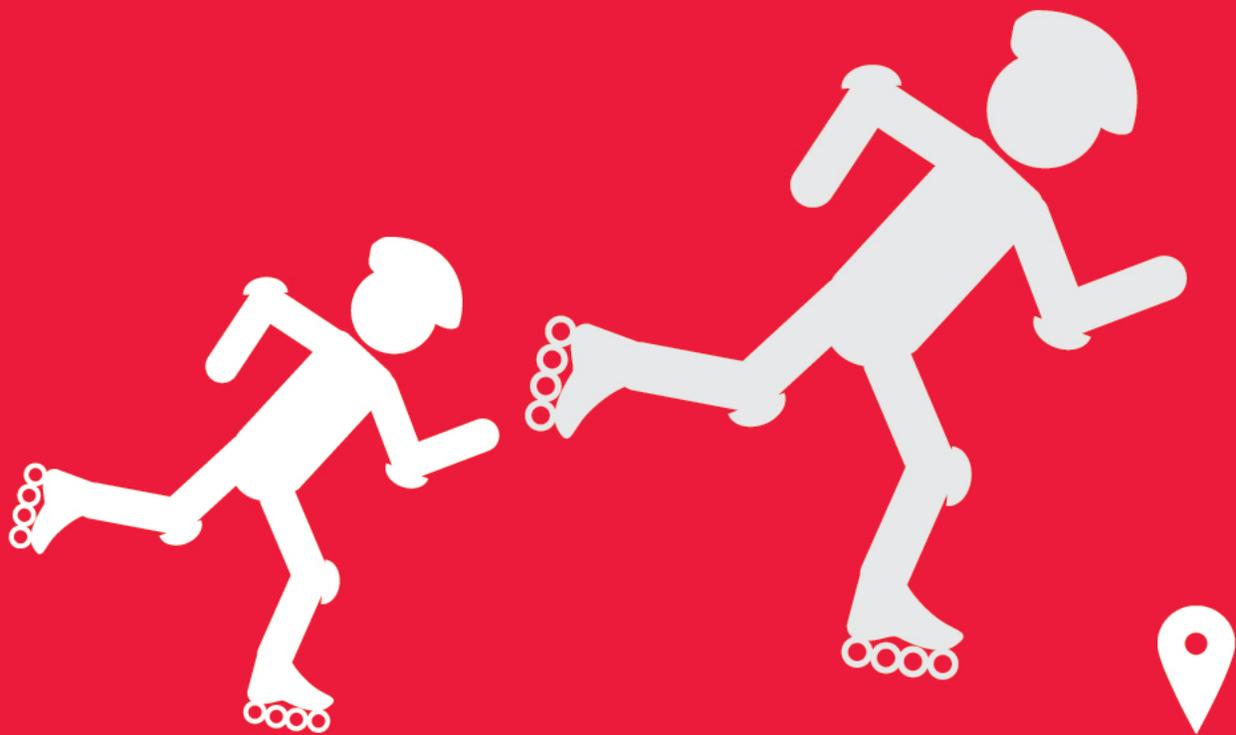


# Making Tracks

TEACHING MANUAL  
In-line Skating



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# Preface

## About Making Tracks

Established in 1971, the Ecology Action Centre is the oldest environmental organization in Nova Scotia. Its aim is to encourage a society in Nova Scotia that respects and protects nature and also provides environmentally and economically sustainable jobs for its citizens. The Ecology Action Centre works to find solutions to issues in several areas: Coastal; Marine; Environment; Wilderness; Food; Energy; Transportation. It is in the area of Transportation that Making Tracks originates.

The Making Tracks program encourages children, youth, and their families to safely use active transportation to better preserve the environment, to increase people's physical activity, and to improve traffic safety. The Making Tracks program includes modules for:

- Walking Safety

- Cycling
- In-line Skating
- Scootering
- Skateboarding (Skate Pass®)

The central goal of the Making Tracks program is to create and coordinate a broad and accessible active transportation skill-based safety education program for children and youth through experiential learning. A secondary goal of Making Tracks is to encourage and develop community-based leadership. As such, teachers and community youth and adults facilitate the learning in the Making Tracks program. We envision a Nova Scotia where all children and youth in schools and their broader communities have the knowledge and skills for traveling safely on streets and sidewalks, regardless of their choice in mode of active transportation.

Some of the Making Tracks program aims are to the following:

- Reduce greenhouse gas emissions and air pollution from motorized vehicles
- Increase the physical activity levels of children and youth
- Improve the traffic safety knowledge of children and youth
- Increase community cohesion
- Improve the mental wellbeing of children and youth

For more information on Making Tracks please contact the Making Tracks Coordinator at the Ecology Action Centre:

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## Partnerships in the Development of Making Tracks

Making Tracks and other Ecology Action Centre Child and Youth Active Transportation programs are coordinated in Nova Scotia in partnership with the Nova Scotia Department of Health and Wellness as part of its Active Kids Healthy Kids initiative. It was developed in part by the collaborative commitment and guidance from representatives on the former Active Transportation Safety Education Working Group consisting of: Halifax Regional Municipality (Planning, Traffic and Recreation departments); Halifax Regional School Board; Halifax Regional Police; RCMP; Nova Scotia Department of Health and Wellness (Injury Prevention and Physical Activity, Sport and Recreation program areas); Nova Scotia Department of Education; Ecology Action Centre; Nova Scotia Safety Council; Nova Scotia Department of Transportation and Infrastructure Renewal; HRM Safe Communities Coalition; ThinkFirst; Child Safety Link; Boys and Girls Clubs of Nova Scotia; and Bicycle Nova Scotia.



Ecology Action Centre

### Acknowledgements

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**Edited by:** Janet Barlow, Cheyenne Dickinson, Jennifer McGowan, Ellen Polegato and Julian West

# Introduction

Welcome to the Making Tracks: In-line Skating Teaching Manual. This manual is intended to be used by the Making Tracks Leader (MTL) and/or Crew Leaders (CL). It is designed to assist you (the MTL and/or CLs) to encourage children and youth, who live in the local community, to be more active and safe as in-line skaters. As a leader you will use a range of activities to allow participants to experience learning firsthand. Participants will learn by “doing” and will use new skills in a real neighbourhood setting – their own schools and communities. As such, the majority of the participants’ learning experiences will occur outside. You will lead participants safely through the activities contained within each educational session and guide them towards personal growth, increased use of active transportation, and safety awareness. One of your roles is to demonstrate responsible involvement and model expected behaviours as an in-line skater. Remember, you are a role model and children and youth will look to you for guidance.

The group of children and youth under your guidance will be your crew. When the whole group of participants works together they will be referred to as a large crew. If CLs are involved in delivering Making Tracks, then the participants can be broken up into smaller groups to work together and they will be referred to as a small crew. Optimally a small crew will consist of no more than eight participants. Ideally each MTL will have the assistance of CLs to help deliver the program. However, as noted in the Making Tracks User Guide, the program can be effectively run without CLs.

## **MTL Responsibilities:**

- To guide children and youth through enjoyable hands-on learning activities
- To supervise CLs (if they are helping to deliver the program) and/or crews and ensure that they are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the children and youth participants and to the CLs (if they are delivering the program) to help them learn and grow
- To complete and/or ensure CLs (if they are delivering the program) complete Passports after every session for all participants in order to inform them what they know (K), what they can do (D), and what they value (V)
- To provide support to CLs (if they are helping to deliver the program) which may include: giving them suggestions on how they can better deliver Making Tracks: In-line Skating, obtaining materials for them, providing them with the use of the Making Tracks: In-line Skating Teaching Manual to ensure that pre-program information and permission forms are distributed and signed by parents/guardians (if required by your delivery setting)
- To ensure that all Making Tracks evaluations are completed by participants, parents, MTLs and CLs and returned to the Ecology Action Centre (Attention: Making Tracks Coordinator, 2705 Fern Lane, Halifax, NS, B3K 4L3). Returning evaluations helps us track program impact and participant, parent and leader feedback, helping us continually refine the program and share results to our funders, insuring the sustainability of the program. Incentive programs for returning evaluations are available! More details on required evaluations can be found at the end of this manual.

## **CL Responsibilities:**

- To guide children and youth participants through enjoyable hands-on learning activities
- To supervise a small crew and ensure that the participants are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the participants to help them learn and grow
- To complete Passports after every session for all participants (in their small crew) in order to inform them what they know (K), what they can do (D), and what they value (V)

# Overview of Road Safety

**It is everyone's responsibility to be safe but as an MTL or a CL safety must be your highest priority.**

## **General In-Line Skating and Road Safety:**

- Wear a helmet, wrist guards, knee pads and gloves when in-line skating.
- Wear clothing that will keep you visible, comfortable, and safe when travelling.
- Do not wear headphones.
- Do not use any handheld electronic device.
- Skate on smooth, paved surfaces.
- Avoid in-line skating at night and in wet conditions.
- Give pedestrians the right of way.
- Obey the signs posted.
- Use caution when leaving a driveway or in-line skating past a driveway.
- In-line skaters are not to skate on roadways – you are to only use sidewalks where it is allowed or use paved multi-use greenways.
- Stay to the right of the centre line on multi-use trails or greenways.

## **Street Crossing Safety:**

- Before crossing the street always stop, look left, then right, then left again before proceeding.
- If there is a pedestrian crossing push button, push the button to activate the pedestrian crossing light and wait for the walk signal to come on before crossing the street.
- If the "Don't Walk" hand is flashing, do not begin to cross the street. If you are already in the process of crossing, be sure to finish quickly and safely.
- When at a crosswalk without signals or a crossing beacon, indicate your desire to cross by holding your arm out straight in front of you. Ensure that cars have stopped before beginning to cross.
- Before you cross make eye contact with drivers as they are stopping.
- As you cross, continue to look for cars in other lanes, and then proceed with caution.
- As you cross also watch for turning vehicles.
- Thank the driver or drivers for stopping and give them a smile, nod, or a wave.

