

# Mindful Skateboarding

WARM-UPS



Text - Cecilia Toscanelli

Art - Han Sessions

# How Skateboarding Shapes Us

**Skateboarding** is where movement, emotion, creativity, and community meet.

With every push, fall, and new attempt, skaters learn about themselves, each other, and the space they share.

Skateboarding invites people to meet their limits again and again—to fall and rise, regulate emotions, stay focused, and celebrate small breakthroughs.

Learning in skating means finding your own way — experimenting, trying new ideas, and shaping what feels **true to each one**.

# How Skateboarding Shapes Us

Learning in skateboarding can bring many **challenges**.

Mixed experiences can hit at the same time — like fear and joy before dropping in. Excitement and hesitation, curiosity and doubt, courage and nerves, motivation and frustration when progress feels slow — all of them can show up at once on the board.

These are not weaknesses. It's where emotional and cognitive skills **grow** together with technical ones. Everyone, when facing something new, feels that contrast where the body says one thing and the mind another.



# How Skateboarding Shapes Us

What makes skating even more complex is that it usually happens in public. Both progress and failure are shared and seen by others. Landing a trick or falling becomes something collective, exposed, and visible.

Yet this openness also brings connection: being surrounded by others means being witnessed, encouraged, and supported. Community can turn vulnerability into strength—cheering for effort, celebrating wins, laughing together, and helping each other rise after a fall.

Skating with others makes trying feel easier and makes everything more fun.

# How Skateboarding Shapes Us

Hence, skateboarding becomes a **powerful space** for personal development, collective belonging, and psychological growth.



Supporting the mental side of skateboarding is therefore essential for helping young skaters manage emotions, build identity and belonging, develop resilience, and keep going when things get hard.

# Structure and Content

These mindful warm-ups are designed to help skaters build a **strong, open, and free mindset**. They are presented in four sections.

The first introduces exercises that help foster **values and belonging**, strengthening connection and identity.

The second proposes activities aimed at stimulating **creativity** in a context of sharing and co-construction with others.

The third includes activities aimed at managing **negative emotions and ambivalence**, supporting skaters in recognizing, accepting, and reframing difficult feelings together.

The fourth is dedicated to building **confidence and motivation**, offering practices that encourage self-belief, resilience, and motivation.

These sections have multiple intersections. The aims of these exercises often overlap and can therefore be used freely as needed.

# A Safe and Inclusive Skate Space

All warm-ups are created to promote inclusivity in a safe space where diverse experiences and feelings can be expressed, and where vulnerabilities and strengths can come together.

Beyond the session itself, these warm-ups can be brought into everyday skating, helping skaters develop healthy mental habits on and off the board, and offering tools to work on their mindset whenever it is useful.



# Shaping Warm-Ups to Your Community

These warm-ups can be used on their own or combined, depending on the needs of the group.

Some exercises are simple and suit younger skaters, while others are a bit more advanced and work well for kids who are a little older.

Some exercises are more suitable for small groups (for example, because they require longer discussion times), while others are more suitable for larger groups.

They can be woven into a warm-up ritual or adapted into a closing ritual or reflection at the end of the session.

You are therefore **free** to select and adapt them as needed to fit your participants' characteristics and needs.



# Shaping Warm-Ups to Your Community

When choosing a warm-up, take a moment to reflect on your group's needs, thinking about the following aspects:

**Group size:** Does the activity work better in pairs, small groups, or larger groups?

**Age suitability:** Is it suitable for the skaters' age and developmental stage?

**Cultural background:** Different cultures express emotions and participation differently. Support different ways of showing up.

**Sensitivity considerations:** How can you ensure emotional safety? Avoid pushing too hard, and allow shy or hesitant skaters to participate at their own pace.

**Trust level required:** Does this activity require an established, comfortable group, or can it work with skaters meeting for the first time?

