

making Tracks

YOUTH MENTOR MANUAL
In-line Skating



About Making Tracks: Active Transportation Safety Education for Children and Youth

Active transportation means any non-motorized form of transportation such as walking, bicycling, in-line skating and skateboarding. Active transportation safety is a basic life skill; everyone is a pedestrian, most children have bicycles, and active transportation is increasingly promoted across Nova Scotia. Data collected through an environmental scan in 2007 pointed to a need for more and better active transportation safety education across the province.

Making Tracks is about making active transportation safe for children and youth in Nova Scotia by giving them the skills they need to do it safely. Making Tracks is a project of the Ecology Action Centre's Active & Safe Routes to School program

(ASRTS) with support from the Nova Scotia Department of Transportation and Infrastructure Renewal, St. FX University, and the Bicycle Trade Association of Canada.

Making Tracks teaches safety skills for each of four active transportation modes:

- Walking
- Bicycling
- In-line Skating
- Skateboarding

Using a train-the-trainer model, the program enlists the help of adults and youth in teaching safety skills to other youth and children. Making Tracks focuses on skill-based, experiential workshops.

The goals of Making Tracks are to increase the use of active transportation, to increase safety skills of active transportation users, and ultimately to make it safer for children and youth to walk or wheel on our travel ways.

Active & Safe Routes to School

Making Tracks is an initiative of Active & Safe Routes to School (ASRTS), which encourages more children, youth and their families to use active transportation – such as walking and cycling – for the environment, physical activity and traffic safety. ASRTS is coordinated in Nova Scotia by the Ecology Action Centre in partnership with the Nova Scotia Department of Health Promotion and Protection as part of the Active Kids Healthy Kids initiative. For more information on ASRTS, see www.saferoutesns.ca



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Making Tracks Partners



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Introduction

Your Role as a Youth Mentor

Welcome to Making Tracks: In-line Skating! This manual is for Youth Mentors and is designed to help assist you in teaching safety skills directly to children and youth. You will find a range of activities that will allow participants to experience the learning first hand. Your role is to demonstrate responsible involvement and model expected behaviours of the road—remember younger children are looking to you for guidance and up to you as a role model. The role of the Youth Mentor is in relation to delivering the Making Tracks program is as follows:

- ✓ To supervise the children by ensuring they are safe, and having fun in a positive learning environment.
- ✓ As a Youth Mentor you will be responsible for a crew — a group of seven participants that you will lead.
- ✓ You will provide feedback to your crew that is positive and helps them learn and grow.
- ✓ You will support your crew's learning by filling out their In-line Skating Passport in the Session Follow Up section that will show what each participant has learned: (K) what they know; (D) what they can do; (V) what they value.

Road Rules: General Overview of Road Safety

It is everyone's responsibility to be safe! Remember that whether you are walking, riding a bike, skateboarding, or in-line skating, either alone or with a bunch of friends, it is important that safety is your highest priority.

Railway Tracks Safety:

- ✓ Always stop at a railway crossing
- ✓ Just as with crossing a street, stop, look both ways and listen for the train coming
- ✓ If a train goes by, be sure you are at least 5 meters (10 giant steps) away from the tracks

General Safety:

- ✓ Do not wear headphones (biking, skateboarding and in-line skating)
- ✓ Use caution when leaving a driveway or riding/walking past a driveway
- ✓ Obey the signs posted
- ✓ Wear clothing that will keep you visible, comfortable, and safe when travelling

Road Rules: In-line Skating Safety Guidelines

- ✓ Wear a helmet, wrist guards, knee pads and gloves when skating
- ✓ Skate on smooth, paved surfaces
- ✓ Avoid skating at night and in wet conditions
- ✓ Give pedestrians the right of way
- ✓ In-line skaters are not to skate on roadways—you are to only use sidewalks where it is allowed or use paved multi-use pathways

The Power of “X”

At school, an “X” means that we either failed or did a question wrong. In the Making Tracks program, an “X” means success, completion, and accomplishment. Making Tracks shows youth how to walk, bike, in-line skate and skateboard safely, one step at a time. Youth learn and succeed through three steps: getting there, almost there, and there. As a participant continues to grow and reaches their final step, an “X” is rewarded.

Important Information for the Youth Mentors

Making Tracks In-line Skating is a carefully developed program that helps build learning and understanding of how to skate safely while promoting healthy and active living. The following activities are split into sessions listed below; some are mandatory and others are optional. At the end of every activity, remember that you need to X off the participants’ Inline skating Passports, which they will then bring home to their caregivers. The In-line Skating Passport shows what skills they have learned and can practice at home with adult supervision.

Session Activities

Session 1 – Introduction Activities

MANDATORY

Session 1 provides an opportunity for participants to get to know each other and their Youth Mentors, while introducing safety equipment and procedures necessary for enjoying their in-line skates.