## **Railway Crossing Safety:**

- When you are in-line skating and approach railway tracks you must always stop before you cross.
- Just as with crossing the street, stop, look both ways, and listen for a train coming before crossing. When you are sure that no train is coming, cross the tracks.
- If a train is approaching or does go by, be sure to stand at least 5 metres (10 giant steps) away from the tracks.

Note: According to the Motor Vehicle Act in Nova Scotia, there are crosswalks at every intersection, whether lines are painted or not, and therefore in-line skaters always have the right of way at every intersection. However, many drivers do not obey this law and so it is important to make eye contact with drivers and not cross the road until they come to a full stop.

# Assessment

## Assessment

Assessment is an essential practice for identifying participants' learning and growth. It is vital that you regularly observe and report on the progress of the participants. It should be done throughout each session and not only at the end the program; constant feedback is essential for the participants' learning. Participants will be assessed in these three areas:

- Knowing (K): What the participant knows
- Doing (D): What the participant can do
- Valuing (V): What the participant values or appreciates

"Doing" may be the most obvious area to assess but all three areas are equally important. When you assess participant learning, you must take into account each participant's skill ability (what is learned in skill application from the experience), what the participant knows, and what the participant values based on participation within each of the activities. You will guide, encourage, and motivate participants through each activity by asking them questions. You will also help participants make learning connections and aim to have all participants meet the learning outcomes in each session.

---

## Delivery of Assessment

Within the Making Tracks program, two methods of assessment will be employed: verbal and written.

### Verbal Feedback

Verbal feedback will be provided to the participants as they work through different activities. As this program often takes place outside, verbal feedback is particularly effective. It is immediate and allows the participants to recognize what they know, do, and value. In order to provide effective feedback it is important to use language that the participants easily understand. This means that you will need to teach the participants the words that you will use so that they know how well they are doing in their learning. Use the words:

- "Getting there": Participant is starting to learn the outcome (and needs lots of help)
- "Almost there": Participant has almost learned the outcome (and can do it with some help)
- "There": Participant has learned the outcome (and can do it with minimal or no help)

Feedback is important but remember that too much will not help them learn. Keep it simple and you will keep it fun.

### Written Feedback

At the end of each session you will provide written feedback to all of the participants. This will be recorded in a booklet called a Passport. Instead of providing feedback to the participants by saying, "getting there," "almost there," and "there," you will write symbols in their Passports that represent each of these phrases. The symbols you will use will be parts of or full happy faces. Use these symbols:

- A circle: "Getting there"
- A circle with two eyes: "Almost there"
- A full happy face: "There"

# Assessment

Sample Page from the Passport

OUTCOMES			GETTING THERE / ALMOST THERE / THERE
(K) I know the rules of the road			
(D) I can demonstrate the proper behaviour as indicated by the road signs			
(V) I can enjoy in-line skating with a buddy on a safe route			
GETTING THERE	ALMOST THERE	THERE	
			K: What the participant knows  D: What the participant does  V: What the participant values

The Passport allows you (the MTL and/or CLs) to track participants' progress and it provides the participants with learning that extends beyond the sessions. It is expected that the participants will bring the Passport home to their parents/caregivers and then return with it when they attend the next session. The Passport is a way for participants to teach their parents/caregivers what they have learned and to practise their new skills at home under adult supervision.

By having participants receive feedback verbally during each session and in writing on their Passports after each session, you will understand what participants know, can do, and value. These can be demonstrated to you in a variety of ways. The participants (individually or in a crew) could:

- Give a presentation
- Demonstrate their new skills in action during the activities
- Perform a skit
- Role-play various scenarios
- Create a piece of art work
- Share their ideas aloud during debriefing
- Ask questions throughout each session
- Answer questions throughout each session
- Share with MTL and /or CLs their parents'/caregivers' written feedback on their Passports on their progress from at-home activities



# Overview of Session Activities

## **Session A: Introduction, Community Building, and Safety**

Building a sense of community and trust between the MTL, CLs, and participants is an important aspect of Making Tracks. Session A focuses on creating a sense of community within the large crew and includes activities to introduce safety equipment and procedures necessary for enjoying in-line skating.

Activity 1: Move Your Butt

Activity 2: Memory Name Game

Activity 3: Safety Check

## **Session B: In-Line Skating Skills**

Ensuring that all people are safe when in-line skating requires them to be in control and have the proper skills to maneuver safely through their route. Session B introduces and helps refine these important skills and provides an opportunity for practice on a community route.

Activity 4: Crash Test Dummy

Activity 5: Skills Station Roundabout

Activity 6: The Egg Test

Activity 7: Community Skate Part 1

## **Session C: Safe Routes and Sharing the Road**

Understanding safe routes is essential for in-line skaters. Not all road surfaces are conducive to safe in-line skating. Participants should know where they can and should be in-line skating so they can do so safely. Session C addresses rules of the road, more so as a review, and introduces the importance of in-line skating with a buddy. Route cards will be discussed and developed for each participant.

Activity 8: Where Can I Skate?

Activity 9: Rules of the Road Relay

Activity 10: Community Skate Part 2

## **Session D: Putting the Pieces Together**

Putting together all learning allows participants to take on the responsibility of being active in-line skaters. Session D provides an opportunity to wrap up the Making Tracks: In-line Skating program by looking at what participants can do and what they have learned over the past few sessions. This assessment session helps in getting participants ready for the road and a lifestyle of active transportation. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating, scootering and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.

Activity 11: Show Me What You Got!

Activity 12: The Pace Car Program

Activity 13: Post-Program Evaluation for Participants and Leaders

# Materials List

\*Please note that materials marked with an asterisk are optional.

## Materials for Every Session

- Pencils, one per participant
- Clipboards\*
- First Aid Kit including cold/ice pack\*
- Access to a phone in case of emergency
- Water and snack for yourself\*
- Copies of manuals and passports, one per participant, including MTL and CLs
- In-line Skates in good working condition, one pair for each participant, the MTL and CLs
- A full set of safety equipment in good working order, including helmet, wrist guards, knee pads and elbow pads, for each participant, the MTL and CLs
- Skills Assessment Checklists (Appendix A)

## Session A: Introduction, Community Building, and Safety

- Chairs\*
- Small to medium sized balls or soft objects (3-4)
- Old, used safety equipment (helmets, knee pads, elbow pads, wrist guards)\*
- In-line Skating Safety Checklist (Appendix B)

## Session B: In-Line Skating Skills

- Rope
- Crash mats\*
- Pylons or poly spots
- Masking tape or white road chalk
- In-line Skating Skills Station Checklist (Appendix C)
- Spoons
- Hard-boiled eggs (many)
- Table tennis balls\*
- Route card: Map created of the planned route (MTL to make these using information found in the Making Tracks User Guide)

## Session C: Safe Routes and Sharing the Road

- Route cards
- Pylons or poly spots
- "Be Aware" Safety Cards (Appendix D)
- Rope
- Crash mats\*
- Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community centre parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement

## Session D: Putting the Pieces Together

- Pencils, one per participant
- Clipboards
- Route markers (pylons, ribbons, etc.)
- Route card: Map created of the planned route (MTL to make this using information found in the Making Tracks User Guide)
- Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community centre parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement
- Pace Car materials\*
- Post-Program Questionnaires for Participants and Leaders

# SESSION **A**

# Introduction, Community Building, and Safety

## **Introduction**

**You've made a great commitment to helping children and youth stay safe and active. Before introducing any new skills to the participants, it is important that you take time to let them get to know you and each other. This will increase their comfort level and allow them to feel safe in their new learning environment. As such, this session focuses on creating a sense of community within the crew.**

# Session A: Introduction, Community Building, and Safety

## Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that it is the law to wear a helmet when I in-line skate.

D: I can do a safety check on all of my equipment before going out for a skate.

V: I understand that it is my responsibility to stay safe when I skate.

## Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

• A circle: "Getting there"



• A circle with two eyes: "Almost there"



• A full happy face: "There"



OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know that it is the law to wear a helmet when I in-line skate	
(D) I can do a safety check on all of my equipment before going out for a skate	
(V) I understand that it is my responsibility to stay safe when I skate	

## Risk Management

• While participants will not be doing a lot of in-line skating during this session, it is important to mention safe in-line skating to participants for every Making Tracks: In-Line Skating session.

• It is important to ensure participants are learning in a safe environment and they are retaining the information to carry forward—repeat in a fun and friendly way.

• The activities outlined are low risk, but it is always important to ensure an activity environment to be free of ground debris or objects that could potentially injure participants. Follow the In-line Skating Safety Checklist activity (see below and also in Appendix B); this can be shared with participants and their parents/caregivers.

# Session A: Introduction, Community Building, and Safety

## In-Line Safety Checklist

Remember that your safety is your biggest concern when you are doing any activity, whether it is walking, cycling, in-line skating, or skateboarding. Make sure you use your common sense when preparing to go on a trip.

This safety checklist will provide you with some of the key things to check before going out to in-line skate.

### WRIST GUARDS

- Wrist guards have no cracks
- Wrist guards fit properly over the wrist

### KNEE/ELBOW PADS

- Knees pads are not torn
- Elbow pads are not torn
- No cracks in either knee pads or elbow pads
- Knee pads fit properly and comfortably over the knee (i.e. not too small/tight)
- Elbow pads fit properly and comfortably over elbow (i.e. not too small/tight)

### CLOTHING

- Wearing bright colorful clothing
- Wearing form fitted clothing (not baggy clothes)
- Wearing appropriate clothing for the season
- Wearing appropriate clothing for dark conditions (i.e. wear a reflective strip or strips)
- Not wearing loose objects like jewelry, draw-strings, etc.