*By reflecting on these points, you can make informed choices that respect your skaters' abilities, personalities, and group dynamics. This helps create a safe and inclusive environment where every skater can benefit from the activities in their own way.*

# Fostering Values and Cohesion

PART I



# Fostering Values and Cohesion

This section focuses on building a supportive, respectful, and value-driven skate environment. The warm-ups encourage skaters to appreciate each other's strengths, work toward a common goal, and develop a sense of belonging and connection. These activities set the tone for a community where **everyone matters**, every voice is heard, and motivation grows from shared purpose rather than comparison or competition. Through play and reflection, skaters shape a space where skateboarding grows into a shared journey of support and **community** on and off the board.

# Mindful Warm-Up 1: Secret Message Relay

**Goal:** Strengthen cohesion by encouraging skaters to collaborate, support each other, and discover a positive message together. This game combines movement with teamwork, helping skaters feel capable, connected, and ready to start the session with shared enthusiasm.



# Secret Message Relay

## HOW TO PLAY

### Step 1. Setup

Divide skaters into 2–3 teams. Each team lines up behind a starting line. Place cones 20–30 meters ahead as turning points. Behind the cones, lay out slips of paper (one per skater), each with part of a secret message.

### Step 2. Relay Process

At the signal, the first skater of each team rides to the cone, collects one slip, and returns. They hand it to their team and tag the next skater.

Teammates who have already returned can start assembling the message as slips arrive.

### Step 3. Final Objective

When all slips are collected, each team pieces them together to reveal a hidden message. The messages may be motivational (*Skateboarding is joy!*) or linked to the session's focus (*Today we're learning hippie jumps*).

# Secret Message Relay

## VARIATIONS

**For beginners**, shorten the distance and keep the path straight and simple.

**For more experienced skaters**, add cones for slalom or a small detour before collecting the slip.

**For a more inclusive and fun vibe**, skaters can ride however they like — standing, sitting, kneeling, or lying on their board.



# Secret Message Relay

## WHY IT IS USEFUL

**This warm-up** builds confidence and cohesion by giving each skater a clear role and a tangible contribution to the group's success.

Beginners can experience **small wins** — riding out, picking up a slip, and returning — which reinforces their sense of capability on the board. At the same time, the group discovers a positive or motivational message, shifting the focus to **shared purpose** and enjoyment.

By combining physical practice with encouragement and teamwork, the activity reduces pressure, strengthens **belonging**, and fosters motivation to engage fully in the session.

# Mindful Warm-Up 2:

## Why We Ride

**Goal:** Help skaters connect to personal and collective reasons and values, while making the process playful and social. By exchanging and reading each other's answers, kids discover new perspectives and build togetherness through shared experiences.





# Why We Ride

## HOW TO PLAY

### Step 1. Write it Down and Mix it Up

Give each skater a small piece of paper and a pencil. Ask them to write down their answer to the question *Why do I skate? What does skating give me?*. Encourage short, simple words (e.g., *fun, friendship, freedom, challenge, joy, peace*, etc.). Collect all the papers in a hat, helmet, or box. Shake them up and mix them so the answers are anonymous.

### Step 2. Pick and Share

Each skater picks a paper and reads the answer aloud. The group listens, and those who feel the same can raise their hand or briefly share, creating moments of connection.

### STEP 3. Shape the Collective Voice

Collect all the slips and arrange them together to create a shared motto or a *Why we skate* poster representing the whole group.

# Why We Ride

## VARIATIONS

**To make it more playful,** It can become a guessing game, where after reading an answer aloud, the group tries to guess whose it was.

Skaters can decorate the poster with drawings, stickers, or graphics to **make it theirs.**

For children who are shy or prefer to stay quiet, the game can be adapted so that they simply hold on to the paper they picked **without reading it aloud.**

This warm-up can also be varied by shifting the focus from the individual to the group. The question *would* be, ***why do we skate together?*** and it would highlight how everyone brings important values to the group.

# Why We Ride

## WHY IT IS USEFUL

**This warm-up frames** skating as self- and collective expression and helps skaters reflect on their **personal** reasons for skating while highlighting how each person's values contribute to the **collective**. By discovering someone else's values, skaters notice similarities, appreciate differences, and practice respect, curiosity, and **connection**.

