

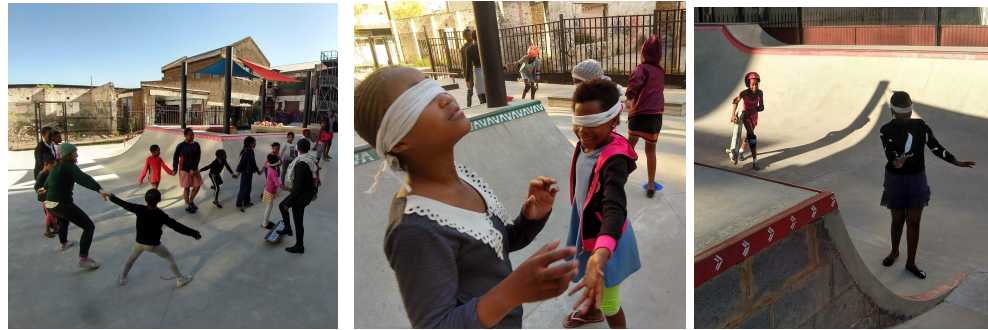


# SKATEISTAN LESSON PLAN

“Safe Spaces”

Curriculum	Act Local	Date	Q4
Educator/ Site		Series	2 Lessons / 60 Min.

Students explore trust, safe spaces, and empathy with a series of activities using blindfolds and skateboards



VOCABULARY		RESOURCES
Safe Space, Invisible, Empathy, Inclusion		<ul style="list-style-type: none"> <li>• <a href="#">Apartheid Experiential Exercise</a>   PDF</li> <li>• <a href="#">Empathy Activities</a>   EDC Website</li> <li>• <a href="#">Bullying Lesson</a>   Kabul Lesson</li> <li>• <a href="#">Empathy Lesson</a>   Mazar Lesson</li> <li>• <a href="#">Skate &amp; Create Observations</a>   Google Doc</li> <li>• <a href="#">Safe Space Lesson Album</a>   Photo Album</li> </ul>
MATERIALS		
☀ EXTERNAL	📍 INTERNAL	
Skateboards Safety equipment Blindfolds Poster paper Coloring materials	Skatepark	

## LEARNING OBJECTIVES

- △ Students consider their personal experiences feeling safe at Skateistan
  - △ Students build teamwork skills with role-playing activities
  - △ By both supporting and breaking trust, students experience how trust is important and their feelings during the process.
  - △ Students learn what makes or breaks a safe space
- ▼ Students have a better understanding of behaviours in the skatepark that are welcoming and unwelcoming to new students

## PREPARATION

- △ For less experienced students and groups in external locations ([LE](#)), lesson 1 & 2 can be separated into 2 classes with time for a free skate.
  - △ For all activities, make sure teams have enough staff. Educators should be available to observe and facilitate all activities and groups. Remove any students from the activity if they are not being respectful and place on the side to observe with a supporting Educator. Students can be asked questions from the side about their observations of the activity.
- ▼ For more experienced students and groups in a controlled environment ([FI](#)), both lesson 1 & 2 can be combined into one 2 hour class.

## ASSESSMENT

- △ Discussions exploring the feelings from both groups in the activity
  - △ Welcome posters creatively express student’s understanding of how they can encourage participation from new students so they feel safe
- ▼ Discussions exploring similar feelings between the activity and their first experiences skateboarding
  - ▼ Discussions of ways skateboarders can support inclusion

Lesson GUIDES



A PLAIN Language Checklist

6 - 5 - 4 CURRICULUM Countdown

# LESSON 1: Unseen Trust

## ORIENTATION

15 Min

Make sure to hear from quiet participants during the discussion - the bullies can tend to dominate creating an unsafe space for children to speak up about their experiences.

Be extra careful to notice and acknowledge the children who say they don't have friends yet.

Refer to our rules in this part. We have clear rules for the classroom and skatepark that everyone should know and should be clearly posted.

### Safe Space Recipe

△ **Make Safe:** At Skateistan, it is important that everyone feels safe. Sometimes it takes some time for people to feel safe in a new place, doing new things with new people. Educator asks students questions about what makes a space safe:

- *What helps you feel safe at Skateistan?*
  - *Friends, teachers, safety equipment?*
- *How long did it take before you felt safe?*
  - *On a skateboard?*
  - *Using the skatepark?*
  - *With your class?*

▼ **Make Unsafe:** Educator asks students questions about their first days at Skateistan. What were the challenges in the beginning?:

- When you first arrived, what made you feel unsafe?
  - Being alone, new people, skateboarding?



## ACTIVITY

30 Min

### Unseen Trust

△ **The Sightless Skateboarder:** Educator decides on a 'safe space', which will be the destination of this exercise. The top of a mellow bank ramp is a good option, as students will need help to get there.

- The activity is explained: one student with a skateboard will be blindfolded. The others will guide the sightless skateboarder to the 'safe place'.
- Educator explains that students are only allowed to touch the hands, arms, and backs of fellow students during the activity, and to be as gentle as possible. Only two students at a time should be helping the sightless skateboarder unless others are needed on an incline.
- Students form a large circle holding hands with arms fully outstretched. The circle is stretched into a long oval. When students release their hands, 2 lines with equal students on either side will be formed. These lines will lead to the 'safe place'.
- The first student puts on safety equipment and is blindfolded. Student can be slowly spun in a circle to

- ⊛ Blindfold
- ⊛ Skateboards
- ⊛ Safety equipment
- ⊙



lose orientation. The sightless skateboarder is led to the students farthest from the 'Safe Space'.