*** Before beginning Session 1, distribute Pre-Program Questionnaires for Participants***

Activity 1 – Move Your Butt

Activity 2 – Memory Name Game

Activity 3 – Safety Check

*** Before beginning Session 1, distribute Pre-Program Questionnaires for Participants***

Session 2 – Skating Skills

MANDATORY

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

Activity 4 – Skills Station Roundabout

Activity 5 – The Egg Challenge

Activity 6 – Community Skate Part 1

Session 3 – Safe Routes

MANDATORY

Not all road surfaces are conducive to safe in-line skating. Participants should know where they can and should be 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 skating with a buddy. Route cards will be discussed and developed for each participant.

Activity 7 – Where Can I Skate?

Activity 8 – Rules of the Road Relay

Activity 9 – Crash Test Dummy

Activity 10 – Community Skate Part 2

Session 4 – Putting It All Together

MANDATORY

This session provides an opportunity to wrap up the Making Tracks: In-Line Skating program by looking at what participants can do and they have learned over the past few sessions. This assessment helps in getting participants ready for the road and a lifestyle of active transportation.

Activity 11 – Show Me What You Got!

*** Following Session 4, distribute Post-Program Questionnaires for Participants ***

Equipment List

Session 1 – Introduction Activities

MANDATORY

- ✓ New safety equipment (helmets, knee pads, elbow pads, wrist guards)
- ✓ In-line skates and safety equipment for each participant (participants can bring their own)
- ✓ Chairs
- ✓ Old, used safety equipment (helmets, knee pads, elbow pads, wrist guards)

Session 2 – Skating Skills

MANDATORY

- ✓ Field markers
- ✓ Skates/helmet/wrist guards/elbow pads for each participant
- ✓ Tape or chalk
- ✓ Eggs or ping-pong balls

Session 3 – Safe Routes

MANDATORY

- ✓ Skates/helmet/wrist guards/elbow pads for each participant
- ✓ Illustrations of common road signs
- ✓ Road sign descriptions
- ✓ Field markers
- ✓ Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community center parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement (if allowed)

Session 4 – Putting It All Together

MANDATORY

- ✓ Clipboards for judges
- ✓ Route markers (field markers, ribbons, etc)
- ✓ Skates/helmet/wrist guards/elbow pads for each participant

Following Session 4, distribute Post-Program Questionnaires for Participants

***Note that any items marked with an asterisk are optional items in mandatory activities**

SESSION 1

Introduction Activities

Wow! You've made a great commitment to helping youth stay active and respect and protect their environment. Before any successful program can get underway with specific skills, it is important to open with a general introductory session (ice breakers) that allows you (the Youth Mentors) and the participants to get to know each other. This will increase participant comfort levels, and allow them to feel safe in their new learning environment.

Thank you for choosing to be an advocate for active transportation. You're helping youth be active and protect our environment and communities. This session provides an opportunity for participants to get to know each other and their Youth Mentors, while introducing safety equipment and procedures necessary for enjoying in-line skating.



***Suggested Time: 45 minutes**

Session 1 - Introduction

Outcomes

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 in-line skate.

Tips for Learning

Take the opportunity to get to know your participants. This will help in the development of each session and foster a positive, friendly learning environment. Be specific about safety requirements and stress their importance.

Assessment – Passport Skills

ABILITIES	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	

Legend

GETTING THERE



ALMOST THERE



THERE



(K) what they know

(D) what they can do

(V) what they value.

Risk Management

While participants will not be in-line skating during this session, it is important to mention safe skating to remind 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 Safety Check Activity (see below) for Youth Mentors that can be shared with participants and their parents/guardians. This information can then be used as part of their Passport activity.

Your Safety Checklist

Remember that your safety is your biggest concern when you are doing any activity; whether it is biking, walking, or skating. Make sure you use your common sense when preparing to go on your trip.

This safety check list will provide you with some of the key things to check before going out on a trail or to 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 (not too small/tight)
- Elbow pads fit properly and comfortably over elbow (not to small/tight)

Did You Know?

Did you know that creating a route card is excellent because it helps you know the dangers and the terrain that you are travelling on? You can design one using Google Map®

CLOTHING

- Wearing bright color clothing
- 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

Pre-Program Questionnaires for Participants and Parents/Caregivers



A pre-program questionnaire should be administered to all participants and their parents or caregivers (see Appendix for forms). The purpose of this questionnaire is to collect baseline data on knowledge and use of active transportation. This questionnaire should be administered to participants immediately before they begin the program; the questionnaire for parents/caregivers should be sent home along with permission forms.

Activity 1: Move Your Butt

Purpose

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



***Suggested Time: 15 minutes**

Equipment List

- ✓ Open activity area, chairs (optional)

Materials

- ✓ N/A

Safety Points

- ✓ 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 (example: if there are 25 people participating, set 24 chairs up).
- ✓ If you are not using chairs, have participants stand in a circle, shoulder to shoulder.
- ✓ One Youth Mentor stands in the middle of the circle. They will begin the activity with an explanation and example (using other Youth Mentors).

- ✓ The person in the middle will say “Move your butt if _____” and then say something that describes someone (i.e. “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 spot/chair.
- ✓ 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 (i.e. “Move your butt if you can skate backwards.”).