### HELMET

- CSA approved helmet
- No cracks in the helmet
- Up to date helmet, (not an old one)
- Properly fitting helmet

# Session A: Introduction, Community Building, and Safety

## Suggestions for Teaching

Several days before the first session begins for Making Tracks: In-line Skating the MTL should complete the “Program at a Glance” Form (Appendix E). The MTL or CL should also complete the Pre-Planning Checklist (Appendix F.1) to ensure that the session is prepared and ready to be delivered in a safe and effective manner. The Pre-Planning checklist should be completed before each session is delivered. This checklist requires that parents/caregivers submit their child’s Informed Consent Form (Appendix G) and the Medical Information Form (Appendix H) to the MTL and/or CLs (if they are available) at least three days before the program begins. When these documents are handed in, the MTL and/or CLs should record this information on the Session A Duty Form (Appendix I).

As this is the first session of Making Tracks: In-line Skating, it is especially important to establish with the participants how the program will be delivered. You will need to provide them with more detailed information in this session than in other sessions. Provided below is a plan that you may wish to follow that will ease you into your new role as an MTL or a CL.

- As participants and their parents/caregivers arrive for the session, the MTL and/or CLs should first welcome everyone. Then, the MTL and/or CLs should take attendance using the Attendance Record (Appendix J).
- Next, the MTL and/or CLs should invite participants to sit in a circle. Begin by introducing yourself and ask each participant to say her/his name aloud and one reason why they are excited about taking Making Tracks: In-line Skating.
- Provide the participants with a very brief overview of what you will be doing in the session. You could say, “As you know the aim of the Making Tracks: In-line Skating is to encourage you all to be more active and safe in-line skaters. So, in our first session today we will get active but there are a few things I need you to know. First, we will talk a little about how important it is to show each other respect when we are working together. Next, I will talk about how I will give you feedback so you learn to be more active and safe in-line skaters. Then, we will spend most of our time doing four different activities to help us all get to know one another.”
- Briefly talk about your expectations and the importance of respect when working together. Ask the participants what respect means to them. You could provide examples such as listening when others are speaking, not pushing each other inappropriately, etc.
- Next, quickly explain to the participants how they will be assessed (i.e., how you will give feedback to them). The first thing you should say is that every day they will work towards meeting different outcomes and today they are working on meeting these ones:
  - o I know that it is the law to wear a helmet when I in-line skate.
  - o I can do a safety check on all my equipment before going out for a skate.
  - o I understand that it is my responsibility to stay safe when I skate.
- Then, tell the participants that you will use verbal (spoken) feedback and written feedback. Tell them that as they do activities you will give verbal feedback by using the words “getting there,” “almost there,” and “there.” Also tell them that these words will help them know if they are meeting the outcomes. Then tell the participants that at the end of each session you will provide written feedback to each of them. This will be in the form of a booklet called a Passport. Show them a copy of what one looks like. Tell them that instead of saying the words “getting there,” “almost there,” and “there,” that in their Passports you will draw parts of or full happy faces. A circle means “getting there,” a circle with two eyes means “almost there,” and a full happy face means “there.” Lastly, let them know that these Passports need to go home at the end of the session and ask the participants to talk with their parents/caregivers about what they learned.

# Session A: Introduction, Community Building, and Safety

Remind them that their Passports must be signed by their parents/caregivers and then returned the following session.

- The MTL and/or CLs should next let participants know that they will be monitoring the session using the In-Session Monitoring Checklist (Appendix F.2.) and that this will be standard procedure for every session. This checklist is used to ensure best practices during each session regarding safety, preparedness, materials and teaching methods.
- Do the three community building and safety activities.
- Complete the participants' Passports and send them home with the participants before you dismiss them.
- At the end of this session and each proceeding session the MTL and CL together should complete a Post-Session Follow-Up Checklist (Appendix F.3.) to improve on best practices during each proceeding session regarding safety, preparedness, materials and teaching methods.

\*Remember this will be your first time meeting with the program participants so it is important for them to have an opportunity to become comfortable with one another and with you. Focus on creating a fun atmosphere where participants feel secure and safe. Do not worry about getting to content-specific activities or materials yet; now is the time for you all to get to know one another and have fun!

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## Session Activities

Activity 1: Move Your Butt (15 minutes)

Activity 2: Memory Name Game (10 minutes)

Activity 3: Safety Check (30 minutes)

## Activity 1: Move Your Butt



\*Suggested Time: 15 minutes

### Purpose

- ✓ To have participants, MTL, and CLs get to know each other in a positive, fun manner.
- ✓ To increase participant comfort levels within the Making Tracks: In-Line Skating program.

### Location

- ✓ Open space, which is free of obstacles

### Materials

- ✓ Pencils, one per participant
- ✓ Chairs (optional)

### Safety Considerations

- ✓ Activity area should be free of any debris participants may trip on when running.
- ✓ Participants should pay attention to others while running across the circle.
- ✓ Participants do not have their in-line skates on at this point.

### Guidelines

- ✓ If you are using chairs for this activity, set them up in a circle – one for every person in the group, minus one (i.e., if there are 25 people participating, set up 24 chairs).
- ✓ If you are not using chairs, have participants stand in a circle, shoulder to shoulder.
- ✓ The MTL or a CL stands in the middle of the circle. She/he will begin the activity with an explanation and example (using other CLs if possible).

- ✓ The person in the middle will say “Move your butt if \_\_\_\_\_” and then say something that describes someone (e.g. “Move your butt if you skated to school today”).
- ✓ Each participant whom the descriptor applies to (“I skated to school today! I should move my butt!”) must move across the circle to another chair/spot.
- ✓ During the chaos and confusion of participants switching spots within the group circle, the person in the middle tries to re-join the circle.
- ✓ Whoever does not get to a chair/spot in time is now in the center of the circle, and must continue the activity with another description (e.g. “Move your butt if you can skate backwards.”).

### Instructional Considerations

- ✓ Try to keep the statements related to topics covered in the Making Tracks: In-Line Skating program.
- ✓ If you notice one person is in the middle for a while, jump in and switch spots with them, or give them some extra time to get to the open chair/spot before you do (participants love being able to be faster than their MTL and/or CLs).
- ✓ If two people get to a chair/spot at the same time, have them decide who stays by doing a simple rock-paper-scissors match (only 1, not best out of 3).

### Things to Observe

- ✓ Participants are creative in their statements.
- ✓ Participants are moving safely to the next open chair/spot.
- ✓ All participants have a chance to move/change locations.

## Activity 2: Memory Name Game



\*Suggested Time: 10 minutes

### Purpose

- ✓ To have participants, MTLs and/or CLs get to know each others' names in a positive and fun manner.
- ✓ To increase participant comfort levels within the Making Tracks: In-Line Skating program.

### Location

- ✓ Open space, which is free of obstacles

### Materials

- ✓ Small to medium sized balls or soft objects (3-4)

### Safety Considerations

- ✓ Ensure activity space is clear of any objects.
- ✓ Participants do not have their in-line skates on at this point.

### Guidelines

- ✓ Arrange the group in a circle. The MTL and/or CL will start with the ball in her/his hand.
- ✓ Go around the circle stating your name.
- ✓ Once everyone has said her/his name, the MTL and/or CL will start by saying the name of a person across from her/him. Once eye contact is made, she/he will toss the ball to that person.
- ✓ Once the recipient catches the ball, she/he will say the name of a person across the circle from her/him, and then toss the ball to that person.
- ✓ Repeat this until everyone in the circle has received the ball. You can only catch and pass the ball once.
- ✓ After the pattern has been repeated once or twice, introduce a second ball. Go in the same order as you did with the first ball.

- ✓ You may use up to three or four different balls if the group is being successful with the first two.

### Instructional Considerations

- ✓ Be encouraging toward participants who have difficulty remembering. Keep it light and fun.

### Things to Observe

- ✓ Participants pass the ball to everyone in the circle.
- ✓ Participants are paying attention to others in the circle when they are speaking.
- ✓ Participants are saying the name of the person they are tossing the ball to loudly and clearly.

## Activity 3: Safety Check



\*Suggested Time: 30 minutes

### Purpose

- ✓ To educate participants on how to do a thorough safety check of their equipment prior to heading out on their skates, and to have participants do a safety check on their own equipment before heading out.
- ✓ To set a foundation for the rest of the program, which promotes safety.

### Location

- ✓ Open space, which is free of obstacles.

### Materials

- ✓ New safety equipment (helmets, knee pads, elbow pads, wrist guards)
- ✓ Old, used safety equipment (helmets, knee pads, elbow pads, wrist guards) - if possible, for comparison
- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ In-line Skating Safety Checklist (Appendix B)
- ✓ In-line Skill Stations Checklist (Appendix C)

### Safety Considerations

- ✓ Ensure activity space is clear of any objects.
- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

### Guidelines

- ✓ Participants will gather in a large crew to discuss the importance of safety when in-line skating.
- ✓ Ask participants for some pointers they think are important to keep safe when in-line skating.
- ✓ The MTL and/or CL will inform participants that they are to divide into small crews. Each small crew will visit a safety station.
- ✓ Have at least one CL at each station to lead and dem-

onstrate the designated safety procedure.

