

2011 LEARN RIGHT SKATE SCHOOL

Coaching Guide

Clinic Preparation:

The Coach must arrive at the school where the clinic is to be conducted at least half an hour before the start of the program. This is to allow enough time to set up the equipment and check the area using the safety checklist provided. Once completed, the Coach is able to have a warm up if required.

See: Safety Checklist (Appendix 1)

The Coach is to set the equipment out so students can start padding up on arrival, welcome students as they arrive and help them to pad up. In some cases you may be required to check that enrolment forms are completed.

The skate clinics are aimed at Beginner to Intermediate levels and should be based around the structure of:

- warm up (fun based games or stretching)
- skill demonstration
- skill development and practice
- warm down

The information contained in the “Coaching Guide” is to be used as a guide only and can be adapted to suit each Coach’s individual teaching style and to keep up with the progress of the group.

Assessment of Ability

Students will vary from Beginner to Intermediate levels. The Coach will need to visually assess the skill levels of the students before the clinic can be conducted; preferably this is done in a warm up or as an intro to the clinic.

In most cases students will be allocated to groups based on age or school grade level, It is therefore necessary for Coaches to be flexible and tailor the clinic to meet the student needs. The clinic needs to be broken down in to steps that are fun and achievable for beginners whilst keeping the intermediate students engaged and challenged.

Use the intermediate students to demonstrate or introduce new ‘tricks’ to the group, this will help to keep them involved and will give them a sense of importance.

If time permits, spend a few minutes with the intermediate students to focus on ‘tricks’

Skate Lesson Coaching Guide

When teaching there are a couple of general steps that need to be taken into account to ensure continuity.

We can achieve this by following these steps:

- 1) **Preparation** - before the lesson begins you need to prepare yourself and the equipment to avoid time loss. Make sure you have enough skateboards and safety equipment for the whole group. Even though some students may bring their own equipment, it is important to have a back up.
- 2) **Equipment** - Make sure all the skate equipment is in a safe and usable condition, e.g. wheels roll, deck bolts and king pin are securely fastened (it's a good idea to have a skate tool handy during the lesson for adjustments).

- 3) **Introduction** – Introduce yourself and the program to the students, give a general overview of the clinic what you are trying to achieve. Ask if they have had a lesson before and how much skating experience they have. Try and get a feel for what level the students are at and where your lesson will begin. Set out the rules for the clinic early so students understand the expectations for behaviour and safety. It is important to clearly outline the dangers involved and introduce any safety and skate park etiquette messages at the start of the clinic. Allow the students opportunity to ask questions.
- 4) **Padding up** – demonstrate how to put the safety equipment on properly, allow the students opportunity to have a go at putting it on and check all equipment is on the right way and fits snugly (elbow pads make good knee pads for the little ones).
- 5) **Warm Up** - is an important step before you start and activity, this gets the blood flowing and warms up the muscles - games based exercises are recommended. Games that involve getting padded up, use some of the equipment or relate back to the program are a good way to keep it skate focused.
- 6) **Practice** - The students need to understand that skateboarding takes time to master and some tricks may take a whole day and hundreds of 'trys' before you land one! Help them understand that the clinic is about having a go and trying new things, not being a dare devil!

Learn Right Skate School Student Rules:

- All students must wear a helmet at all times
- All students must consider and give way to other students
- Ramps are only to be used under the instruction of the Coach
- One student on a ramp at any one time
- Return all safety equipment when finished

Beginner Sessions Guide

Slow and steady - the need to progress slowly is important. For example, don't try to jump off a building before you can jump off a gutter. Students need to understand that if they take things step by step it is both safer and easier.

Start off with small and basic moves. This not only gives the coach a chance to ascertain the students' skill levels, but is also a good warm up tool before you attempt to tackle the big stuff.

By breaking down the 'trick' in to a set of smaller and simpler moves, you will help the students feel a sense of achievement and build their confidence to try other things.

Generally the clinic will progress in this order:

1. **Safety Stance** – the safety stance is the safest place to stand whilst on a skateboard, by standing in this position you will gain maximum control and have optimum balance. This stance is best described as standing with both feet on the deck bolts in a parallel position. Many beginners struggle with this so constant reinforcement of the benefits of the stance are good - one word reminders like; bolts, nails or even drawing around their feet with chalk are good reminders of where their feet should be.
2. **Getting off the board** – stopping on a skateboard can be a little bit tricky, teach the students jump off, taking both feet off and getting well away from the board. Explore jumping on and off the board, using different techniques, let the students explore and suggest new ideas ie forwards, backwards, body varials, etc
3. **Learning to bail** - falling is never easy, but it's important to build the students confidence by teaching them the safest way to fall or bail. To do this we need to get the student comfortable with

using the safety gear and pads - You can get the students to practice falling onto grass using their pads to brace their fall, most kids love throwing themselves around.