Instructional Points

- ✓ 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 before you do (participants love being able to be faster than their Youth Mentors).
- ✓ If two people sit on the chair/get to the 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.

Activity 2: Memory Name Game

Purpose

- ✓ To have participants, Adult Leaders and Youth Mentors 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.



***Suggested Time: 10 minutes**

Equipment List

- ✓ Open activity area

Materials

N/A

Safety Points

- ✓ Activity area should be free of any debris participants may trip on if running.
- ✓ Participants do not have their in-line skates on at this point.

Guidelines

- ✓ Arrange the group in a circle.
- ✓ Ask each person to think of an object that begins with the first letter of their name.
- ✓ Explain that each person in the circle will say their name, and something they like that begins with the first letter of their name.
- ✓ Demonstrate for the group: "My name is Zac and I like zucchini."
- ✓ The next person in the circle will state their name and object: "My name is Andrew and I like apples." Then they will repeat what the person before them said: "His name is Zac and he likes zucchini."

- ✓ After each person states their name and object, they will repeat every other person's name and object. This task will become increasingly more difficult after each person takes their turn: "My name is Wanda and I like windmills. His name is Andrew and he like apples. His name is Zac and he likes zucchini."
- ✓ Continue in this manner until every person has stated their name and object.

Instructional Points

- ✓ Be encouraging toward participants who have difficulty remembering, keep it light & fun.
- ✓ Offer hints if necessary
- ✓ If a participant is noticeably uncomfortable, allow their peers to help them.
- ✓ Check participants' passports after they have completed the activity.

Things to Observe

- ✓ Participants are naming objects that have the same 1st letter of their name.
- ✓ Participants are listing the names and objects of other members of the circle.
- ✓ Participants are paying attention to others in the circle when they are speaking.

Activity 3: Safety Check

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.
- ✓ This is to set a foundation for the rest of the program which promotes safety.



***Suggested Time: 30 minutes**

Equipment List

- ✓ Open area for stations to be set up.
- ✓ Old, used safety equipment (helmets, knee pads, elbow pads, wrist guards) – if possible, for comparison
- ✓ New safety equipment (helmets, knee pads, elbow pads, wrist guards).
- ✓ In-line skates and safety equipment for each participant (participants can bring their own).

Materials

- ✓ In-line skating check list (see appendix)
- ✓ Skill Stations Checklist (see appendix)

Safety Points

- ✓ Activity area should be free of any debris participants may trip on when moving from station to station.
- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

Guidelines

- ✓ Participants will gather in a large group to discuss the importance of safety when in-line skating.
- ✓ Ask participants for some pointers they think are important to keep safe when skating.
- ✓ The Adult Leader will inform participants that they are to divide into their crews. Each crew will visit a safety station.
- ✓ Have at least one Youth Mentor at each station to lead and demonstrate the safety procedure designated.
- ✓ Participants will rotate in their crews from station to station, performing safety checks on their own equipment.
- ✓ Each participant will get an 'X' from their Youth Mentor if their 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 see to getting it properly fixed.
- ✓ SAFETY STATIONS WILL INCLUDE:
 - *Helmet*
 - *Knee pads*
 - *Elbow pads*
 - *Wrist guards*
 - *Clothing (long pants, bright colors, etc)*
 - *What not to wear (i.e. headphones, baggy clothing, etc)*
 - *Examine condition of the skates, wheels & bearings*

Instructional Points

- ✓ 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, Youth Mentors will check participants' equipment for signs of wear and damage.
- ✓ Where appropriate, Youth Mentors will show examples of worn and damaged gear and then compare it to examples of new, quality in-line skates and safety equipment.

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.

Debrief

- ✓ Reinforce the importance of safe in-line skating practices, including wearing a helmet.
- ✓ How can you help others stay safe when they are in-line skating?
- ✓ Each crew can present their findings from one of the stations (designate a certain station to each crew for them to present).

Session #1 Follow Up

To be completed at the end of each session

- ✓ Youth Mentors should complete the In-line Skating Passport for all members of their crew.
- ✓ Participants should bring their In-line Skating Passport home to their parent/guardian to show them the skills they learned and get them to initial it. Be sure they bring it back for the next session.
- ✓ Participants will go through their safety check with their parents/guardian at home.
- ✓ Remind participants to bring home their copy of the In-line Safety Check list (see above).

SESSION 2

skating skills

In order for participants to enjoy their 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 practice on a community route.



***Suggested Time: 1 hour, 45 minutes**

Outcomes

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

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

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

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

Suggestions for Learning

Participants will probably be at various levels of skill. Be sure to pay attention to all, not just those who appear to be struggling. Even the participants who appear to be doing well could use some helpful tips to refine their skills.

Assessment – Passport Skills

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

Legend

GETTING THERE



ALMOST THERE



THERE



(K) what they know

(D) what they can do

(V) what they value.

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.

Activity 4: Skills Station Roundabout

Purpose

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



***Suggested Time: 60 minutes**

Equipment List

- ✓ Pylons or field markers (for maneuvering)
- ✓ Tape/chalk
- ✓ Skates/helmet/wrist guards/elbow pads for each participant.

