



# Impact report

**Period:** March - August 2021

**Subject:** Programming

**Location:** Trujillo / El Cerrito, Peru

**Date prepared:** 13th of December 2021

**By:** Tim van Asdonck



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**“Una nueva oportunidad para compartir con los pequeños de diferentes lugares y cuál importante es no perder esa mágica manera de afrontar las cosas solo como un niño puede hacerlo CON UNA SONRISA”**

**(A new opportunity to share with the little ones from different places, and the importance of not losing this magical way of facing things as only a child can do: WITH A SMILE”**

(Edu-Skate Teacher)

# 1 / The set-up. Vision and Preparation



## Adapting during a Pandemic

In March 2020, when the COVID-19 pandemic arrived in Peru, schools suddenly closed and all other educational activities were suspended. When Peru was put into a lockdown, we had been running our 1st Edu-Skate season in Cerrito de La Virgen at the old La Rampa for only 2 weeks. As we had to stop our programming unexpectedly, the local CJF staff and international volunteers (who were in Peru at the time) spent the rest of 2020 looking for creative ways to keep in touch with the communities we used to work with through a variety of projects: a printed skater booklet as an educational tool, a trip around Northern Peru to decentralize skateboarding through contests and public skateboarding classes, free open sessions for girls and womxn, among other initiatives. In March 2021, exactly one year after we closed La Rampa, the local CJF Peru team decided it was time to start running our youth programs again.



*Introduction by Arissa Moreno (CJF Country Manager of Peru)*



## The Idea behind “Clases Relámpago”

The lease of the old La Rampa had expired during the pandemic, so we did not have a skatepark for our Edu-skate classes. Plus, the local government had not given permission nor specific guidelines for opening educational or recreational spaces. In order to face these challenges and adapt in the middle of a pandemic, the local team came up with the idea of “Clases Relámpago.” The Clases Relampago consisted of an adapted version of the regular Edu-Skate program with one session per week to be given in public spaces such as soccer or basketball courts in different areas of Trujillo. The “Clases Relampago” contributed to make skateboarding more accessible to kids who lived far away from a skatepark or did not have the sources to go to one. Having scheduled weekly pop-up sessions in public spaces meant that the Edu-skaters were responsible for the logistics of bringing the required gear (boards, helmets, facemasks, water and alcohol for disinfection) as well as keeping an updated inventory after each session.