- ✓ Participants will rotate in their small crews from station to station, performing safety checks on their own equipment.
- ✓ The MTL and/or CL will use the In-Line Skating Safety Checklist to check and record if participants' equipment passes the safety inspection.
- ✓ If a participant does not have a certain piece of equipment up to the safety check standards, a note will be made for the participant to get it properly fixed.
- ✓ So long as all participants have the noted safety equipment and it meets the safety check standards, participants will then put on all safety equipment followed by their skates.
- ✓ Allow for some free time for participants to get used to the safety equipment and the feeling of being on their skates.
- ✓ Suggest minimum movement in smaller spaces to begin.
- ✓ Safety stations may include:
  - o Helmet
  - o Knee pads
  - o Elbow pads
  - o Wrist guards
  - o Clothing (long pants, bright colours, etc.)
  - o What not to wear (e.g., headphones, baggy clothing, etc.)
  - o In-line skates (including wheel and bearings)
- ✓ Note: The safety stations are an option if there are an adequate number of CLs. If resources are limited and there is only an MTL, go through all of the safety stations as a large crew.

### Instructional Considerations

- ✓ Be clear on the importance of having safe equipment.
- ✓ Inform participants on the proper fitting techniques for each piece of safety equipment.

- ✓ Be sure to check all participants' gear once they have checked it over to give it the safety inspection 'OK.'
- ✓ Ask questions as participants check their equipment to check for their understanding of safety.
- ✓ At each safety station, the MTL and/or CLs will check participants' equipment for signs of wear and damage.
- ✓ Where appropriate, the MTL and/or CLs will show examples of worn and damaged gear and then compare it to examples of new, quality in-line skates and safety equipment.
- ✓ As a group, go through a head-to-toe safety equipment check-and-try. Have participants put on their safety gear, and then have them put their skates on.

### Things to Observe

- ✓ Participants are actively participating in each station.
- ✓ Participants show concern for the safety of their equipment.

- ✓ Participants ask questions if they do not understand, or to further their knowledge.
- ✓ Participants properly wear the safety equipment.

### Debrief

- ✓ Reinforce the importance of safe in-line skating practices, including wearing a helmet.
- ✓ At the end of the activity debrief with participants, ask them to respond to these questions:

*o How can you help others stay safe when they are in-line skating?*

*o How did it feel to have your skates and safety gear on?*

- ✓ Each crew can present their findings from one of the stations (designate a certain station to each crew for them to present).

## Session A Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
  - The importance of, and process of, safety checks
- ✓ Remind participants to bring home their copy of the In-line Safety Checklist.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

## SESSION **B**

# In-line skating Skills

### **Introduction**

**In order for participants to enjoy their in-line skating, it is important for them to be in control and have the proper skills to maneuver safely throughout their route. This session will introduce and help refine these important skills and provide an opportunity to practise on a community route.**

**Note: If time does not allow for all activities to be completed in this session, it can be divided into two separate sessions as needed.**

# Session B: In-Line Skating Skills

## Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that I need to be in control of my in-line skating at all times to keep myself safe

K: I understand how different road types can affect my in-line skating.

D: I can control my speed when in-line skating, turn right or left, maneuver around objects, and stop when required to do so.

D: I can safely fall, using the falling techniques taught in this session

V: I understand the importance of using my in-line skating skills when I am out in-line skating.

## Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know that I need to be in control of my in-line skating at all times to keep myself safe	
(D) I understand how different road types can affect my in-line skating	
(D) I can control my speed when in-line skating, turn right or left, maneuver around objects, and stop when required to do so	
(D) I can safely fall, using the falling techniques taught in this session	
(V) I understand the importance of using my skating skills when I am out in-line skating	

# Session B: In-Line Skating Skills

## Risk Management

Ensure that participants have a flat, smooth surface for learning on – free of rocks, sand, dirt, tar-filled cracks, or anything that may trip up a skater. A grassy field is best for the Crash Test Dummy activity.

## Suggestions for Teaching

- Participants will be at various skill levels. Be sure to pay attention to all participants, not just those who appear to be struggling. Even the participants who appear to be doing well will benefit from tips to refine their skills.
  - It is important, especially for the beginner skater, to learn how to fall properly. Proper falling techniques can help minimize potential injuries.
- 

## Session Activities

Activity 4: Crash Test Dummy (20 minutes)

Activity 5: Skills Station Roundabout (60 minutes)

Activity 6: The Egg Test (15 minutes)

Activity 7: Community Skate Part 1 (30 minutes)

## Activity 4: Crash Test Dummy



\*Suggested Time: 20 minutes

### Purpose

- ✓ To develop safe falling skills that can minimize injury when in-line skating.
- ✓ To increase participants' confidence levels around in-line skating.

### Location

- ✓ Open space, which is free of obstacles

### Materials

- ✓ Rope
- ✓ Crash mats (optional)
- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)

### Safety Considerations

- ✓ Ensure the activity area is on soft grass that is clear of debris.
- ✓ Have a distinct starting line that all participants wait behind when it is not their turn.
- ✓ Stress to participants and say, "If your skates are on, so is ALL your safety equipment."

### Guidelines

- ✓ Participants are wearing their in-line skates and ALL safety equipment for this activity.
- ✓ Divide participants into their crews with CLs (if possible). Spread the small crews across an open field.
- ✓ Each CL will arrange their small crew around them in a semicircle.
- ✓ The CL will crouch down on her/his skates in a tuck, and demonstrate the proper way to do a forward roll/shoulder roll (tuck head into chin, slowly roll forward, emerge from the roll in the same tuck position she/he started in).

- ✓ Ask participants to spread out into a line and practise their forward roll/shoulder roll on the grass – stress the importance of going slowly and safely.
- ✓ Next the CL will demonstrate a log roll (tuck head into arms/elbows, protect face with hands) and then have participants practise what they see in the same manner as above.
- ✓ When the CL decides that all participants are comfortable with the forward roll/shoulder roll and log roll, ask the participants to spread out in a line, and slowly walk forward and drop into a forward roll/shoulder roll or log roll.
- ✓ As participants become more comfortable, they can increase the speed of their approaching walk/jog before they fall into a forward roll/shoulder roll or log roll.
- ✓ The CL will discuss principles of falling safely: allow your body to be loose – don't tense up or go rigid, roll with little impact or fall to safely release energy and reduce injury, protect your head with arms/hands.
- ✓ The CL will discuss situations where it may be necessary to fall as a way of avoiding greater injury (e.g., fall down if you are in-line skating out of control and are going to hit a car).

### Instructional Considerations

- ✓ Join in where you can.
- ✓ If the ground is rough, use crash mats for participants to practice on (stress going very slow); this is about technique.

### Things to Observe

- ✓ Participants are demonstrating a safe forward roll/shoulder roll.
- ✓ Participants are demonstrating a safe log roll.

## Activity 5: Skills Station Roundabout



\*Suggested Time: 60 minutes

### Purpose

- ✓ To provide instructional and practice time for participants to learn in-line skating skills.

### Location

- ✓ Open space, which is free of obstacles

### Materials

- ✓ Pylons or poly spots
- ✓ Masking tape or white road chalk
- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ In-line Skating Skills Station Checklist (Appendix C)

### Safety Considerations

- ✓ Set up stations far enough apart from each other so that participants have ample space to practise each skill.
- ✓ Ensure the surface is clear of any rocks or other debris participants may run over.
- ✓ Establish a well marked safety zone that participants cannot go outside of (controlled space).
- ✓ Consistently remind participants "If you've got skates on, you've got ALL your safety equipment on."

### Guidelines

- ✓ Explain to the group that they will be split into their small crews (if possible). Each small crew will be assigned to a skill station to start.
- ✓ Once each small crew has mastered the skill being covered at its station, all crews will rotate to a new station.
- ✓ This process will be repeated until all participants have visited each skill station.

- ✓ Each station will focus on one skill required for safe and fun in-line skating.
- ✓ Have one or two CLs at each station to provide instruction and to provide support.
- ✓ Briefly go over what skills are at which station before sending participants off in their small crews.
- ✓ Participants will travel from each station in their small crews.
- ✓ At each skill station, CLs will describe and demonstrate the skill, after which, participants will practise the skill and receive feedback from the CLs.
- ✓ Each skill station should last 10 minutes.
- ✓ Skill stations should include:
  - o In-line skating forward/backward
  - o Stopping
  - o Turning
  - o Speed control
- ✓ Note: The skill stations are an option if there are an adequate number of CLs. If resources are limited and there is only an MTL, go through all of the skill stations as a large crew.

### Instructional Considerations

- ✓ It is important to keep the skills contained and controlled in the given area.
- ✓ Give feedback specific to the skill the participant is learning/practising.
- ✓ Praise participants for their efforts and successes.
- ✓ Participants can play simple games or complete simple drills as they learn these basic skills (e.g., Red Light, Green Light, Follow the Leader, Noodle Tag, Figure Eight Course, etc.).

✓ IN-LINE SKATING FORWARD cues:

- o Bend knees
- o Lean forward slightly
- o Angle right foot at 45 degrees (with toe “out”) in relation to left foot
- o Push off on right foot
- o Roll forward on left foot
- o Before forward momentum fades, push off on left foot
- o Continue alternating pushing off and rolling forward on each foot

✓ IN-LINE SKATING BACKWARD cues:

- o Bend knees
- o Lean forward slightly
- o Angle right foot at 45 degrees (with toe “in”) in relation to left foot
- o Push back with a c-cut on right foot
- o Roll backward on both feet (most weight on left foot)
- o Before forward momentum fades, push off with a c-cut on left foot
- o Roll backward on both feet (most weight on right foot)
- o Continue alternating pushing off and rolling backward on each foot.