Materials

- ✓ Participants will be asked to bring their own skates, helmet and protective equipment for the session (where applicable).
- ✓ Skills Stations Checklist (see appendix)

Safety Points

- ✓ Set up stations far enough apart from each other so that participants have ample space to practice each skill.
- ✓ Ensure the surface is clear of any rocks or other debris participants may skate 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 crews. Each crew will be assigned to a Skill Station to start.
- ✓ Once each crew has mastered the skill being covered at their 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 1 or 2 Youth Mentors 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 crews.
- ✓ Participants will travel from each station in their crews.
- ✓ At each Skill Station, Youth Mentors will describe and demonstrate the skill, after which, participants will practice the skill and receive feedback from the Youth Mentors.
- ✓ Each Skill Station should last 10 minutes.
- ✓ SUGGESTED SKILLS TO COVER:

- *Skating forward/backward*
- *Stopping*
- *Turning*
- *Speed control*

Instructional Points

- ✓ It is important to keep the skills contained and controlled in the given area.
- ✓ Give feedback specific to the skill the participant is learning/practicing.
- ✓ Praise participants for their efforts and successes.
- ✓ SKATING FORWARD:
 - *Bend knees*
 - *Lean forward slightly*
 - *Angle right foot at 45 degrees in relation to left foot*
 - *Push off on right foot*
 - *Roll forward on left foot*
 - *Before forward momentum fades, push off on left foot*
 - *Continue alternating pushing off and rolling forward on each foot*

✓ STOPPING:

- Check skates to see which one has the brake (usually the right skate)
- While rolling forward, place the skate with the brake pad slightly ahead of the other one
- Lift the toes of the brake skate slightly, allowing the brake pad to drag against the ground ensure that feet are staggered apart one in front of the other, not side by side
- Lean back slightly to counter-balance any forward momentum
- Gradually increase the angle of the brake skate & pressure on the brake pad until you come to a stop

✓ TURNING:

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

✓ SPEED CONTROL:

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

Things to Observe

- ✓ Participants are in control of their 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

PARENTS/GUARDIAN COMMENTS

Activity 5: The Egg Challenge

Purpose

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



***Suggested Time: 15 minutes**

Equipment List

- ✓ Pylons or field markers
- ✓ Tape/chalk
- ✓ Skates/helmet/wrist guards/elbow pads or each participant
- ✓ Spoon (one per crew)
- ✓ Hard-boiled eggs (lots!)

Materials

- ✓ Participants will be asked to bring their own skates, helmet and protective equipment for the session

Safety Points

- ✓ Ensure crews are spaced far enough apart from each other so that participants have ample space to turn without bumping into each other.
- ✓ Ensure the surface is clear of any rocks or other debris participants may trip 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

- ✓ Arrange participants in their crews on a wide paved area.
- ✓ Participants are to be lined up front to back, behind a chalk starting line.

- ✓ Ensure that each crew line is at least 4m from other crews.
- ✓ Place a field marker 10m away from each 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 their egg, they must skate back to their crew line and allow the next person in line to go.
- ✓ The crew who skates around the field marker and back 3 times without dropping an egg wins the activity.

Instructional Points

- ✓ It is important to keep the activity contained and controlled in the given area.
- ✓ Consider substituting ping-pong balls for eggs if clean up or finances are an issue.

Things to Observe

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

Activity 6: Community Skate Part 1

Purpose

- ✓ Have a community skate that allows the participants to practice their newly learned skills in a natural setting. This also provides an opportunity for Youth Mentors to assess the participants.



***Suggested Time: 30 minutes**

Equipment List

- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

Materials

- ✓ Route Card for the community skate (prepared in advance of the session by the Adult Leader and approved for skating).

Safety Points

- ✓ Prior to the start of the session, Youth Mentors 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.
- ✓ Youth Mentors need to ensure participants from the Making Tracks program are NOT skating on the road.
- ✓ In-line skating can only occur on the sidewalks in approved areas (some districts you may have to get permission to use parking lots, etc.).
- ✓ Inform participants of the importance of skating properly as a group (single file, not in a big blob 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 group skating behavior (single file with ample space between skaters), ALL safety equipment must be worn, and they must listen to Youth Mentors instructions.
- ✓ Divide participants into crews with their Youth Mentors.
- ✓ Stagger the departure of each crew; this decreases the chance of skater congestion.
- ✓ While on the skate, have Youth Mentors 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 Points