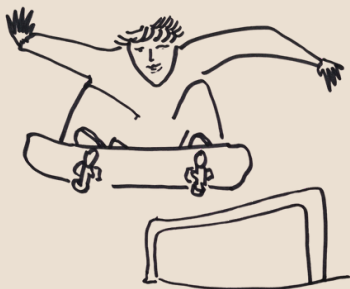
Writing answers makes the reflection concrete and gives **everyone** — especially quieter kids — an equal chance to express themselves.



# Mindful Warm-Up 3

## The Web of Contributions

**Goal:** Build group cohesion and strengthen belonging by helping skaters recognize and share the personal strengths they bring to the skate space. As skaters pass the yarn, they create a web that makes their connections and contributions visible.



# The Web of Contributions

## HOW TO PLAY

### Step 1. Form a Circle

Gather skaters in a circle with a ball of yarn. Ask them to think about what each person brings to the group. Use a simple prompt: *One quality you bring to the group is...*

### Step 2. Throw and Share

The first skater holds one end of the yarn and throws the ball to a teammate, saying something positive (e.g., you *bring fun to the group*). They keep hold of their strand, and the next skater catches the ball, holds their piece, and throws it to someone else while naming a strength.

No rush—give time to think.

### Step 3. Create and Notice the Web

Continue until everyone has received the yarn and shared a strength. The group will create a visible web of contributions that symbolizes all the strengths that connect them.

# The Web of Contributions

## VARIATIONS

**If skaters do not know each other**, this exercise can be done at the end of the session. As a closing ritual, ask each participant to say what another participant contributed to the session.

The order can also be chosen based on the aim of the exercise: at the **beginning** of the session, it sets a positive, collaborative tone, while at the **end** it reinforces group cohesion and leaves skaters with a sense of appreciation and belonging.

This activity can also be useful **outside the session**, when skating solo, by recalling compliments or encouragement received in the past from friends, coaches, etc.

# The Web of Contributions

## WHY IT IS USEFUL



**This activity** fosters recognition, respect, and stronger bonds within the group by making contributions visible in a playful way. The yarn web helps show how everyone is interconnected.

By sharing contributions, each skater **feels valued** and appreciated while recognizing that everyone brings something important to the collective, no matter their level or style.

# Fostering Creativity with Others

## PART II





# Fostering Creativity with Others

This section encourages skaters to explore the space with curiosity and imagination, experimenting with playful ways of riding.

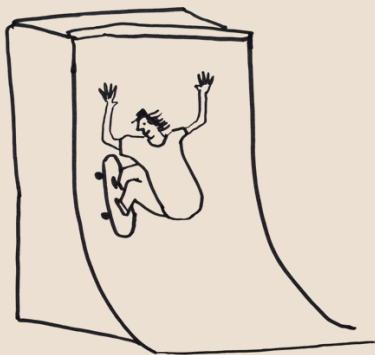
Together, skaters invent, adapt, remix, and share creative approaches—on and off the board.

The focus of these warm-ups is on expression and exploration. By creating with others, skaters learn that creativity grows when ideas are stretched and built together. These warm-ups invite skaters to enjoy originality, celebrate experimentation, and let creativity shape the way they ride.

# Mindful Warm-Up 4

## Spot Creativity Challenge

**Goal:** Stimulate creativity, playfulness, and problem-solving by inviting skaters to imagine and explore together new possibilities in their environment.



# Spot Creativity Challenge

## HOW TO PLAY

### Step 1. Choose the Spot

Ask skaters to look around the skatepark or street and pick only one specific spot. It could be a ledge, rail, bank, or flat piece of ground. Encourage them to notice the details of the space.

### Step 2. Imagine the Trick

Invite skaters to close their eyes for a moment and visualize a simple trick or movement they could do in that spot. It doesn't need to be difficult or technical; it can be playful, experimental, or a variation of something they already know.