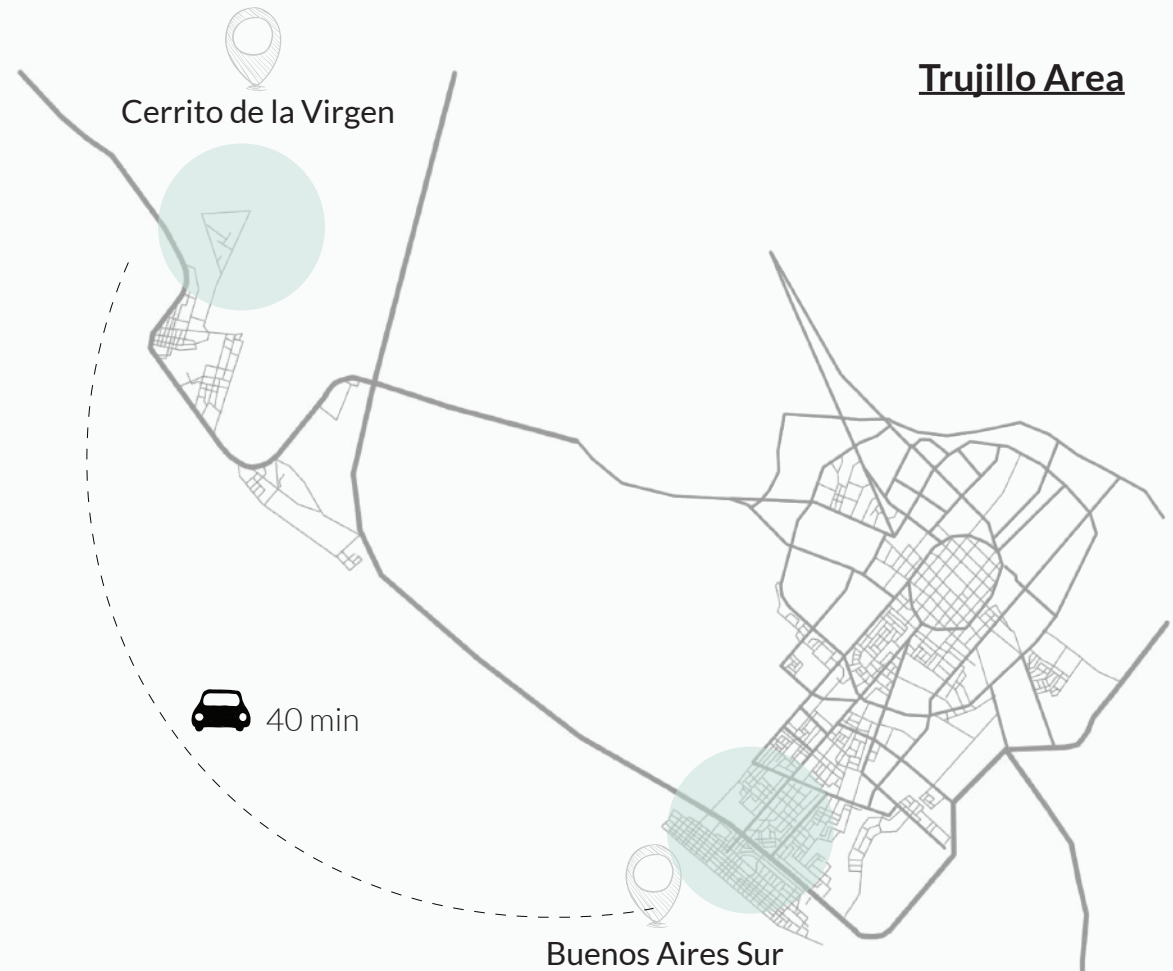
The main objective behind the concept of “Clases Relampago” was to provide an educational and recreational space for kids that did not have many opportunities to socialize, exercise and learn something different as schools were closed, education was online and children spent most of their time at home due to the COVID-19 restrictions. When the national education system transitioned into an online format, some of the participants of our classes suffered from loss of education as they did not have access to virtual resources such as computers or internet connection for their lessons. For some of the beneficiaries of our classes, especially in the Cerrito de La Virgen group, the weekly “Clase Relampago” was the only space where they could be exposed to a face-to-face learning environment and establish an in-person connection with someone outside of their families. As kids’ routines, education and recreation were disrupted by the lockdown, skateboarding provided a safe space for local youth to deal with the isolation and the challenges to their mental and physical health brought by this era of social distancing.



## The Communities

For this season of Edu-Skate, we worked at 2 different locations in the city of Trujillo. The first community was Buenos Aires Sur. We hosted Edu-Skate sessions at a local soccer court known as “La Poza” for girls and boys between 6 and 14 years old. Most of the kids who signed up to our classes in Buenos Aires were found in “La Poza” itself and surrounding areas. La Poza is a public park that is always full of youngsters who are left unattended during the day as parents go to work. Therefore, CJF Peru’s classes offered not only a fun activity for kids to spend their afternoons but also a space where parents felt their kids were being taken care of.

The second community we worked with was a group of kids between 4 and 15 years old from Cerrito de La Virgen, Huanchaco. We had been working with this community before the pandemic and we thought the “Clases Relampago” was a key opportunity to reconnect with them after a long pause. Even though most of the participants were already familiar with CJF, we had the opportunity to enroll new beneficiaries as well. In Cerrito’s families, older kids are usually left to care for their younger siblings when parents go to work so many of our enrolled participants belonged to the same families. Due to COVID-19 safety measures, we had a limited capacity for students so we had around 11-12 kids per session.







## Creating Our Own Protocols

As there were no specific government guidelines for running youth activities during the pandemic, the local team was in charge of producing our own protocols. We developed a “COVID-19 Safety Protocol” that included the following: measures for social distancing in the practice of sports, hygiene procedures (disinfection and face mask usage) and ideas for teaching skateboarding without contact. Furthermore, we established an Emergency Protocol that included all kids’ emergency contacts, specific first-aid procedures and key numbers in case of an accident during one of our sessions.