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

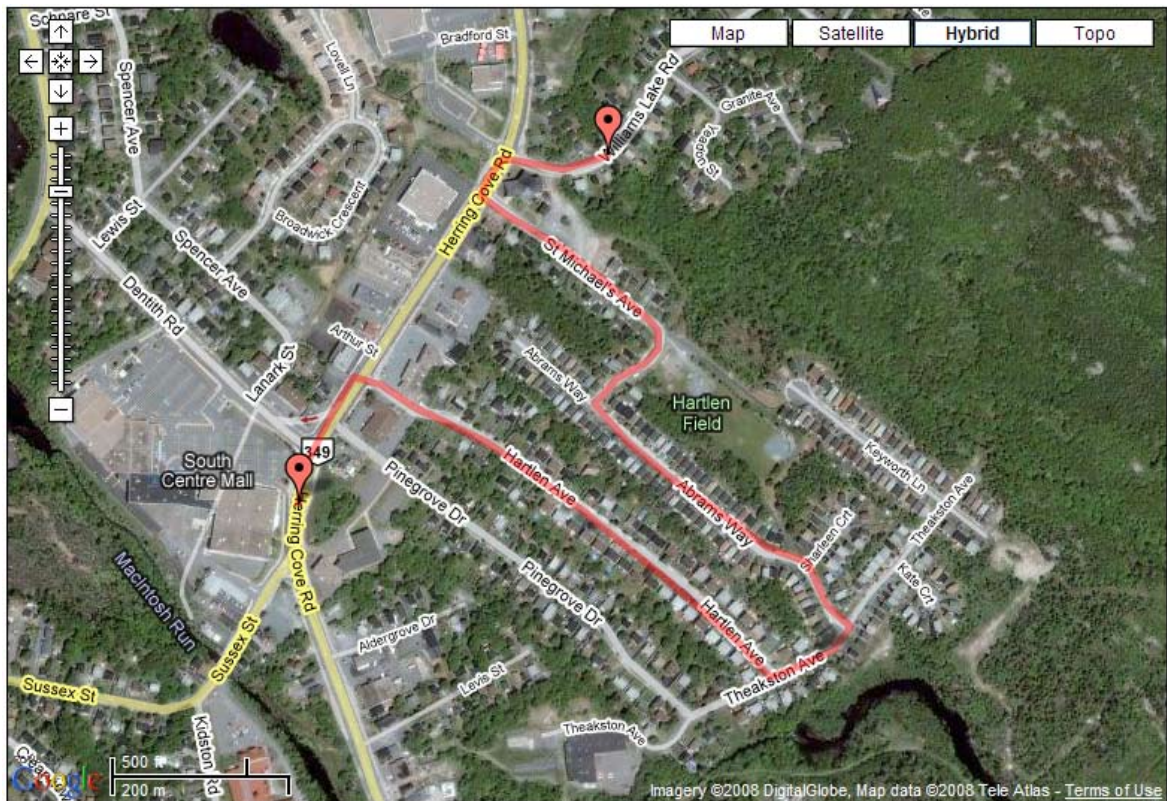
Things to Observe

- ✓ 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

- ✓ What are some possible dangers that we may come across when we skate?
- ✓ Select participants to demonstrate the skills practiced in the session.

Example Route Card



Sample road signs can be found in the appendix.



STOP SIGN

I am a stop sign.
Whenever people see me,
they must stop!

Session #2 Follow Up

To be completed at the end of each session

- ✓ Youth Mentors should complete the In-line Skating Passport for all members of their crew.
- ✓ Participants should bring their In-line Skating Passport home to their parent/guardian to show them the skills they learned and get them to initial it. Be sure they bring it back for the next session.
- ✓ In your driveway or in a quiet-paved area, demonstrate each of the skating skills learned today for your parents / guardians

SESSION 3

Safe Routes

Not all road surfaces are conducive to safe skating. Participants should know where they can and should be 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 skating with a buddy.



***Suggested Time: 1 hour, 5 minutes**

Outcomes

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.

Suggestions for Learning

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 skating surfaces.

Assessment – Passport Skills

ABILITIES	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	

Legend

GETTING THERE



ALMOST THERE



THERE



(K) what they know

(D) what they can do

(V) what they value.

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 Youth Mentors when 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 crews with their Youth Mentor, 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 Youth Mentor's directions. The biggest key for having a safe skate is prevention.

Notes and Resources

The Youth Mentor will demonstrate how to skate a safe route by leading their crews along the predetermined route highlighted on the Route Card. Encourage parents/guardians to create a similar Safe Route Card for their child. An example can be found in the Appendix of the Making Tracks Main Program Guide; the Adult Leader has instructions on how to develop a Route Card using an online program called "Gmaps Pedometer" (www.gmap-pedometer.com). Below is an example of what a Route Card will look like:

Activity 7: Where Can I Skate?

Purpose

- ✓ To educate participants on the types of surfaces that are safe for in-line skating.
- ✓ Youth Mentors will stress in-line skaters cannot skate on the road and must check with municipality if you can skate on the sidewalks.
- ✓ In-line skating can be practiced on paved multi-use trails.



***Suggested Time: 15 minutes**

Objectives

- ✓ To show the different types of surfaces and which ones are best for safe in-line skating.

Equipment List

- ✓ Open area for discussion
- ✓ Rocky area (can be created if none close by)
- ✓ Wet area (can be created if none close by)
- ✓ Sandy area
- ✓ Area with tar-filled cracks in pavement
- ✓ Participants will be asked to bring their own skates, helmet and protective equipment for the session

Materials

- ✓ Established Route Card

Safety Points

- ✓ 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 Youth Mentors will be skating on the alternative surfaces (wet, rocky, sandy, etc.).