### Step 3. Share and Try

Each skater shares their idea with the group. If they feel comfortable, they can try the trick themselves or invite others to experiment with it. The group can also create a sequence that includes everyone's capacities.

# Spot Creativity Challenge

## WHY IT IS USEFUL

**This exercise** helps skaters see their environment in new ways and encourages flexible, **creative thinking**.

By imagining tricks before trying them, skaters build **visualization skills** that support learning and progression. Sharing ideas creates a playful group dynamic, where everyone inspires each other and learns to value different perspectives.

It shifts the focus from doing the *hardest* trick to enjoying the process of creation, **exploration**, and collaboration.



# Mindful Warm-Up 5

## Hidden Spots Explorer

**Goal:** Foster creativity, curiosity, adaptability, and an experimental attitude by encouraging skaters to explore overlooked or unusual spots in the skatepark or street and find new ways to ride them.



# Hidden Spots Explorer

## HOW TO PLAY

### Step 1. Search for Hidden Spots

Ask each skater to look around and find a spot not originally designed for skating — it could be a corner, a curb, a crack in the ground, an in-between space, a hole, a fountain, etc.

### Step 2. Imagine and Create

Invite each skater to think of one small movement or trick they could try in their spot. It doesn't need to be complex — just a way of using the place in a new or unexpected way.

### Step 3. Share and Experiment

Skaters show their hidden spot and demonstrate their move to the group. Others are welcome to try it too. The goal is to celebrate creativity and exploration rather than difficulty.

# Hidden Spots Explorer

WHY IT IS USEFUL



**This activity** helps skaters break **free** from conventions by looking at their environment in new ways. It builds curiosity, creativity, and confidence through exploration and play.

Sharing hidden spots fosters group inspiration and belonging, as skaters realize there are **endless ways to skate together**.

# Mindful Warm-Up 6

## Skate Song Remix

**Goal:** Stimulate creativity, group bonding, and self-expression by adapting the words of a song into a skate-themed version that reflects the group's experience and identity.





# Skate Song Remix

## HOW TO PLAY

### Step 1. Choose the Song

Briefly introduce a simple, uplifting song (e.g., Neil Diamond's *We*) or let the group choose a song — something simple, energetic, and easy to remix together. Explain that the group will remix the words into their own skate version. Of course, the song should be adapted to the language of participants.

### Step 2. Adapt the Lyrics

Brainstorm short words or phrases connected to skating, and adapt the chosen song. Keep it simple so everyone can join in and feel part of the remix. For example, if you use Neil Diamond's *We*, you might create lines such as: *Skate is not about being tall or short; everybody does it in a special way.*

### Step 3. Sing Together

Sing the new skate remix together and dance!  
Encourage everyone to join in without worrying about singing *well*.

# Skate Song Remix

## WHY IT IS USEFUL

Adapting a song together fosters **creativity and playfulness** while strengthening group identity.

It supports **cooperation** by giving everyone a chance to contribute their ideas and builds confidence through **collective** expression.

Singing as a group also helps release tension, energizes skaters before a session, and creates a memorable **shared ritual**.



# Managing Emotions and Ambivalence

## PART III



# Managing Emotions and Ambivalence

This section supports skaters in navigating the **emotional side** of skateboarding — the mix of excitement, fear, hope, hesitation, and joy that often shows up. Instead of pushing feelings away, these warm-ups invite skaters to notice them, name them, and work with them.

**Vulnerability is welcomed:** sharing fears, hopes, and inner thoughts becomes a way to **strengthen** the whole group.

By practicing emotional awareness, reframing worries, and supporting each other, skaters learn that emotions are not obstacles to eliminate but signals that can guide growth — progress also comes from understanding **how we feel** and choosing **how to respond**.

Some exercises are playful and active, others more reflective, but all help skaters build resilience, self-kindness, and confidence.