4. **Stance** - find out what stance the students are. If they don't know, get them to take a step forward, generally the foot they put forward will be their front foot. Kids will often switch between feet, let them explore and try things both ways to find out which is most comfortable for them.
5. **Pushing** – in a stationary position, get the students to practice the pushing motion, this will help develop balance and is good practice for changing feet positions from pushing to the safety stance. Emphasis the need to lean forward.
6. **Drop-in** – on a flat surface, get the students in to a drop in position (weight on the tail, front resting over the front bolts), start with dropping the front wheels down, and then lifting the front wheels up, emphasis leaning forward and changing the weight smoothly between the back foot and the front foot.
7. **Kick-turns** – once the students have a good feel for the drop-in, get them to turn with their arms and shoulders as they are lifting the front wheels, they should start to tack around in a circle. Try backside turns and frontside turns, 90 degree turns and 180 degree turns and tic-tac's
8. **Rolling and turning** – introduce turning using the trucks or leaning on to the sides of the deck, try both stationary and rolling. Allow the students time to explore turning and try adding in squatting down and holding on to the deck (carve turns). Some students may struggle to put enough weight on the board for it to turn, try losing the trucks or using soft rubbers for little kids.
9. **Using a Skate Park** – by now the students will be really keen to get into a skate park, after all that's what they came for! Get the group together to discuss Skate Park etiquette - point out where the dangers exist and how to avoid them
10. **Rolling in on a Small slope**– where possible start on a small flat bank or roll in. Different students will need more help than others, but the important thing is to stress the safety position and leaning in to the slope. Try increasing the difficulty by introducing transition, remember to ask students if they would like a hand and offer to spot for them.
11. **Rolling Up and Down on a Small Quarter** – students that have exhibited controlled pushing and balancing skills should be encouraged to try and roll towards the ramp and pump up then down it.
12. **Kick Turns (unassisted)** - once the students can control rolling up and down the quarter pipes let them have a go at kick turns. To help them turn get them to throw their arm in the direction they want to turn. This will automatically move their shoulder then body and ultimately board.
13. Warm down - the warm down is just as important as the warm up and should not be skipped. Some light stretching and a gentle roll around the park is a good finish.
14. Finish off the lesson with a quick debrief. This can include asking questions about what you have covered, reinforcing safety and etiquette messages. Reminder the students of the importance of practice, giving some examples of what to work on.
15. Parents and/or teachers will generally like to see what their children have learnt. You may need to let them know about the time it takes to pick up skating or just let them know about the importance of practise outside of the clinics. Find out where they live and suggest the best closest facility they could practise at.

Intermediate Sessions Guide

For experienced students, Coaches should be teaching the following tricks: **Tail Taps, Rock to Fakie, Rock & Roll, Dropping In on a ramp, Truck Stall and 50-50.**

Some students may want to learn more street tricks than ramp stuff and that's okay, but remind them that it's good to have skills all round in skating and the benefits of starting on ramps (balance, speed, board control, etc). Some street stuff you can try with beginners are: **Acid Drops off small ledges, Shuv-its, Board Slides.**

The fundamentals of an Ollie - most people take a while to master the Ollie, but the fundamentals are easily understood. (Practise...practise...practise)

Wet Weather Games-based Activities

When Coaches attend a school program and the weather poses too much of a risk to proceed, Coaches must adapt the service and offer a program alternative.

The program alternatives are generally games based activities with a focus on action sports. These activities can be held with the skateboards and safety gear.

Safety Checklist Appendix 1

Facility Checklist

Date:	
Coach:	

Safety note: You must complete this checklist to ensure the venue, ramps and equipment are safe. Safety to yourself and others must be your highest priority.

Mobile Ramp and facility safety checklist	YES/NO Comments?	Sign or initial
Remove any foreign objects or obstacles from skate area		
Ground surface clear from glass, rocks, dust and debris		
Check of areas for possible spectator / user conflict		
Check for cracked or lifting concrete		
Area dry and no pooling water		
Check for damaged ramps and surfaces		
Area free of rubbish		
Are the ramps working and free from hazards? (if applicable)		
Are the ramps solid and secured (if applicable)		
Check personal; protective equipment and skateboards to ensure they are in working order.		
Do you have any feedback on the condition of ramps or ground surface:		