Guidelines

- ✓ Have alternative surfaces sectioned off with pylons or field markers.
- ✓ 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 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 Points

- ✓ 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 8: Rules of the Road Relay

Purpose

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



***Suggested Time: 20 minutes**

Equipment List

- ✓ Pylons or field markers
- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

Materials

- ✓ Illustrations of common road signs (see appendix for examples).

Safety Points

- ✓ 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 are not wearing their skates during this activity.
- ✓ Put participants into their 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 crew).
- ✓ When the Youth Mentor 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.
- ✓ Participant will run back and tag the next person in line and they will then go.
- ✓ Each participant has to go in order (one person cannot go three times in a row).

- ✓ If participant does not know the match for any of the signs, they 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 your crew - include what sign it is, and the behavior expected at each sign.
- ✓ Discuss proper safe skating practices (have groups discuss initially, then bring groups together to discuss as a whole).

Instructional Points

- ✓ 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 asking their group for help if they do not understand.
- ✓ Groups are supportive of their members, and other groups.

Activity 9: Crash Test Dummy

Purpose

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



***Suggested Time: 20 minutes**

Equipment List

- ✓ Rope
- ✓ Crash mats (optional)
- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

Materials

N/A

Safety Points

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

Guidelines

- ✓ Participants are wearing their skates and ALL safety equipment for this activity.
- ✓ Divide participants into their crews with their Youth Mentors.
- ✓ Spread the crews across an open field.
- ✓ Each Youth Mentor will arrange their crew around them in a semi circle.

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

Instructional Points

- ✓ 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.
- ✓ Participants are demonstrating a safe log roll.

Activity 10: Community Skate Part 2

Purpose

- ✓ Allow participants to demonstrate their understanding of the rules of the road, and the proper behavior for traffic signs.



***Suggested Time: 30 minutes**

Equipment List

- ✓ Participants are to bring their own in-line skates and safety equipment to the session.

Materials

- ✓ Route card—one per skating pair (if possible)

Safety Points

- ✓ 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 skating partners will be given a route card that shows the path to be skated.
- ✓ Participants must stay with their skating partners.
- ✓ Prior to leaving, have participants review required behaviors for various hazards and street signs, then ask participants to get into skating partners – these will be the partners they will skate with for this activity.

- ✓ Inform participants that Youth Mentors will be stationed at various locations throughout the skating route (hazards, street signs, crosswalks, etc.). These Youth Mentors will be asking skaters to explain and demonstrate proper skating behavior required for each location or sign.
- ✓ Throughout the skate, Youth Mentors will stop skating partners to ask them about a given sign or area, and the proper behavior required (checking for understanding as participants go through the route).
- ✓ Have participants demonstrate the proper behaviors at each sign/area.
- ✓ Once participants have returned to home base, Youth Mentors will discuss with their crews the importance of having a route card/planned route

Instructional Points

- ✓ Clarify any confusion the participants may have as they go through the route.
- ✓ Praise those who demonstrate the proper behaviors.
- ✓ 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 behavior.
- ✓ Participants are staying with their partner and following proper group skating behaviors.
- ✓ Participants are showing respect for the environment around them.

Debrief

Why would it be important to have a route card?

Why is it better to skate with a buddy?

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

Session #3 Follow Up

- ✓ Youth Mentors should complete the In-line Skating Passport for all members of their crew.
- ✓ Participants should bring their In-line Skating Passport home to their parent/guardian to show them the skills they learned and get them to initial it. Be sure they bring it back for the next session.
- ✓ Explain to your parents/guardians the importance of a safe route for in-line skating.
- ✓ Have your parents/guardians verify your route card for accuracy and safety.
- ✓ Encourage participants to make their own route card with their parents/ caregivers.

SESSION 4

Putting it All Together

How can we ensure our youth 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? In-line skating as a form of transportation is important in helping children stay active as well as protecting our environment. Many questions are to be asked about our youth's safety as an in-line skater and this session gets to the fundamentals of creating a safe in-line skating route for children and youth.

This session 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 helps in getting participants ready for the road and a lifestyle of active transportation.



***Suggested Time: 1 hour,**

Outcomes

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.

Suggestions for Learning

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.

Assessment – Passport Skills

ABILITIES	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	

Legend

GETTING THERE



ALMOST THERE



THERE



(K) what they know

(D) what they can do

(V) what they value.

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 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, wrist guards). Participants should skate in their crews with their Youth Mentor, 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 Youth Mentor's directions. The biggest key for having a safe skate is prevention.

Activity 11: Show Me What You Got!