# Mindful Warm-Up 7

## Riding with Fears and Hopes

**Goal:** Help skaters recognize and accept mixed feelings by naming both their fears and hopes, normalizing ambivalence, and gently shifting their focus toward hope and growth while fostering empathy, trust, and a supportive group atmosphere.



# Riding with Fears and Hopes

## HOW TO PLAY

### Step 1. Find your Fears and Hopes

Form a circle and ask skaters to think about their fears and hopes — just one word or short phrase each. Ask skaters to consider:

*What's one fear I have about today's session? (e.g., falling, not progressing).*

*What's one hope I have about today's session? (e.g., landing a trick, having fun).*

### Step 2. Roll and Share

Place a skateboard wheel (or another object, such as a helmet) in the circle.

Each skater takes a turn by rolling or passing the object into the middle as they share either a fear or a hope. The next skater who receives the object shares the opposite (if the first shared a fear, the next shares a hope). The object keeps moving until everyone has shared both a fear and a hope.

### Step 3. Hold Both Together

Invite them to notice that fear and hope can coexist — both are natural parts of trying something new and exist in everyone's experience.

# Riding with Fears and Hopes

## VARIATIONS

**To make it more playful**, it can be paired with *Warm-Up 8* (Fear freeze, hope flow).

It can be done with a **cotton yarn**, as in *Warm-Up 3* (*The Web of Contributions*). This way, fears and hopes take the shape of a net, allowing skaters to visually notice how they intertwine.

Skaters can also do this exercise **alone quietly** before skating, using it as a personal check-in.

**To deepen** the reflection, writing down fears and hopes can further strengthen the effect.

# Riding with Fears and Hopes

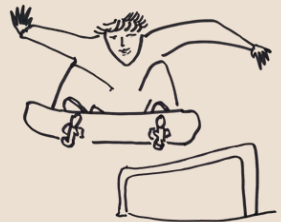
## WHY IT IS USEFUL

By voicing or reflecting on **fears and hopes**, participants reframe and strengthen their mindset to move forward.

This warm-up helps them recognize that it's normal to hold both at once. It **normalizes ambivalence** and gently shifts focus toward the hopeful side, building **resilience**.

Sharing both fears and hopes and hearing that others feel similar fears builds honesty, trust, and empathy.

This exercise supports emotion regulation by encouraging people to see that courage isn't the absence of fear but the **ability to move forward** with hope despite it.





# Mindful Warm-Up 8

## Fear Freeze, Hope Flow

**Goal:** Normalize mixed emotions by turning fear into a playful pause and hope into joyful movement, helping skaters experience that both can coexist while keeping the focus on fun, flow, and play.



# Fear Freeze, Hope Flow

## HOW TO PLAY

### Step 1. Free Movement

Ask skaters to ride or move freely around the space. Encourage them to use their boards with light pushes and smooth rolls, keeping the atmosphere relaxed and playful.

### Step 2. Fear Word—Hope Word

The person leading the session calls out either a fear word (e.g., *falling*, *failing*, *freezing*) or a hope word (e.g., *landing a trick*, *having fun*, *feeling free*). If a *fear* word is called, skaters must freeze in place like statues, holding their position until the next signal. If a *hope* word is called, skaters move again with more energy, flow, and creativity, expressing the positive feeling through their riding.

### Step 3. Group Contribution

After a few rounds, invite skaters to contribute their own examples of fears and hopes. The facilitator can then use these words in the calls, making the game more personal and connected to the group's real experiences.

# Fear Freeze, Hope Flow

## VARIATIONS

**This warm-up** can also be played without skateboards for younger or less confident skaters, using running, jumping, or **dancing** instead.

Themes such as *frustration versus perseverance* can be woven into this warm-up, helping skaters move beyond the need for immediate reward and **fostering persistence** and effort despite difficulties.

**Music** can be added so that skaters flow to the rhythm and freeze when the facilitator pauses the track.

For an extra **playful twist**, pairs or small groups can freeze together in creative poses when a *fear* word is called.