- Supporting students guide the sightless skateboarder by the arms, pushing gently from the back to the next pair of students. Slowly, the supporting students help the skateboarder to the safe place.
- In the 'Safe Space', skateboarder is stopped and unblindfolded. All students cheer. The skateboard and pads are passed to another student from the line as roles are exchanged.

- ▼ **Activity Marathon:** If there is enough time, all students can experience being a 'sightless skateboarder'. If time runs out, remind the students that everyone is participating in helping the 'sightless skateboarder', which is the most important role. Ask them about the lesson vocabulary.
  - What does Empathy mean?
  - Do you feel blind while watching someone struggle with a blindfold?



## REFLECTION

15 Min

### Community Support

#### △ **Feeling Blind:**

- Ask students to raise their hand if they experienced being a sightless skateboarder, and to share their experience.
  - *What did it feel like to skateboard blind?*
  - *What did it feel like to have the class support you?*
  - *How did it feel to take off the blindfold at the end?*
- Ask all students who experienced helping the sightless skateboarder to share their experiences.
  - How did the students helping create a safe space?



#### ▼ **Reaching the Safe Space:**

- Review students responses from the 'Safe Space Recipe' *Orientation* with the students about feeling safe at Skateistan.
  - *Was being blindfolded like your first experiences skateboarding?*
- Ask students if they would have been able to reach the safe space alone, without help from their class.
  - *Every week when we skate together, how do your classmates help you feel safe?*



## LESSON 2: Invisible Community

### ORIENTATION

20 Min

Be aware some students in the group might be new - don't assume everyone has been there a long time - speak to the whole group, new and old students alike.

#### Invisible Community

△ Scary Skateboarders: The Educator explains the activity. The class is split into 2 groups. One group will put on safety gear, the other will put on blindfolds.

- The blindfolded group is separated. Individuals are lead to different isolated areas of the park. The blindfolded group is not allowed to talk. They slowly and carefully walk in search of others in their group. If they find others, they can hold hands and continue their search for group members.
- The skateboarder group can not touch the blindfolded group but can skate around them. The only thing they can say is 'HA!'. They try to surprise the blindfolded group members.
- The groups change roles. Blindfolds are exchanged for safety equipment and skateboards. The activity repeats.

△ Sharing Sides: After several minutes, students are all brought together. Blindfolds and safety equipment can be removed. Educator leads a discussion with the groups:

- *How did it feel to skate and laugh at those blindfolded?*
- *How did it feel to be blindfolded with nobody helping?*

▼ Social Safety: Educator continues the discussion.


- *How does the activity relate to the feelings of new students visiting Skateistan?*
- *How can we make new friends feel safe here?*


- ⚙ Skateboards
- ⚙ Safety equipment
- ⚙ Blindfolds
- ⊙

- ⚙
- ⊙



### ACTIVITY

TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
20 Min	Facilitation - talk about the need for everyone to feel safe so they can try new things, look silly, fall down and generally relax...this will help them get good at skateboarding.	<p><b>Chain Collective</b></p> <p>△ <u>Connecting the Links</u>: The Educator explains the activity. The class is again split into 2 groups. One group will put on safety gear, the other will put on blindfolds.</p> <ul style="list-style-type: none"> <li>• The blindfolded group is separated. Individuals are lead to different isolated areas of the park. This time, the blindfolded group is allowed to say 'Here!'. They slowly and carefully walk in search of others in their group. If they find others, they can hold hands and continue their search for group members.</li> <li>• The skateboarder group can not talk. On their skateboards, they guide the blindfolded group by pushing gently from the back or by the arm to help them find each other.</li> <li>• The groups change roles. Blindfolds are exchanged for safety equipment and skateboards. The activity repeats.</li> </ul> <p>△ <u>Sharing Sides</u>: After several minutes, students are all brought together. Blindfolds and safety equipment can be removed. Educator leads a discussion with the groups:</p> <ul style="list-style-type: none"> <li>• <i>How did it feel to skate and help those blindfolded?</i></li> <li>• <i>How did it feel to be blindfolded with help?</i></li> </ul> <p>▼ <u>Remake the Break</u>: Educator leads a discussion to brainstorm ways to make new students feel welcome when they come to Skateistan.</p>	<ul style="list-style-type: none"> <li>⚙ Skateboards</li> <li>⚙ Safety equipment</li> <li>⚙ Blindfolds</li> <li>⊙</li> </ul> <ul style="list-style-type: none"> <li>⚙</li> <li>⊙</li> </ul>	

REFLECTION				
20 Min		<p><b>Welcome Posters</b></p> <p>△ <u>New Student Invitations</u>: Educator creates groups of 3-4 students, and provides supplies. Each group creates a welcome poster. Educator walks between the groups and supports with questions:</p> <ul style="list-style-type: none"> <li>• <i>What are things you can share with new students?</i></li> <li>• <i>Can you draw things that you love about Skateistan?</i></li> </ul> <p>▼ <u>Show and Tell</u>: Educator collects the posters and lines them up at the front of the classroom. Students gather around and review their posters. Educator can guide discussion:</p> <ul style="list-style-type: none"> <li>• <i>What are things you see in more than one poster?</i></li> <li>• <i>Why is it important for new students to feel welcome?</i></li> <li>• <i>What does inclusion mean? What are ways that skateboarders can encourage inclusion?</i></li> </ul>	<ul style="list-style-type: none"> <li>⚙ Coloring materials</li> <li>⚙ Poster Paper</li> <li>⊙</li> </ul> <ul style="list-style-type: none"> <li>⚙</li> <li>⊙</li> </ul>	

TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
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