Purpose

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



***Suggested Time: 45 minutes**

Equipment List

- ✓ Clipboards for judges
- ✓ Route markers (pylons, ribbons, etc)
- ✓ Participants will be asked to bring their own skates, helmet and protective equipment for the session

Materials

- ✓ Route card

Safety Points

- ✓ Ensure the route is clear of any major safety concerns for participants.
- ✓ Have judges (Youth Mentors) 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.
- ✓ Judges (Youth Mentors) will be placed strategically throughout the course to assess participants as they pass by.
- ✓ 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 skating course there will be markers (cones, ribbons, etc) to indicate which direction to go
- ✓ As a participant passes a judge, they will give them their name, so the judge can check them off (or not) for the given skill/safety precaution they are looking for.
- ✓ *Optional: At the end of the skating course, set up a designated area where skaters can 'show off' any new skills or tricks they learned throughout the session. This would be a fun 'competition' designed to encourage skaters to enjoy themselves while skating

Instructional Points

- ✓ 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 them aside to correct this behavior.

Things to Observe

- ✓ Participants are skating in a safe manner
- ✓ Participants demonstrating the skills properly
- ✓ Participants 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
- ✓ Congratulate participants.
- ✓ *Optional - have a small celebration (snack, drinks, etc) for the completion of the Making Tracks: In-line Skating program.
- ✓ Why is it important for us to be active?
- ✓ What are ways you can stay active outside of this program, in your community and with your friends/family?

Session #4 Follow Up

- ✓ Youth Mentors should complete the In-line Skating Passport for all members of their crew.
- ✓ Award participants with their completed skills passport for the Making Tracks: In-Line Skating program.
- ✓ Encourage continued activity as an in-line skater—a special group of road travelers!

Post-Program Questionnaires for Participants and Parents/Caregivers



A post-program questionnaire should be administered to all participants and their parents or caregivers (see Appendix for forms). The purpose of this questionnaire is to collect data following the program on knowledge and use of active transportation to determine if there are changes in knowledge or behavior. This questionnaire should be administered to participants immediately after they finish the program; the form for parents/caregivers should be sent home at the end of the program.

Making Tracks In-line Skating Appendices

In-line Skating Safety Checklist

WRIST GUARDS

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

CLOTHING

- Wearing bright color clothing
- 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)

In-line Skating Skills Station Checklist

SPEED CONTROL, STOPPING, & MANEUVERING

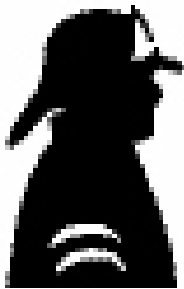
- I can stop with short notice
- I can stop safely
- I can safely maneuver around objects
- I can skate at an efficient speed that is not too fast to put me in danger
- I can make safe right hand and left hand turns

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/GUARDIAN COMMENTS

Be Aware Safety Cards



Evaluation Form A

In-Line Skating Session Record (to be completed by Adult Leader)

Location of Program: _____

Date(s) of Program: _____

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 (please specify) _____

Assessment – Passport Skills

NAME OF PARTICIPANT	SESSIONS					PARENT'S INITIALS ON PASSPORT
	1	2	3	4	5	

Directions for Completion

- 1) indicate the location where you offered Making Tracks In-line Skating
- 2) indicate the date of the program
- 3) list the participants’ name and mark an x or a check mark for every session in which they participated. For example, if for some reason, a participant completes only sessions one, two and three, then there should only be something in the box for sessions one, two and three.

- 4) indicate if you receive the passport back initialed by the parent or caregiver each day
- 5) the table is arranged with the assumption that the five to seven sessions are given over the course of multiple days. The important fact to know is whether all participants completed all sessions regardless of how many days they are spread over.

Evaluation Form B

Making Tracks In-line Skating Pre-Program Questionnaire for Participants

Please complete this questionnaire about the Making Tracks In-line Skating Program. Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. How often do you skate to school?

- Never
- Less than once a week
- A couple of times a week
- Almost every day

2. How often do you skate to a friend's place?

- Never
- Less than once a week
- A couple of times a week
- Almost every day

3. Please tell us if you agree with these statements about in-line skating.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I know where it's safe to skate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I can skate to school or a friend's place safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that in-line skating is one way to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's important to be active every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What would keep you from in-line to school or other places you go?

5. What would keep you from in-line skating to a friend's place?

6. What grade are you in? _____

Thank you for completing the questionnaire.

Evaluation Form C

Making Tracks Pre-Program Questionnaire for Parents/Caregivers

Please complete this questionnaire before your child takes part in the Making Tracks Program. This program will help your child learn more about one aspect of active transportation (walking, biking, in-line skating or skateboarding). Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. Please tell us if you agree with these statements about active transportation.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I know that using active transportation is one way to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's important to be active every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where it's safe to my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important for my child to be physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using active transportation will contribute to my child's well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable letting my child use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is safe in my neighbourhood for my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has the knowledge to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has the skills to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My driving practices contribute to safe environments for active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What would keep you from letting your child use active transportation methods for getting to school or other places s/he goes?

3. What would keep you from letting your child use active transportation methods for getting to a friend's place?

What grade is your child in? _____

Thank you for completing the questionnaire.

Evaluation Form D

Making Tracks In-line Skating Post-Program Questionnaire for Participants

Please complete this questionnaire about the Making Tracks In-line Skating Program. Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. How often do you skate to school?