✓ STOPPING cues:

- o Check skates to see which one has the brake (usually the right skate)
- o While rolling forward, place the skate with the brake pad slightly ahead of the other one
- o Lift the toes of the brake skate slightly, allowing the brake pad to drag against the ground
- o Ensure that feet are staggered apart one in front of the other, not side by side
- o Lean back slightly to counterbalance any forward momentum
- o Gradually increase the angle of the brake skate

and pressure on the brake pad until you come to a stop

✓ TURNING cues:

- o Skate forward
- o Lean your body forward and slightly to the right
- o Bend your toes
- o Angle both skates slightly to the right
- o Allow yourself to roll right
- o Complete the same steps on the left side to make a left turn

✓ SPEED CONTROL cues:

- o Skate forward
- o Lean your body forward and slightly to the right
- o Bend your toes
- o Angle both skates slightly to the right
- o Allow yourself to roll right, then complete the same steps for a left hand turn
- o This process will allow you to execute a wide arc/semi circle that arrives back in line with your original forward direction
- o Complete the same steps on the left side
- o Alternate back and forth between wide arcs to the right and left to control speed

**Things to Observe**

- ✓ Participants are in control of their in-line skating.
- ✓ Participants are moving in a safe manner.
- ✓ Participants are demonstrating development of the skill (they are catching on/getting better).

## SPEED CONTROL, STOPPING, & MANEUVERING

- I can stop with short notice
- I can stop safely
- I can safely maneuver around objects
- I can skate at an efficient speed that is not too fast to put me in danger
- I can make safe right hand and left hand turns

## AWARENESS OF TERRAIN

- I can choose the appropriate type of terrain to skate on
- If I come across alternative road conditions, I can appropriately and safely get around them
- I am aware of questionable terrain

## Activity 6: The Egg Test



\*Suggested Time: 15 minutes

### Purpose

- ✓ To provide a fun opportunity for participants to practise their newly learned in-line skating skills (in-line skating forward, in-line skating backward, stopping, turning, speed control).

### Location

- ✓ Open space, which is free of obstacles

### Materials

- ✓ Pylons or poly spots
- ✓ Masking tape or white road chalk
- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ Spoons
- ✓ Hard boiled eggs (many)

### Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.
- ✓ Ensure small crews are spaced far enough apart from each other so that participants have ample space to turn without bumping into one other.
- ✓ Establish a well-marked safety zone that participants cannot go outside of (controlled space).
- ✓ Consistently remind participants and say, "If you've got skates on, you've got ALL your safety equipment on."

### Guidelines

- ✓ Arrange participants into small crews on a wide paved area.
- ✓ Participants are to be lined up front to back, behind a starting line.
- ✓ Ensure that each small crew line is at least 4m from other small crews.

- ✓ Place a pylon or poly spot 10m away from each small crew line, across an open, debris-free area).
- ✓ Instruct participants that (when they hear the whistle) they must skate to the field marker, turn around at the field marker, and then skate back while balancing an egg on a spoon.
- ✓ If a participant drops her/his egg, she/he must skate back to her/his crew line and allow the next person in line to go.
- ✓ The small crew who skates around the field marker and back three times without dropping an egg wins the activity

### Instructional Considerations

- ✓ It is important to keep the activity contained and controlled in the given area.
- ✓ Consider substituting table tennis balls for eggs if cleanup or finances are an issue.

### Things to Observe

- ✓ Participants are in control of their in-line skating.
- ✓ Participants are moving in a safe manner.

## Activity 7: Community Skate Part 1



\*Suggested Time: 30 minutes

\*This activity can be held on its own, in isolation from Session B, if time is limited

### Purpose

- ✓ To have a community skate that allows the participants to practise their newly learned skills in a natural setting
- ✓ To provide the MTL and/or CLs an opportunity to assess the participants

### Location

- ✓ A mapped out area within the local community OR
- ✓ If community geography does not allow for a community skate, a simulated course can be set up on a large open space

### Materials

- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ Route Card for the community skate (MTL to make this in advance using information found in the Making Tracks User Guide)

### Safety Considerations

- ✓ Prior to the start of the session, the MTL and/or CLs must skate the pre-determined route for the community skate to ensure there are no safety concerns that may arise as participants travel through their community.
- ✓ The MTL and CLs need to ensure participants are NOT in-line skating on the road.
- ✓ In-line skating can only occur on the sidewalks in approved areas (within some districts you may have to get permission to use parking lots, etc.).
- ✓ Inform participants of the importance of in-line skating properly as a group (i.e. single file formation).
- ✓ No participant shall go on the community skate unless proper safety gear is worn.

### Guidelines

- ✓ Remind participants of the expectations for the community skate: proper crew in-line skating behaviour (single file with ample space between skaters), ALL safety equipment must be worn, and they must listen to MTL's and/or CLs' instructions.
- ✓ Divide participants into small crews with their CLs (if possible).
- ✓ Stagger the departure of each small crew; this decreases the chance of skater congestion.
- ✓ While on the skate, have CLs observing participants' ability to demonstrate the skills learned in the previous activities.
- ✓ Ensure the route allows for all of the skills learned to be put into practice.

### Instructional Considerations

- ✓ Warn of any spots to watch out for as they skate (e.g. potholes coming up, gravel, tar-filled cracks, etc.).
- ✓ Give specific feedback as participants demonstrate the skills – recognize their attempts at properly executing the skills.

### Things to Observe

- ✓ Participants are demonstrating an understanding of when and where to use certain skills.
- ✓ Participants are successfully demonstrating the skills.
- ✓ Participants are behaving in a safe manner.

### Debrief

- ✓ At the end of the activity debrief with participants. Ask them to respond to this question:

*o What are some possible dangers that we may come across when we skate?*

- ✓ Select participants to demonstrate the skills practised in the session
- 

## **Session B Follow Up**

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss and demonstrate the in-line skating skills they have learned.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION



# Safe Routes and Sharing the Road

## Introduction

Not all road surfaces are conducive to safe in-line skating. Participants should know where they can and should be in-line skating so they can do so safely. This section will also look at the rules of the road, more so as a review, and will discuss the importance of in-line skating with a buddy.

# Session C: Safe Routes and Sharing the Road

## Outcomes

K: I know the rules of the road.

D: I can demonstrate the proper behaviour as indicated by the road signs.

V: I can enjoy in-line skating with a buddy on a safe route.

## Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know the rules of the road	
(D) I can demonstrate the proper behavior as indicated by the road signs	
(V) I can enjoy in-line skating with a buddy on a safe route	

## Risk Management

- It is important to ensure participants are learning in a safe environment and they are retaining the information to carry forward. Stress caution and control to CLs when in-line skating on the various surfaces. Ensure an activity environment is free of debris or objects that could potentially injure participants.
- This session includes a community skate. Ensure proper safety equipment is worn (helmets, knee pads, wrist guards). Participants should skate in their small crews with their CL (if possible) and stay with that group at all times. Possibility for injury can be kept to a minimum if participants are following instructions and obeying the MTL's and/or CL's directions. The biggest key for having a safe skate is prevention.

# Session C: Safe Routes and Sharing the Road

## Suggestions for Teaching

- Properly demonstrating control of your in-line skates is important for this session. Be sure to give helpful tips and corrections to participants on their control and maneuvering. Safety is important, as is helping participants have a comfortable ride. Ensure participants remember the various techniques for staying safe on different in-line skating surfaces.
  - The MTL and/or CLs will demonstrate how to skate a safe route by leading their crews along the predetermined route highlighted on the route card. Encourage parents/caregivers to create a similar safe route card for their child. An example can be found in the Making Tracks User Guide Appendices; the MTL has instructions on how to develop a route card using an online program called “Gmaps Pedometer” ([www.gmap-pedometer.com](http://www.gmap-pedometer.com)).
- 

## Session Activities

Activity 8: Where Can I Skate? (15 minutes)

Activity 9: Rules of the Road Relay (20 minutes)

Activity 10: Community Skate Part 2 (30 minutes)

## Activity 8: Where Can I Skate?



\*Suggested Time: 15 minutes

### Purpose

- ✓ To show the different types of surfaces and which ones are best for safe in-line skating.
- ✓ To stress that in-line skaters cannot skate on the road and must check with the municipality to determine if they can in-line skate on sidewalks.

### Location

- ✓ Open space which is free of obstacles
- ✓ Rocky area (can be created if none close by)
- ✓ Wet area (can be created if none close by)
- ✓ Sandy area (can be created if none close by)
- ✓ Area with tar-filled cracks in pavement

### Materials

- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ Route card
- ✓ Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community centre parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement

### Safety Considerations

- ✓ Participants are to not go near the various surface areas with their in-line skates on – these areas are for demonstration and discussion purposes only.
- ✓ Only the MTL and/or CLs will be in-line skating on the alternative surfaces (wet, rocky, sandy, etc.)

### Guidelines

- ✓ Have alternative surfaces sectioned off with pylons or poly spots.
- ✓ Explain to participants that they are not to skate in the areas that are sectioned off.
- ✓ Have participants huddle around the area so that everyone can see.
- ✓ As you discuss the importance of not in-line skating on these surfaces, carefully demonstrate how these surfaces can prove to be dangerous.
- ✓ Answer any questions participants may have.
- ✓ Discuss ideal conditions for safe in-line skating

### Instructional Considerations

- ✓ As you go through this activity, ask participants about some of these possible conditions around their route or community.

### Things to Observe

- ✓ Participants are engaged in the discussion.
- ✓ Participants are paying attention to demonstrations and are not distracted by other things.
- ✓ Participants are asking questions.

## Activity 9: Rules of the Road Relay



\*Suggested Time: 20 minutes

### Purpose

- ✓ To review and introduce road signage participants may come across when in-line skating.

### Materials

- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ Pylons or poly spots
- ✓ Road signs from the “Be Aware” Safety Cards (Appendix D)

### Safety Considerations

- ✓ Ensure the activity area is clear of debris.
- ✓ Have a distinct starting line that all participants wait behind when it is not their turn.