Even though we had these written protocols in place, each of the team members of CJF Peru had to adapt and find innovative ideas to teach skateboarding with minimal contact during a time when COVID-19 was a factor. When doing community outreach to enroll kids in both communities, parents were concerned not only about the safety of their kids when practicing a sport that they considered risky but also about the risk of being exposed to COVID-19 during our classes. By presenting and explaining these protocols to parents when registering their kids, our Edu-skate classes had more credibility.



# 2 / The Launch. Implementation of the programme.

## Edu-Skate

March - August 2021

-

Information based on lesson evaluation forms.



**7** teachers

♀ 14%  
♂ 86%



**2** public 'canchas'  
(football, basketball field)



**19** sessions of  
1.5 hours

Average session  
attendance: 10



**43** students (2 groups)

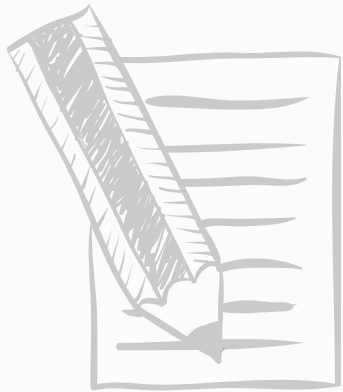
♀ 37%  
♂ 63%

Average age: 9

## Action plan.

### Day before lesson →

- Lesson planning:  
Teacher sends their lesson plan to local manager who checks and provides feedback



### Lesson day →

- Teachers bring skate & safety gear, masks and hand sanitizer in public transport to location
- Meet with students at the public 'cancha' in their neighborhood
- Execute lesson plan
- Fill out lesson evaluation

### Every month

- Team Meeting with local team and CJF Programmes Manager





## Rundown of the season week by week

### Week 1. Life-Skill: A Positive Mental Attitude

**Introduction** Everyone introduced themselves in a circle, discussed how a positive mentality helps in skating and in life, and the goal of today was discussed: saying 'I can't' is not allowed this session.

---

**Activity:** Warm-up:  
Stretching / Yoga / basic exercises like foot placement and slaloming cones

Activities:  
Following circuit set out with cones

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**Closing circle / quote:** 'Yo si puedo!' (I can do it!)



#### Attendance

**Buenos Aires:**

**7** students

**Cerrito de la Virgen:**

**15** students



# Awareness

## Week 2. Life-Skill: Awareness

**Introduction** Paying attention is important to know what to do. It also helps with preventing injuries and improving your learning

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**Activity:** Warm-up:  
Stretching with and without using the skateboard

Activities:  
Exercises last week, jumping exercises and children have to remember an assigned number or colour throughout the class

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**Closing circle / quote:** “Tenemos que prestar atención para no chocar” (We have to pay attention to not crash into each other)



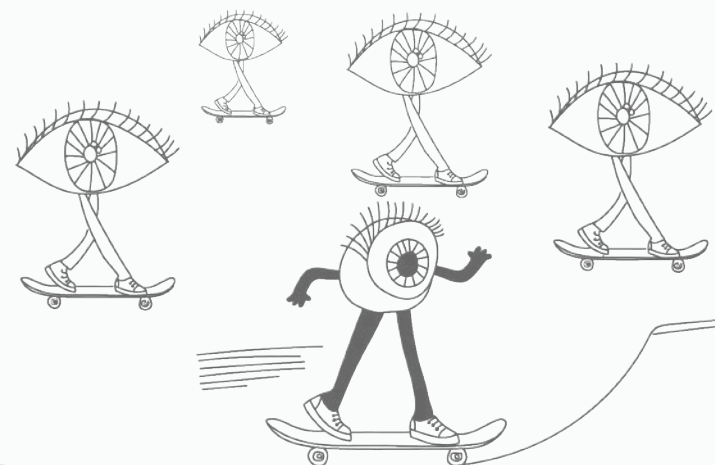
### Attendance

Buenos Aires:

**11** students

Cerrito de la Virgen:

**8** students



I can focus my attention.

# Self-Confidence

## Week 3. Life-Skill: Self-Confidence

**Introduction** Confidence means believing in yourself, but without feeling better than others: you need this if you want to achieve new goals. The group did a role-play exercise where they had to imitate someone (family or celebrity) and needed confidence to present their imitation.