# Fear Freeze, Hope Flow

## WHY IT IS USEFUL

This warm-up makes fears and hopes **tangible** through body **movement**: stopping represents fear, while flowing again represents hope.

It shows skaters that **fear** is a natural pause, **not the end** of the process, and that hope provides the energy to continue.

By turning difficult emotions into a shared, playful experience, the activity **reduces pressure** and strengthens resilience.

It encourages skaters to recognize ambivalence **without judgment** while shifting focus toward enjoyment and **fun**.



# Mindful Warm-Up 9

## Catch, Rethink & Reframe



**Goal:** Manage negative emotions by recognizing and reshaping automatic thoughts. Automatic thoughts are those quick, often negative, internal voices that appear when we're about to try something scary or uncertain (e.g., *I'll fall, I'll look stupid, I'll never land this*).

# Catch, Rethink & Reframe

## HOW TO PLAY

### Step 1. Catch the Thought (Awareness)

Ask skaters to think about one negative emotion they experience before a session and try to catch **the thought** behind it. Invite them to write it down on a small piece of paper (e.g., I feel scared *because I think I'll probably fall*, or I'm anxious about looking stupid *because I think that if I mess up, everyone will laugh at me*).

### Step 2. Group Sharing

Each skater reads their own thoughts and emotions aloud to the group when they feel ready. This way, skaters can see that many of them experience similar worries. Awareness breaks the autopilot.

**Step 3. Reality Check (Cognitive Reframing)** — see next page.

# Catch, Rethink & Reframe

## HOW TO PLAY

### Step 3. Reality Check (Cognitive Reframing)

With the help of the group, skaters challenge each thought and reframe it into a more realistic and balanced one by asking questions such as:

*Is this 100% true or reasonable?*

*e.g., Is it true that if I mess up everyone will laugh at me and think I look stupid?*

*What would be a more balanced or encouraging way to think about this? The alternative thought should be realistic and convincing.*

*e.g., People aren't staring at me while I skate — they are trying their own tricks.*  
*or*

*Even if I make mistakes, other skaters are not here to judge me — we're here to have fun and skate together.*

Invite skaters to repeat the new thought in their head. This helps replace the unrealistic thought with a more realistic, balanced one, thus helping them manage negative emotions in the short and long run.

# Catch, Rethink & Reframe

## VARIATIONS

To make it more playful, *Warm-Up 9* can include *Warm-Up 10* (Worry Toss, Confidence Catch).

This exercise can be done in a **group or individually**. Working in a group is useful for offering convincing alternative ways of thinking. **Individually**, it can be practiced to reinforce balanced thoughts against irrational ones — whenever a new negative emotion emerges — using this sequence:

1. **Catch the thought:** What am I telling myself?
2. **Check it:** Is it 100% true?
3. **Reframe it:** What's a more balanced thought?
4. **Apply and repeat:** Practice the new thought

Repeated practice of this cycle (i.e., *Catch* → *Check* → *Reframe* → *Apply*) helps skaters create a **healthy mental habit** they can use anytime negative emotions arise. It strengthens emotional regulation, reduces anxiety, and builds confidence.



# Catch, Rethink & Reframe

## WHY IT IS USEFUL

This exercise specifically helps to **recognize and reshape** the quick, negative thoughts that often appear when trying something challenging or unfamiliar.

By **catching the thought**, they practice slowing down automatic emotional reactions instead of letting emotions take control. Through the reality check and reframing step, skaters actively replace self-defeating thoughts with more balanced and **supportive ones**.

Doing the exercise together also reinforces mutual encouragement, creating an atmosphere where everyone feels safe, included, and motivated to take **positive risks together**.

# Mindful Warm-Up 10

## Worry Toss, Confidence Catch

**Goal:** Help skaters release negative emotions by symbolically *throwing away* worries and *catching back* confidence, turning self-doubt into playful group support.



# Worry Toss, Confidence Catch

## HOW TO PLAY

### Step 1. Form a Circle

Ask skaters to form a circle, standing with or without their boards. Place one soft object (such as a ball, helmet, or skate wheel) in play.

