of how their movements affect the skateboard and will apply different strategies for success.



Students will learn two main stances: the “action stance” and the “pushing stance.”

They will show competency with the two stances before switching between them while moving on their skateboard.

As they gain confidence, they will begin to interchange them quickly.



Standard 3: Emotional and Social Wellness

Students become more confident, self-aware, and employ problem-solving skills.

Skateboarding demands not only self, but also spacial awareness of what is going on around you. Participants will learn to assess their stance on a board and then, while moving, learn to scan what is going on around them and predict potential concerns.

They can then learn to problem solve to avoid issues.



This self-sufficiency leads to greater confidence, self-efficacy, and an **ability to address problems and frustrations.**



Standard 3: Peer Assessments

Individuals analyze actions and movements, and use critical thinking to make suggestions and adjustments.



Participants “buddy up” and work as a team to assess themselves and each other and then make adjustments

Since there is no “wrong” way to skateboard, participants are able to find their own style and inject their **creativity** and **personality** into the activity.



Social-emotional Skills

Self-awareness, Confidence, Determination, Empathy, Self-efficacy

- Skateboarding requires awareness of one's body, but also awareness of what is going on around you.
- There are inherent risks in skateboarding, necessitating self-confidence and determination.
- **Everyone falls in skateboarding.** This promotes a sense of empathy and a means for bonding between participants.
- Individual goals and benchmarks means that participants will all feel successful and see themselves as **part of a community.**



Skills Tailored for Every Participant

From the very beginner to the experienced and highly-skilled!



Skateboarding is an individual activity with personal goals. With that, each participant – from the new skateboarder to the experienced rider – will find their own challenges, benchmarks, and successes.

Instructors will set goals for different skill levels.



What Do You Need?

All equipment necessary is provided by Square State Skate, including boards, helmets, and insurance waivers.



- Square State Skate provides up to 100 skateboards and 50 helmets to be used for the program.
- Participants are required to wear closed-toe shoes and encouraged to bring their own helmet if they have one.
- Necessary waivers and paperwork are provided by Square State Skate (available in both English & Spanish).
- Square State Skate is fully insured



Contact Information

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