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**Activity:** Warm-up:  
stretches with and without use the skateboard

Activities:  
Challenges based on level (from basic tricks to ollies and shove-its)

---

**Closing circle / quote:** “si crees que lo puedes hacer solo sigue intentando y al final te sale”  
(If you believe in what you can do, you just have to keep trying and it will work out in the end)



### Attendance

#### Buenos Aires:

- students

#### Cerrito de la Virgen:

**11** students



I believe in myself!!



# Respect

## Week 4. Life-Skill: Respect

**Introduction** Discussion on how good it feels to be respected, and that in order to receive respect, you have to give respect.

---

**Activity:** Warm-up:  
Stretches and jumping over skateboards

Activities:  
Learning boneless / students received a number and had to wait for their turn to respect the others

---

**Closing circle / quote:** “El día de hoy aprendí lo importante que es respetar y como puedo hacer para que me respeten.”  
(today I learned how important it is to respect other and how I can get others to respect me)



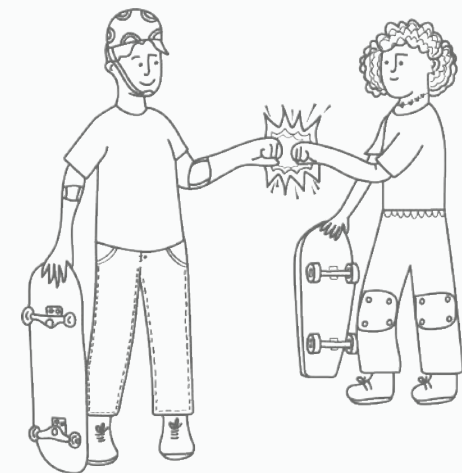
### Attendance

Buenos Aires:

**8** students

Cerrito de la Virgen:

**7** students



Good job!

# Resilience

## Week 5. Life-Skill: Resilience

**Introduction** Failing isn't bad, it's a part of the learning process: what is important is to keep going afterwards. When asked for the students experiences with this, one of the students disclosed he's overcoming the recent passing of his father.

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**Activity:** Warm-up:  
Big jumps and rolling on the ground imagining falling from a skateboard trick.

Activities:  
How to break, holding manual balance, ollie-ing over a board

---

**Closing circle / quote:** "Si me caigo lo vuelvo a intentar" (If I'll fall, I will try again)



### Attendance

**Buenos Aires:**

**3** students

**Cerrito de la Virgen:**

**9** students



I get back up after I fall down!

# Perseverance Encouragement

## Week 6. Life-Skill: Perseverance & Encouragement

Introduction -

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**Activity:** Perseverance: practical explanation: the students had to do kickturns until they realised the set goal.

Encouragement: practical explanation: a race was organised and kids had to cheer on their teammates.

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**Closing circle / quote:** Perseverance: “No era tan difícil, mira en este intento ahora me sale el truco.”

(It wasn't that difficult, look this try I will make the trick)

Encouragement: “vamos vamos , tu puedes , sigue!”  
(go go, you can do it, keep going)



Attendance

Buenos Aires:

**6** students

Cerrito de la Virgen:

**10** students



# Courage

## Week 7. Life-Skill: Courage

**Introduction** Explaining the importance of overcoming your fears.

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**Activity:** Initially hippie jumps were planned for this lesson, but because of the big amount of students, the teacher decided on another activity: jumping from a meter high wall onto a skateboard.

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**Closing circle / quote:** “Vamos tu PUEDES !!! ... Vence tus miedos !!!”  
(Go, you can do it! Overcome your fears!)



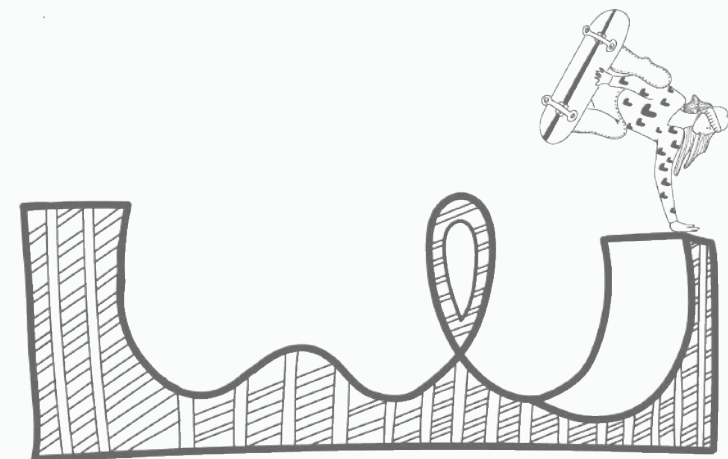
### Attendance

Buenos Aires:

**11** students

Cerrito de la Virgen:

- students



I can overcome my fear!

