The Super Skateboard Safety & Stance Starter

Materials Needed

- Skateboard (can be a standard board or a trainer board)
- Safety Gear (Helmet, elbow pads, knee pads, wrist guards)
- Open, smooth, flat, and safe practice space (e.g., driveway, garage, clear sidewalk, or large rug/carpet for indoor practice)
- Chalk or masking tape (for marking stance positions)
- Paper and crayons/markers (for the Safety Check activity)

Learning Objectives (I can...)

By the end of this lesson, **Student** will be able to:

1. Identify and explain why we use the four essential pieces of skateboard safety gear.
2. Demonstrate and name the correct "Ready Robot Stance" (regular or goofy) for balancing on the board.
3. Explain and practice the safe foot-braking technique to slow down and stop.

Lesson Introduction (10 minutes)

The Hook: The Need for Speed... and Control!

Educator Talk: "Hello, **Student**! Today we are learning how to be safe, amazing skateboarders. Imagine you are riding your board down a hill—VROOM! It’s super fun, but what is the most important thing you need to be able to do before you can go fast? You need to be able to stop! If you can't stop, you can't control your ride. Today we master control! Let's get started!"

Success Criteria

You will know you are successful today if you can:

1. Put on your safety gear correctly and tell me what each piece protects.
2. Stand on your board like a statue without tipping over.
3. Stop the board smoothly using your foot.

Lesson Body: Content and Practice

Segment 1: Safety Superheroes (15 minutes)

I Do: Modeling the Gear

- **Instruction:** The Educator models putting on each piece of gear (helmet, knee pads, elbow pads, wrist guards).
- **Explanation:** "Our safety gear is like our superhero armor! The helmet protects the brain—the boss of our whole body. The pads protect the pointy places (knees and elbows). Wrist guards help when we put our hands out to catch ourselves."

We Do: The Safety Check Discussion

- **Activity:** The Educator asks **Student** to try putting on their gear.
- **Formative Assessment:** Ask **Student**: "Which piece of gear is the most important, and why?" (Expected Answer: The helmet, because it protects the head.)

You Do: Design Your Gear Poster

- **Activity: Student** draws a picture of themselves wearing safety gear. They must label at least three pieces of gear and draw arrows pointing to what body part they protect.
- **Adaptation (Context Flexibility):** If indoors/homeschool, use the provided paper. If in a classroom, this could be done digitally or on a large whiteboard.

Segment 2: Finding Your Feet (The Stance) (20 minutes)

I Do: Modeling the Stance

- **Instruction:** The Educator explains that everyone has a dominant stance, like being left-handed or right-handed. We need to find out if **Student** is "Regular" (left foot forward) or "Goofy" (right foot forward).
- **Activity:** The Educator demonstrates the "Push Test" (gently pushing the student from behind—the foot they step out with is usually their forward foot).

We Do: The "Ready Robot Stance" Practice

- **Scaffolding:** Start practice on a rug, grass, or with the skateboard wheels resting in a crack/on carpet so it cannot move.
- **Instruction:** "Once we know your front foot (the one you lead with), place it over the front bolts (screws) of the board, angled slightly forward. Place your back foot (the one you push with) straight back, on the tail."
- **Action: Student** practices stepping onto the stationary board and holding the stance for a count of 10. (This is the Ready Robot Stance.)

You Do: Mark Your Territory

- **Activity:** Use chalk or tape to mark the correct foot placements on the ground or the board itself, customizing the stance marks for **Student**’s specific balance point.
- **Extension:** Have **Student** practice the stance with eyes closed for 5 seconds to test core balance.

Segment 3: The Power of the Push and Stop (20 minutes)

I Do: Modeling the Foot Brake

- **Instruction:** "The most reliable stop is the Foot Brake. We never want to jump off the board

unless it's a true emergency!"
- **Modeling:** The Educator demonstrates the sequence: 1. Place front foot forward. 2. Use the back foot to push (just one small push). 3. Bring the back foot down softly, keeping the heel on the ground and letting the sole gently rub the ground to slow down.
- **Analogy:** "Think of your back foot like a gentle friction brake—it's like touching the brakes on your bike lightly, not slamming them!"

We Do: Push and Drag Drill (Non-Moving)

- **Activity: Student** stands in their Ready Robot Stance (still on the stationary surface). They practice lifting the back foot and dragging the sole lightly on the ground, mimicking the stop, without moving the board.
- **Coach's Tip:** Ensure they keep their weight on the front foot while braking.

You Do: Controlled Movement Practice

- **Assessment Practice:** Move to the smooth surface (concrete/wood). **Student** executes a sequence: Push (once) → Glide → Brake (to a complete stop).
- **Success Criteria Check:** Did **Student** stop safely without falling or stepping off the board entirely?
- **Differentiation (Scaffolding):** If the space is small, practice the sequence by pushing off a wall lightly for momentum instead of pushing repeatedly.

Conclusion and Assessment (10 minutes)

Closure and Recap

Educator Talk: "Amazing work, **Student**! You have mastered the most important things in skateboarding: safety and control. You know how to be a Safety Superhero, and you found your awesome Ready Robot Stance!"

Formative Assessment: Quick Fire Q&A

Ask **Student** the following questions:

1. What piece of gear protects your brain?
2. If you are Goofy, which foot is forward? (Right foot)
3. If the board starts going too fast, what is the safest way to slow down? (The foot brake)

Summative Assessment: The Demonstration Challenge

Task: Student will demonstrate the complete Safety-to-Stop sequence.

1. Put on all required safety gear.
2. Step onto the board in the correct Ready Robot Stance.
3. Execute a single push and glide.
4. Demonstrate a smooth, controlled Foot Brake until the board is completely stopped.

Feedback: Provide specific, positive feedback focusing on balance and control (e.g., "Your foot brake was so smooth, you kept your weight perfectly centered on your front foot!").

Next Steps (Extension)

If time allows or for the next lesson, **Student** can practice the following:

- Practice pushing two or three times before braking.
- Try gently rolling the board and stepping off the back (the safe way to dismount when stopping is not possible).