### Step 2. Toss the Worry

The first skater says out loud one fear or worry (e.g., *I might fall, or I'll look silly*) while tossing the object across the circle.

### Step 3. Catch with Confidence and Keep it Moving

The skater who catches the object responds with a quick positive reframe or word of encouragement (e.g., *Falling helps you learn, or We all make mistakes, or Trying is already progress*). After responding, they share their own worry before tossing the object to another skater. The game continues until everyone has both tossed a worry and caught one.

# Worry Toss, Confidence Catch

## VARIATIONS



**This warm-up** can be played after *Warm-Up 9* (Catch, Rethink & Reframe).

For **younger skaters**, the person leading the session can support by suggesting positive reframes if needed.

To make it more playful, encourage skaters to add body language: toss the worry *heavily* as if it's a burden, and catch it with a **strong**, confident stance.

# Worry Toss, Confidence Catch

## WHY IT IS USEFUL

This game makes negative emotions **concrete and external** by *throwing* them away, helping skaters understand that worries don't need to stay inside. Catching and reframing shows that support can come both from peers and from oneself.

**The playful** exchange normalizes fear, strengthens resilience, and helps transform self-doubt into **collective encouragement**.

By practicing both roles — expressing a worry and reframing someone else's — the group learns to balance vulnerability with positivity.

# Building Confidence and Motivation

PART IV



# Building Confidence and Motivation

This section focuses on strengthening confidence and motivation.

These warm-ups are designed to help skaters recognize their existing **resources** and connect today's efforts with future progress. While earlier parts of the booklet emphasize values, creativity, and emotional growth, these activities specifically aim to nurture **confidence** and determination. By making strengths visible and envisioning future **growth**, skaters are encouraged to approach challenges with courage and optimism.

Each exercise blends personal reflection with group interaction, showing that confidence is not built alone but within a supportive **community**.

# Mindful Warm-Up 11

## Chalk Your Confidence

**Goal:** Boost self-belief and confidence by helping skaters recognize and share their existing strengths and resources, building motivation in a supportive team spirit.





# Chalk Your Confidence

## HOW TO PLAY

### Step 1. Rate Confidence

Invite skaters to draw a line with chalk on their skateboard (or on the ground) and mark their confidence level on it. Use prompts to make it easier, such as: *On a scale from 0 to 10, how confident do I feel about skating today or learning this new trick?* (0 = not confident at all, 10 = fully confident).

### Step 2. Explore the Number

Each skater shares their confidence number. They can show their mark on the board, making their confidence level more visible to the group. If less than 10, follow up: *Why am I at this number and not **lower**?* (e.g., 5 and not 3).

This encourages skaters to highlight their **strengths** (e.g., *I'm at 5 and not 3 because I've practiced before*) instead of *weaknesses*.

### Step 3. Move it Up

Ask skaters to identify one small thing that could move them half a point higher (e.g., *try an easier variation first, ask a friend to encourage me*). They can add a second mark on their line with chalk of a different color to show where they want to move up to, turning their goal into a visible intention.

# Chalk Your Confidence

## VARIATIONS

This exercise can also be done alone as a quick **self-check**. Skaters can silently rate their confidence, reflect on why it isn't lower, and identify one small action to **raise it**.

Skaters can also use chalk marks on their board as a private **reminder** of their starting point and their small step forward.



# Chalk Your Confidence

## WHY IT IS USEFUL

This exercise contributes to building confidence from the inside out by making their existing strengths **visible**.

By shifting focus from *what I lack* to *what I already have*, it reframes their mindset from "*I'm not good enough*" to "*I have **reasons to believe** in myself.*"

By identifying one small action to raise their confidence, they turn that belief into a clear, achievable step, making progress feel manageable and within their **control**.

# Mindful Warm-Up 12

## What I Notice in You

**Goal:** Boost confidence and motivation by helping skaters recognize and share the positive qualities they show while skating. This warm-up highlights what others notice in them, reinforcing self-belief and motivation through encouraging feedback, helping everyone feel seen and valued.