# Teamwork

## Week 8. Life-Skill: Teamwork

**Introduction** Teamworks helps to show our abilities together and the results they can lead to.

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**Activity:** Team relay race

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**Closing circle / quote:** “Quisiera que volviéramos a hacer más juegos en equipo”  
(I would like to do more team games)



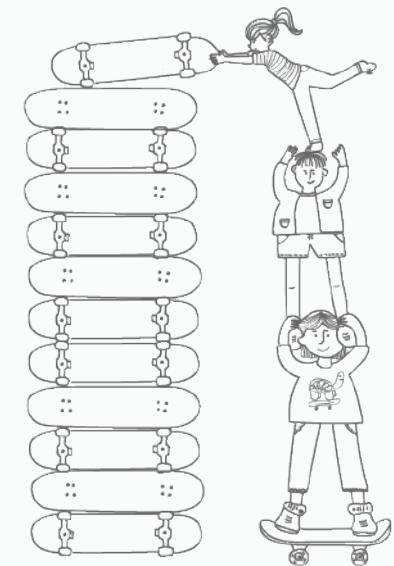
### Attendance

**Buenos Aires:**

- *students*

**Cerrito de la Virgen:**

**12** students



*Teamwork makes the dream work*

# Courage

## Week 9. Life-Skill: Courage

**Introduction** Today we're going to do tricks to help overcome fear.

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**Activity:** Riding down a drop

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**Closing circle / quote:** "Me gusto la clase , deberían de venir mas seguido"  
(I liked the class, you should come more often)



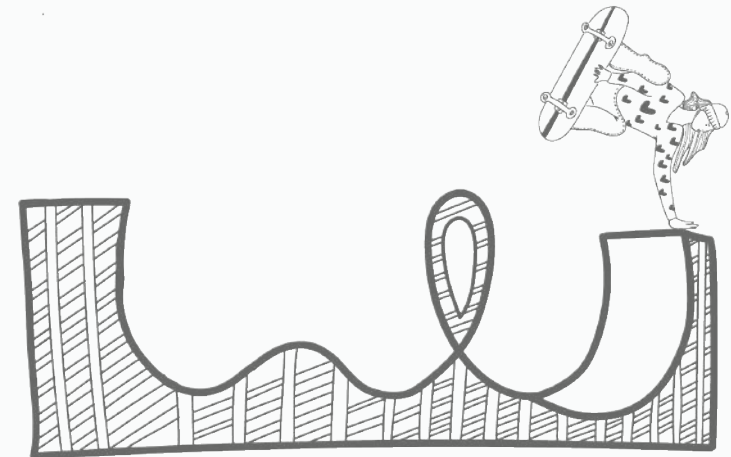
### Attendance

Buenos Aires:

**11** students

Cerrito de la Virgen:

- students



I can overcome my fear!



# Awareness

## Week 10. Life-Skill: Awareness

**Introduction** Explained the importance of paying attention to what's happening around you.

---

**Activity:** Warm-up:  
Mirror game: students paired up and had to imitate their partner as best as they could.

Activity:  
Musical Skateboards: different parts of a skateboard were placed around the field. A song was played and kids had to walk until the song stopped and run to the part of the skateboard that was called out.