### Guidelines

- ✓ Participants have the option to wear their skates during this activity.
- ✓ Put participants into their small crews.
- ✓ Each group will line up behind a pylon located at the starting line. Across from each pylon a pile of signs and sign descriptions will be all jumbled together (one pile per small crew).
- ✓ When the MTL and/or CL says “GO!” the first participant in line will run to the other end of the activity area, pick up a sign, and match it with the correct description.
- ✓ The participant will run back and tag the next person in line and she/he will then go.
- ✓ Each participant has to go in order (one person cannot go three times in a row).
- ✓ If a participant does not know the match for any of the signs, she/he can call back for help, or come back to tag the next person to try.

- ✓ The first group to get all of their signs correctly ordered wins.
- ✓ After the relay is over, discuss each sign with the participants (what each sign signifies and the behaviour expected at each sign).
- ✓ Discuss proper safe in-line skating practices (have small crews discuss initially, then bring crews together to discuss as a whole large crew).

### Instructional Considerations

- ✓ Give hints to participants who appear to be stuck on a given sign.
- ✓ Join in where you can.

### Things to Observe

- ✓ Participants are demonstrating an understanding of what each sign means.
- ✓ Participants are in-line skating in a safe, controlled manner.
- ✓ Participants are asking their group for help if they do not understand.
- ✓ Small crews are supportive of their members, and other participants.

## Activity 10: Community Skate Part 2



\*Suggested Time: 30 minutes

### Purpose

- ✓ To allow participants to demonstrate their understanding of the rules of the road and the proper behaviour for traffic signs.

### Location

- ✓ A mapped out area within the local community OR
- ✓ If community geography does not allow for a community skate, a simulated course can be set up on a large open space

### Materials

- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own).
- ✓ Route cards (one per in-line skating pair if possible).
- ✓ Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community centre parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement.

### Safety Considerations

- ✓ Prior to the session, check the route to ensure there are no major dangers.
- ✓ Go over proper behaviour expected of the group prior to leaving for a skate.
- ✓ Ensure all participants are wearing the proper safety equipment.
- ✓ Go over pedestrian safety rules, as they are essentially pedestrians if they are using sidewalks.

### Guidelines

- ✓ Explain to the group that this activity requires participants to skate in partners along a pre-determined route.
- ✓ Each set of in-line skating partners will be given a route card that shows the path to be skated.
- ✓ Participants must stay with their in-line skating partners.

- ✓ Prior to leaving, have participants review required behaviours for various hazards and street signs, then ask participants to get into in-line skating partners – these will be the partners they will skate with for this activity.
- ✓ Inform participants that CLs will be stationed at various locations throughout the in-line skating route (hazards, street signs, crosswalks, etc.). These CLs will be asking skaters to explain and demonstrate proper in-line skating behaviour required for each location or sign.
- ✓ Have participants demonstrate the proper behaviours at each sign/area.
- ✓ Once participants have returned to home base, CLs will discuss with their small crews the importance of having a route card/planned route.

### Instructional Considerations

- ✓ Clarify any confusion the participants may have as they go through the route.
- ✓ Praise those who demonstrate the proper behaviours.
- ✓ Give helpful pointers to those who may be confused.
- ✓ Go over the route cards with the participants to ensure they are taking a safe route.

### Things to Observe

- ✓ Participants are demonstrating proper, safe behaviour.
- ✓ Participants are staying with their partner and following proper group in-line skating behaviours.
- ✓ Participants are showing respect for the environment around them.

### Debrief

- ✓ At the end of the activity debrief with participants. Ask them to respond to this question:

*o Why would it be important to have a route card?*

*o Why is it better to skate with a buddy?*

*o What are some of the possible road signs we may come across as we skate? How are we to behave at each?*

## Session C Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. Participants should:
  - o Explain to their parents/caregivers the importance of a safe route for in-line skating
  - o Have their parents/caregivers verify their route card for accuracy and safety
  - o Make their own route card with their parents/caregivers
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

## SESSION

# Putting the Pieces Together

### Introduction

**How can we ensure people are in-line skating on a safe route? What sort of obstacles might they face on their route? Who will they be in-line skating with? Many questions are to be asked about our safety as in-line skaters and this session gets to the fundamentals of creating a safe in-line skating route for children and youth. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.**

# Session D: Putting the Pieces Together

## Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know the rules of the road.

D: I can demonstrate proper behaviour as indicated by road signs.

V: I realize in-line skating, cycling, skateboarding, and walking are active ways I can get from one place to another, while helping protect our environment.

## Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

• A circle: "Getting there"



• A circle with two eyes: "Almost there"



• A full happy face: "There"



OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know the rules of the road.	
(D) I can demonstrate proper behavior as indicated by road signs	
(V) I realize in-line skating, cycling, skateboarding and walking are active ways I can get from one place to another, while helping protect our environment	

# Session D: Putting the Pieces Together

## Risk Management

- Ensure participants are learning in a safe environment and they are retaining the information to carry forward.
- Stress caution and control to participants when they demonstrate their skills.
- Ensure the activity environment is free of debris or objects that could potentially injure participants.
- Ensure proper safety equipment is worn (helmets, knee pads, elbow pads and wrist guards).
- When in small crews, participants should skate with their CL and stay with the group at all times.
- Possibility for injury can be kept to a minimum if participants are following instructions and obeying the MTL's and/or CLs' directions. The biggest key for having a safe skate is prevention.

## Suggestions for Teaching

- This is a time for participants to show what they have learned over the past few sessions and to also show that they are responsible and ready for the road using active transportation.
- Emphasize that it is important to remember that it is their responsibility to always be safe, not only for themselves but also for those around them.

---

## Session Activity

Activity 11: Show Me What You Got! (45 minutes)

Activity 12: The Pace Car Program (10 minutes)

Activity 13: Post-Program Evaluation for Participants and Leaders (10 minutes)

## Activity 11: Show Me What You Got!



\*Suggested Time: 45 minutes

### Purpose

- ✓ To showcase participants' skills and safety considerations when in-line skating and to provide a final assessment of participants' skills in practice.

### Location

- ✓ A mapped out area within the local community or
- ✓ If community geography does not allow for a community skate, a simulated course can be set up on a large open space

### Materials

- ✓ Pencils, one per participant
- ✓ Clipboards
- ✓ Route markers (pylons, ribbons, etc.)
- ✓ Skates/helmet/wrist guards/elbow pads for each participant (participants can bring their own)
- ✓ Route card
- ✓ Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community centre parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement

### Safety Considerations

- ✓ Ensure the route is clear of any major safety concerns for participants.
- ✓ Have judges (CLs) spread out throughout the course so participants are visible at all times.

### Guidelines

- ✓ Review some of the points covered in the past few sessions.
- ✓ Explain the format of this assessment (you can call it a community skate). Participants skate along a pre-determined course (clearly marked) throughout their community, performing the proper behaviors at various hazards, street signs and safety checks.
- ✓ Some judges will be safety inspectors, who will check the condition of the participants' safety equipment (and that they are wearing it).
- ✓ Participants will follow the route card that is posted at home base.
- ✓ On the in-line skating course there will be markers (pylons, ribbons, etc) to indicate which direction to go.
- ✓ As a participant passes a judge, she/he will give her/his name, so the judge can check them off (or not check off) the observed skill/safety precaution.
- ✓ Optional: At the end of the in-line skating course, set up a designated area where skaters can 'show off' any new skills they learned throughout the session. This could be a fun 'competition' designed to encourage skaters to enjoy themselves while in-line skating.

### **Instructional Considerations**

- ✓ Be clear with instructions and the requirements for the activity.
- ✓ If you see a participant is not obeying the rules of the road and/or safety rules, be sure to take her/him aside to correct this behaviour.

### **Things to Observe**

- ✓ Participants are in-line skating in a safe manner.
- ✓ Participants demonstrating the skills properly.
- ✓ Participants are in control of their skates.

### **Debrief**

- ✓ Once the skate is over, have all participants and judges come back to home base to go over the results – discuss some great findings, and some things to keep in mind for the future.
- ✓ At the end of the activity debrief with participants. Ask them to respond to these questions:

*o Why is it important for us to be active?*

*o What are some ways you can stay active outside of this program, in your community and with your friends/family?*

---

## **Session D Follow Up**

- ✓ The MTL and CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

## Activity 12: The Pace Car Program



\*Suggested Time: 10 minutes

### Purpose

- ✓ To provide education to participants about the benefits of the Pace Car program.
- ✓ To offer participants an opportunity to get their caregivers/parents to join the Pace Car program.

### Location

- ✓ No specific location is needed.

### Materials

- ✓ Pace Car materials

### Safety Considerations

- ✓ None

### Guidelines

- ✓ The MTL or CLs introduce to participants the Pace Car program and its importance (explained below).
- ✓ Have participants take home the Pace Car pamphlet and the two signs for the back of their family car and see if their parents/caregivers will sign up.
- ✓ Interested caregivers/parents sign the pledge form and return it to the school or community centre.
- ✓ Parents then proudly display the official Pace Car emblem on their cars.
- ✓ Alternatively, host a Pace Car launch event in your community and invite community members to sign the pledge OR
- ✓ Invite a Police Officer to make participants “Deputies”, making them an official participant in the Pace Car program.