- Never
- Less than once a week
- A couple of times a week
- Almost every day

2. How often do you skate to a friend's place?

- Never
- Less than once a week
- A couple of times a week
- Almost every day

3. Please tell us if you agree with these statements about in-line skating.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I know more about in-line skating safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where it's safe to skate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will skate more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was prepared to deliver the Making Tracks In-line Skating program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun learning about in-line skating safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned how to skate safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I can skate to school or a friend's place safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that in-line skating is one way to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's important to be active every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What did you like most about the Making Tracks In-line Skating Program?

5. What was the most fun about the Making Tracks In-line Skating Program? Why?

6. What, if anything, didn't you like about the Making Tracks In-line Skating Program?

7. What would keep you from in-line skating to school or other places you go?

8. What would keep you from in-line skating to a friend's place?

9. Do you have any additional comments about the Making Tracks In-line Skating Program you would like to make?

What grade are you in? _____

Where was your program located (name of school or community)? _____

Thank you for completing the questionnaire.

Evaluation Form E

Making Tracks in-line skating Post-Program Questionnaire for Parents/Caregivers

Please complete this questionnaire about the Making Tracks Program. Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. Please tell us if you agree with these statements.

Because of taking the Making Tracks in-line skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I know more about active transportation safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will use active transportation more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's important to be active every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that using active transportation is one way to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know where it's safe to my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child uses active transportation when going to a friend's place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child uses active transportation means when going to school or other places s/he goes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important for my child to be physically active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using active transportation will contribute to my child's well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable letting my child use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will encourage my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is safe in my neighbourhood for my child to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has the knowledge to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has the skills to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My driving practices contribute to safe environments for active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What did your child like most about the Making Tracks In-line Skating Program?

3. What, if anything, didn't your child like about the Making Tracks In-line Skating Program?

4. What would keep you from letting your child use active transportation methods for getting to school and other places s/he goes?

5. What would keep you from letting your child use active transportation methods for getting to a friend's place?

6. Do you have any additional comments about the Making Tracks Program or your child's participation in it that you would like to make?

What grade is your child in? _____

Thank you for completing the questionnaire.

Evaluation Form F

Making Track In-line Skating Post-Delivery Questionnaire Youth Mentors

Please complete this questionnaire about the Making Tracks In-line Skating Program. Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. Please indicate the extent of your agreement with the following statements about your experience with the Making Tracks In-line Skating Program.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I know more about active transportation safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about walking safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find safe routes for children to use for in-line skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to use active transportation modes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to encourage others to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program helped me develop leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program helped me develop more confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun teaching the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun teaching the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the extent of your agreement with the following statements about the participants' experience with the Making Tracks In-line Skating Program.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The participants have a better understanding of active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants can find safe routes for in-line skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants can apply the skills learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants are using active transportation methods more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants had fun taking the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What did you like most about the Making Tracks In-line Skating Program?

4. What was the most fun about the Making Tracks In-line Skating Program? Why?

5. What, if any, challenges did you encounter in delivering the Making Tracks In-line Skating Program?

6. What, if anything, would you change about the Making Tracks In-line Skating Program?

7. Do you have any additional comments about the Making Tracks In-line Skating Program you would like to make?

What grade are you in? _____

Where was your program located (name of school or community)?

Thank you for completing the questionnaire.

Questionnaire for Adult Leaders (Community Organizations)

Please complete this questionnaire about the Making Tracks In-line Skating Program. Your comments will help the program improve. Your comments will only be used for the evaluation of the program.

1. Please indicate the extent of your agreement with the following statements about your experience with the Making Tracks In-line Skating Program.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I was prepared to deliver the Making Tracks In-line Skating Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about walking safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find safe routes for children to use for in-line skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to use active transportation modes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more likely to encourage others to use active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My driving practices contribute to safe environments for active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will drive more safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had fun teaching the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough flexibility in the program to meet the needs for my location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate the extent of your agreement with the following statements about the participants' experience with the Making Tracks In-line Skating Program.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The participants have a better understanding of active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants can find safe routes for in-line skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants can apply the skills learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants are using active transportation methods more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants had fun taking the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire for Adult Leaders (Community Organizations)

Continued

3. Did you have youth mentors working with you?

If yes, complete question 4. If no, skip to question 5.

Yes

No

4. Please indicate the extent of your agreement with the following statements about the youth mentors' experience with the Making Tracks In-line Skating Program.

Because of taking the Making Tracks In-line Skating Program:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
The program helped develop leadership skills in the youth mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The youth mentors are more knowledgeable about active transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The youth mentors are more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What did you like most about the Making Tracks In-line Skating Program?

6. What, if any, challenges did you encounter in delivering the Making Tracks In-line Skating Program?

7. What, if anything, would you change about the Making Tracks In-line Skating Program?

8. Do you have any additional comments about the Making Tracks In-line Skating Program you would like to make?

Where was your program located (name of school or community)? _____

Thank you for completing the questionnaire.