# What I Notice in You

## HOW TO PLAY

### Step 1. Form Pairs or Small Groups

Gather skaters in a circle and divide them into pairs (or small groups if uneven).

### Step 2. See Each Other

In pairs, ask each person to name one quality or strength they notice in their partner while skating. The guiding prompt can be: *One thing I notice about you when you skate is...* (e.g., *I notice you always keep trying* or *I notice you are really creative*). Each skater takes a turn receiving feedback from their partner or group.

### Step 3. Share with the Circle

Bring everyone back into a circle. Each pair or group shares the qualities they highlighted in Step 2.

### Step 4. Hold It and Push

Ask each skater to turn the feedback they received into a short personal statement for today's session. Invite everyone to step onto their boards, carrying that positive quality with them.

# What I Notice in You

## VARIATIONS

If skaters do not know each other, this exercise can be done at the **end** of the session.

The order can also be chosen based on the aim of the exercise: at the **beginning** of the session, it sets a positive, collaborative tone, while at the **end** it reinforces group cohesion and leaves skaters with a sense of **appreciation and belonging**.



# What I Notice in You

## WHY IT IS USEFUL

Confidence grows stronger when **shared**: this warm-up fosters self-belief and motivation by showing skaters how others perceive their positive qualities on the board, helping them internalize encouragement from others.

By receiving encouraging feedback, they strengthen their **confidence** and feel more motivated to skate.

Once again, this warm-up shows that a skate session is not only about performance but about **people** and the unique qualities they bring.

# Mindful Warm-Up 13

## Back to the Future (Self)

**Goal:** Boost motivation and resilience by imagining a positive future self who has overcome challenges and grown through skating. This warm-up uses visualization to reduce frustration, shift focus away from failure, and build motivation by connecting today's effort with tomorrow's progress.





# Back to the Future (Self)

## HOW TO PLAY

### Step 1. Imagine your Future Self

Ask skaters to close their eyes for a moment and picture themselves six months from now as more experienced skaters. Use prompts such as: *What tricks have you learned? How do you carry yourself on the board? How do you feel?*

Then, ask them to reflect on questions such as *What did I do, step by step, to become that version of me? What is one small action today that aligns with that future skater? What's one thing I could try today that would bring me 10% closer to that version of me?*

### Step 2. Share and Commit

Invite them to share their small step or today's action with the group and commit to one objective (e.g., *today I will focus on practicing balance*).

### Step 3. Step with Intention

Ask skaters to step on their board while holding their future self and their small step in mind, then push off to begin the session.

# Back to the Future (Self)

## VARIATIONS

Skaters can also practice this individually by taking a quiet moment before skating to visualize their future self and choose one action for **today**.

**Writing it down** or repeating it silently can make it more effective.



# Back to the Future (Self)

## WHY IT IS USEFUL

Hearing each other's visions fosters motivation and optimism. This exercise is useful to shift skaters' focus from fear of failure in the present moment to hope and possibility in the **future**. Visualizing a confident, skilled future activates positive emotions and builds **belief** in one's ability to improve, which counters self-doubt.

By mentally rehearsing the steps that lead to this future version, skaters create a clear link between their present actions and future **progress**, making effort feel meaningful and worthwhile.

This exercise builds resilience, helping skaters push through challenges together and stay engaged even when progress feels **slow**.

# Acknowledgements



Thanks to all the skaters, friends, and communities who remind me that learning happens through connection, courage, play, and **fun**.

And to everyone who shared their time, energy, and vibes  
— you know who you are, thank you.

Big thanks to Han for sharing your amazing artistic talent  
— your drawings make it all brighter.

Made with love and a few coffees (probably tea for Han).  
Text © 2025 Cecilia Toscanelli — Art © Han Sessions, CC BY-NC-SA 4.0.  
You're free to use, share, and remix for learning — just credit the authors and keep it non-commercial.