### Instructional Considerations

- ✓ The Pace Car program helps stop speeding on neighbourhood streets..
- ✓ Drivers sign a pledge and agree to display a bumper sticker that states they are part of Pace Car and that they will always abide by speed limits.
- ✓ By agreeing to drive within the speed limit, cars become “mobile speed bumps,” and encourage other vehicles to follow the speed limit. Many Pace Cars can effectively calm traffic throughout neighbourhoods. The more people that join, the better it works.
- ✓ Drivers also agree to be more aware of and courteous to other road users, especially pedestrians (walkers) and cyclists.
- ✓ More information can be found on the website: [www.saferoutesns.ca](http://www.saferoutesns.ca)

### Things to Observe

- ✓ Participants are showing they understand and demonstrate their knowledge of the program.
- ✓ Participants are easily answering questions. If participants are struggling make sure to go over the necessary points again.

### Debrief

- ✓ At the end of the activity debrief with participants. Ask them to respond to these questions:

*o Why is the Pace Car program important?*

## Activity 13: Post-Program Evaluation for Participants and Leaders



\*Suggested Time: 10 minutes

### Purpose

- ✓ To convey why post-program evaluation is important
- ✓ To have all participants and leaders complete a Post-Program Questionnaire

### Location

- ✓ Must be somewhere comfortable for participants and leaders to complete their questionnaires

### Materials

- ✓ Post-Program Questionnaires for Participants, one per participant (Appendix K)
- ✓ Post-Program Questionnaires for Leaders, one per leader (Appendix L)
- ✓ Pencils, one per participant or leader
- ✓ Clipboards\*

### Safety Considerations

- ✓ None

### Guidelines

- ✓ Seat each participant in a comfortable location with a pencil and a copy of the Post-Program Questionnaire for Participants (Appendix K).
- ✓ Go through each question of the questionnaire with the group and provide clarification as needed.
- ✓ Allow enough time for each participant to fully complete the questionnaire.
- ✓ If the participant cannot complete the questionnaire then the participant should take the questionnaire home

and have their caregiver/parent complete it on their behalf.

- ✓ All questionnaires are to be collected and returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ After the participants have departed, it is a good time for the CLs (if they participated in delivering Making Tracks: In-line Skating) and the MTL to complete the Post-Program Questionnaire for Leaders (Appendix L). It is also a good idea for MTLs to debrief with CLs.

### Instructional Considerations

- ✓ The purpose of this questionnaire is to capture changes in participant knowledge and behavior related to the use of active transportation
- ✓ The Ecology Action Centre reports this data to its funders and this helps ensure that Making Tracks programs continue to grow, remain effective and receive funding to make these programs possible.

### Things to Observe

- ✓ Participants are showing they understand the questionnaire and complete each question correctly.
- ✓ If participants are struggling make sure to provide clarification.

## Session D Follow Up

- ✓ MTLs and/or CLs should congratulate the participants on their hard work and award them their completed Passports for the Making Tracks: In-line Skating program.
- ✓ Participants should bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Encourage all participants to continue to in-line skate regularly in their daily lives.
- ✓ Ensure that all questionnaires are completed and passed in to the MTL and are returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ Consider doing something special for the participants to acknowledge their hard work completing the program. Some suggestions include the following:
  - o Have a small celebration (e.g., snacks, drinks, etc.)
  - o Have a ceremony and publically praise each of the participants by identifying some of the new skills and knowledge they have obtained.
  - o Create certificates and formally present them to all the participants. Certificate templates are available through the Ecology Action Centre.
  - o Ask some or all of the participants to bring in healthy snacks or a main dish to have a potluck meal. Alternatively the MTL could approach a local business and ask it to sponsor a meal for the participants in the program.

# Making Tracks In-line Skating Appendices









## Appendix B

### In-line Skating Safety Checklist

#### WRIST GUARDS

- Wrist Guards have no cracks
- Wrist guards fit properly over the wrist

#### CLOTHING

- Wearing bright color clothing
- Wearing form fitted clothing (not baggy clothes)
- Wearing appropriate clothing for the seasons
- Wearing appropriate clothing for dark conditions (if so, you should wear a reflective strip)
- Not wearing loose objects like jewelry, draw-strings, etc.

#### HELMET

- CSA approved helmet
- No cracks in the helmet
- Up to date helmet, (not an old one)
- Properly fitting helmet

#### KNEE/ELBOW PADS

- Knees pads are not torn
- Elbow pads are not torn
- No cracks in either knee pads or elbow pads
- Knee pads fit properly and comfortably over the knee (not too small/tight)
- Elbow pads fit properly and comfortably over elbow (not too small/tight)

## Appendix C

### In-line Skating Skills Station Checklist

#### SPEED CONTROL, STOPPING, & MANEUVERING

- I can stop with short notice
- I can stop safely
- I can safely maneuver around objects
- I can skate at an efficient speed that is not too fast to put me in danger
- I can make safe right hand and left hand turns

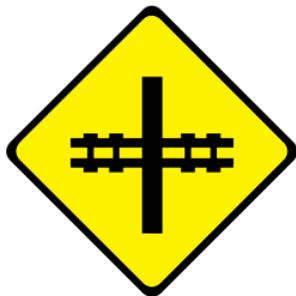
#### AWARENESS OF TERRAIN

- I can choose the appropriate type of terrain to skate on
- If I come across alternative road conditions, I can appropriately and safely get around them
- I am aware of questionable terrain

#### PARENTS'/CAREGIVERS' COMMENTS


# Appendix D

## Making Tracks: In-line Skating "Be Aware" Safety Cards



## Appendix E

### Making Tracks: In-line Skating “Program at a Glance” Form

#### To be completed by the MAKING TRACKS LEADER

Making Tracks: In-Line Skating														
Making Tracks Leader:														
Location:	Session Dates:													
Drop-off Time:	Pick-up Time:													
Emergency Procedures:														
First Aiders:														
Crew Leaders:														
<table border="1"><thead><tr><th>NAME</th><th>CONTACT NUMBER</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>			NAME	CONTACT NUMBER										
NAME	CONTACT NUMBER													
Participants:														
<table border="1"><thead><tr><th>NAME</th><th>PICK-UP NAME</th><th>EMERGENCY PHONE NUMBER</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>			NAME	PICK-UP NAME	EMERGENCY PHONE NUMBER									
NAME	PICK-UP NAME	EMERGENCY PHONE NUMBER												

NAME	PICK-UP NAME	EMERGENCY PHONE NUMBER

Training and Planning Sessions:

- 1.
- 2.

Safety Checks:

TYPE	FIRST DATE COMPLETED	SECOND DATE COMPLETED
Materials		
Safety Plan Updated		
First Aid Kit		
Program Route		
Medical Forms		

Emergency Contact Person and Phone Number:

# Appendix F.1: Making Tracks: In-line Skating General Session Duty Form

## Pre-Planning Session Checklist

### To be completed by the MAKING TRACKS LEADER or a CREW LEADER

Before each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

\*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D
<b>PRE-PLANNING SESSION CHECKLIST</b>				
Set up a time and deliver a training session for the CLs to learn how to deliver the Making Tracks program.				
Establish contact with the participants' families using a detailed Information Letter (Appendix G) that outlines the program, expectations, and requirements.				
Update the emergency plan, taking note of current changes in policy for your organization.				
Collect the Informed Consent Form from participants who will take part in the program.				
Collect the Medical Information Form from participants who will take part in the program.				
Inform the CLs about the participants' medical concerns, including allergies.				
Update the Session A Duty Form.				
Update the Making Tracks "Program at a Glance" Form.				
Examine the potential teaching locations outside and begin to create a route card that identifies the travel locations for program sessions.				
Finalize the teaching route and have a route card.				

TASKS	SESSION A	SESSION B	SESSION C	SESSION D
Travel, with the CLs during the training session, the teaching route, and assess possible risks using the risk management plan.				
Determine what activities can be taught along the route. This will save time and avoid missed opportunities to make the learning authentic.				
Develop backup instructional plans to prepare for unpredictable weather conditions.				
Develop a monitoring plan to keep track of the participants at all times.				
Arrange extra adult supervisors if needed. This will depend on each organization or institution's adult-child ratio policies. This information will need to be gathered by the MTL.				
Decide on which CLs will serve as activity leaders for the session and inform them.				
*Check that paperwork is prepared: <ul style="list-style-type: none"> <li>o Passports</li> <li>o Handouts (if needed)</li> <li>o Chart paper (if needed).</li> </ul>				
*Check that the correct materials have been obtained.				
*Check the working order of the materials.				
*Check that materials have been set up before the session begins.				
*Check to see that the first aid kit is properly stocked.				
*Be familiar with the program, the instructional site, and rules of the location.				
*Review the Safety Plan.				
*Employ the risk management process for all the activities.				
*Know the pick-up arrangements for each participant after each session.				
*Know the order of which CLs (if they are delivering the program) will lead activities.				

# Appendix F.2: Making Tracks: In-line Skating General Session Duty Form

## In-Session Monitoring Checklist

### To be completed by the MAKING TRACKS LEADER or a CREW LEADER

During each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

\*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D
<b>IN-SESSION MONITORING CHECKLIST</b>				
*Know where session equipment is located at all times.				
Check and restock the first aid kit. Ensure that it is available to the participants at all times and is carried by the MTL or CLs.				
Carry the "Program at a Glance" Form wherever the crew goes.				
*Have on-hand extra instructional materials.				
Carry and use the Assessment Checklist to record participants' ability to meet various outcomes.				
*Carry a copy of the Safety Plan.				
*Employ the risk management process.				
*Have on-hand and use a route card.				
*Participant Buddy System: Match up each participant with a partner and connect each pair with another pair. Ideally, these buddies will be connected with CLs (if they are delivering the program).				
*Provide positive feedback to the participants.				

TASKS	SESSION A	SESSION B	SESSION C	SESSION D
*Spend enough time at the end of the session debriefing the participants.				
*Update the participants' Passports at the end of the session. Make sure participants take these home before leaving for the day.				
*Monitor the health of the participants and provide: <ul style="list-style-type: none"> <li>o Water breaks</li> <li>o Washroom breaks</li> <li>o Rest periods if fatigue is apparent</li> <li>o Snacks (optional)</li> </ul>				
*Check to see that participants are properly dressed for participating in the session's activities				
*Employ a practice that constantly monitors the number of participants participating in the session.				

## Appendix F.3: Making Tracks: In-line Skating General Session Duty Form Post-Session Follow Up

### To be completed by the MAKING TRACKS LEADER or a CREW LEADER

After each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

\*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D
<b>POST-SESSION FOLLOW UP CHECK-LIST</b>				
*Record or inform the MTL about any problems that occurred during the session related to the health of the participants.				
*Record or inform the MTL about any problems that occurred during the session related to safety.				
*Inform the MTL about any challenges related to the route taken.				
*Check to see that the first aid kit is restocked.				
*Check that materials are in good condition, and if so have been properly stored.				
Review the Safety Plan.				
*Reflect on what worked well and didn't work well during the session. Think about ways that could improve the delivery of the session.				

## Appendix G

### Making Tracks: In-line Skating Information Letter and Informed Consent Form

#### **To be passed out to PARENTS/CAREGIVERS (the MTL must add information to this form before it is handed out)**

(Insert date – month, day, year)

Dear Parents/Caregivers,

Thank you for your interest in the Making Tracks program. Making Tracks: In-line Skating will take place at (insert name of school/community centre here). Making Tracks is a program designed to educate and train children and youth in the skills needed to safely use active transportation in the community and to promote the importance of being physically active, particularly going to and from (insert school or community club).

The Making Tracks: In-line Skating program will run (insert daily or weekly) and will run from (insert start and end time). Each session will be supervised by an adult leader called a Making Tracks Leader (MTL). This individual will oversee the entire program and may have the support in delivering the program by other leaders called Crew Leaders (CLs). These individuals are other adults or youth who would be working with your child in a small group setting. Please ensure that you have an emergency contact name and number included with your Informed Consent Form and that you pass in the Medical Information Form no later than three days before the start of the program. Also, please ensure your child has the necessary materials and equipment to participate in the program. This includes a pair of in-line skates, a helmet, wrist guards, and elbow pads which may be borrowed from the local community (insert what other specific materials the participant must bring from home). Additionally, please ensure that your child is dressed appropriately, has a snack, and if needed her/his personal medication at every session.

If you have any questions regarding the Making Tracks program, please contact (insert contact name and number). We thank you again for your interest in the Making Tracks: In-line Skating program, and look forward to sharing in active-learning sessions that will guide your child into becoming a healthy and safe in-line skater.

[Optional: You are invited to attend a ceremony and family in-line skate at the completion of the Making Tracks: In-line Skating program. The ceremony and in-line skate is tentatively scheduled for (date, time, location) or More information will be distributed later as to the date and time of the ceremony and in-line skate.]

Yours in active transportation,

(MTL's name; the school or community group name)

## Appendix G

### Making Tracks: In-line Skating Informed Consent Form

#### To be completed by PARENTS/CAREGIVERS

I, \_\_\_\_\_, grant permission for my child,

\_\_\_\_\_, to participate in the Making Tracks: In-line Skating program described in the Information Letter.

Date: \_\_\_\_\_

Signature of Parent/Caregiver: \_\_\_\_\_

Home Contact Information: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Name and Contact Information of the Parent/Caregiver Collecting the Participant:

\_\_\_\_\_  
-----

For your information, PLEASE SAVE

Making Tracks: In-line Skating

Location: \_\_\_\_\_

Drop-off Time: \_\_\_\_\_

Pick-up Time: \_\_\_\_\_

You may contact (insert program coordinator name) at (insert phone number) if you have any questions regarding the Making Tracks: In-line Skating program.

\*The following are the Crew Leaders for Making Tracks:  
In-line Skating:

- 1.
- 2.
- 3.
- 4.

These support leaders are trained in the Making Tracks: In-line Skating program and will be supervised by the Making Tracks Leaders (MTL). The safety and the well being of the participants is our top priority. The expectation is that participants in the program will abide by the behaviour expectations and safety guidelines laid out by the leaders. If participants are unable to comply, they will be removed from the Making Tracks: In-line Skating program and parents/caregivers will need to collect their child.

## Appendix H

### Making Tracks: In-line Skating Medical Information Form

#### To be completed by PARENTS/CAREGIVERS

NAME: HEALTH CARD #: HOME ADDRESS:  IN CASE OF EMERGENCY NOTIFY:  ADDRESS:  TELEPHONE:	GENDER: Male <input type="checkbox"/> Female <input type="checkbox"/> TELEPHONE: BIRTHDATE:  FAMILY DOCTOR (name and phone number):  MEDICAL CONCERNS (e.g. allergies, seizures, chronic conditions; please be specific):
--	---

Participants who take medication must bring it with them to each session and allow the Making Tracks Leader or Crew Leader to store it for them.

MEDICATIONS	DOSAGE	FREQUENCY

Has the participant had any recent injuries or illnesses? If yes, please explain:

I HEREBY DECLARE THAT ALL THE INFORMATION PROVIDED IS CORRECT AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

PARENT/CAREGIVER SIGNATURE:

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## Appendix J

### Making Tracks: In-line Skating Attendance Record

#### To be completed by the MAKING TRACKS LEADER

1) At what location was Making Tracks: In-line Skating offered?

---

2) Was the program offered as:

A week-long program (1-2 sessions per day)?  A two-week program (1-2 sessions every other day)?  Other (specify)

---

3) What dates did you offer Making Tracks: In-line Skating?

---

4) Record the names of your participants, their attendance at sessions, and if parents/caregivers initialed their Passport for each session.

## Appendix J

### Making Tracks: In-line Skating Attendance Record

NAME OF PARTICIPANT	CHECK (☑) EACH SESSION THE PARTICIPANT ATTENDS				CHECK (☑) IF PASSPORT WAS INITIALED BY PAR- ENTS/CAREGIVERS			
	A	B	C	D	A	B	C	D
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

## Appendix K

### Making Tracks Post-Program Questionnaire for Participants

#### To be completed by PARTICIPANTS or CAREGIVERS/PARENTS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program. If you are a Caregiver/Parent completing this survey on behalf of a participant please declare that you are a Parent/Caregiver in Q1.

1) Which of the following are you?  Participant  Parent/Caregiver of Participant

2) Which Making Tracks module did you participate in?

Walking Safety  Cycling  In-line Skating  Scootering  Skateboarding

3) Where did you take this Making Tracks module? Name the school/facility/community.

\_\_\_\_\_

4) Which dates did you take this Making Tracks module? \_\_\_\_\_

5) Which grade are you currently in?

P  1  2  3  4  5  6  7  8  9  10  11  12  Other

6) Which gender are you?  Male  Female

7) Tell us how much you agree with the following statements **about yourself**:

AS A RESULT OF PARTICIPATING IN THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I know more about safety using this mode of active transportation					
I have improved my skills using this mode of active transportation					
I know where there are safe routes to use this mode of active transportation					
I will use this mode of active transportation more					
I feel confident and safe using this mode of active transportation in my community					
I had fun learning					

**AS A RESULT OF PARTICIPATING  
IN THIS MAKING TRACKS MODULE...**

	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEITHER</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
I am more likely to encourage others to use this mode of active transportation					
I am more likely to use other modes of active transportation					
I understand the importance of daily physical activity					
I know that this mode of active transportation is one way to be more active					

8) What would keep you from using this mode of active transportation in your community?

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9) What did you like most about this Making Tracks module?

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10) Was there anything you didn't like about this Making Tracks module? If so, what was it and how would you change it?

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11) Do you have any final comments or suggestions?

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Thank you for completing the questionnaire.

## Appendix L

### Making Tracks Post-Program Questionnaire for Leaders

#### To be completed by MAKING TRACKS TEAM LEADERS and CREW LEADERS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program.

1) Which of the following are you?  Crew Leader (CL)  Making Tracks Team Leader (MTL)

2) Which Making Tracks module did you participate in?

Walking Safety  Cycling  In-line Skating  Scootering  Skateboarding

3) Where did you lead this Making Tracks module? Name the school/facility/community. \_\_\_\_\_

\_\_\_\_\_

4) Which dates did you lead this Making Tracks module? \_\_\_\_\_

5) If you are in school, which grade are you currently in?  7  8  9  10  11  12  Other

6) Which gender are you?  Male  Female

7) Tell us how much you agree with the following statements **about yourself**:

AS A RESULT OF LEADING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I know more about safety using this mode of active transportation					
I have improved my skills using this mode of active transportation					
I can find safe routes for children to use this mode of active transportation					
I will use this mode of active transportation more					
I am more likely to use other modes of active transportation					
I am more likely to encourage others to use active transportation					
I understand the importance of daily physical activity					
I have improved my leadership skills					

AS A RESULT OF LEADING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I feel more confident in myself and my abilities					
I was prepared to deliver the program to others					
I recognize that my driving practices contribute to safe environments for active transportation					
I will drive more safely					

8) Tell us how much you agree with the following statements **about participants** whom you lead:

AS A RESULT OF TAKING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
Participants know more about safety using this mode of active transportation					
Participants have improved their skills using this mode of active transportation					
Participants know where there are safe routes to use this mode of active transportation					
Participants are able to use this mode of active transportation safely in their communities					
Participants had fun learning					

9) What did you like most about leading this Making Tracks module?

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---



---

10) Was there anything you didn't like about leading this Making Tracks module? If so, what was it and how would you change it?

---



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11) Do you have any final comments or suggestions?

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Thank you for completing the questionnaire.