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**Closing circle / quote:** "Prestar atención es importante para entender lo que nos están diciendo."  
(paying attention is important to understand what you're telling us)



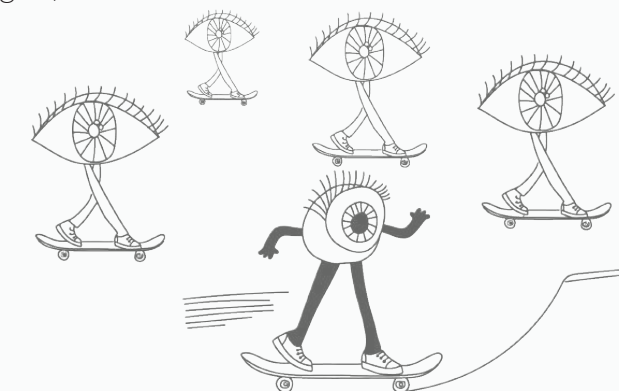
### Attendance

#### Buenos Aires:

- *students*

#### Cerrito de la Virgen:

**11** students



I can focus my attention.

# Awareness Perseverance

## Week 11. Life-Skill: Awareness & Perseverance

### Introduction

Awareness: today we focus on our skateboard (discussing what happens when you're not paying attention)

Perseverance: not everything is always easy: sometimes you have to be patient and try again and again to reach a goal. With patience, the learning process also becomes more enjoyable.

### Activity:

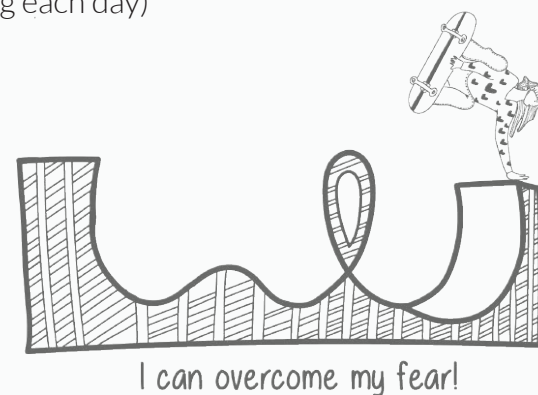
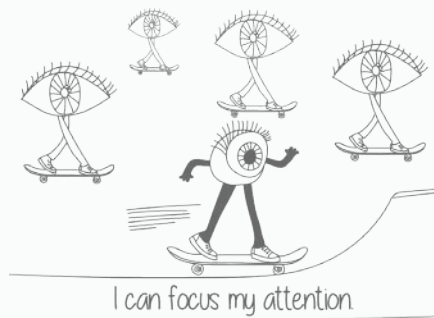
Awareness: limbo, speed race and practicing ollie / manuals

Perseverance: students had to complete at least 2 of the 6 set out goals

### Closing circle / quote:

Awareness: "Si no me concentro no me saldrá como quiero."  
(if I don't concentrate, it won't turn out the way I want to)

Perseverance: "Estoy feliz profe por que voy mejorando cada día."  
(I'm happy teacher, because I'm improving each day)



### Attendance

Buenos Aires:

**10** students

Cerrito de la Virgen:  
**Unknown** students

# Encouragement Perseverance

## Week 12. Life-Skill: Encouragement & Perseverance

**Introduction** Encouragement: explained the value of friendship, community and how the other children are part of their community

Perseverance: practical explanation - practicing ollie

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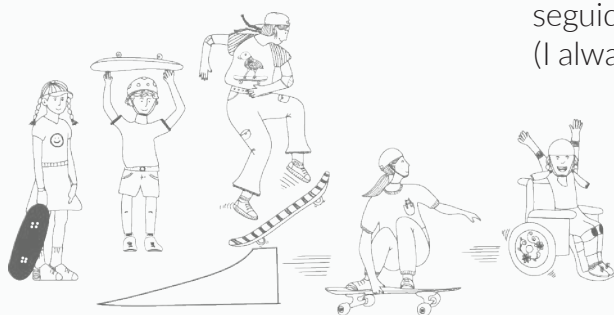
**Activity:** Encouragement: kids start in circle and each child proposes and exercise. After that a circuit in teams: teams had to hold each other while completing the circle, when chain is broken they had to start over / catamaran push to a specific goal

Perseverance: practicing ollie

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**Closing circle / quote:** Encouragement: "A todos nos gusta el skate, somos una comunidad" (we all like skating, we're a community)

Perseverance: "Siempre me gusta venir a la clase, deberían de venir mas seguido"  
(I always like to come to class, you should come more often)



You can do it!



**Attendance**

**Buenos Aires:**

**10** students

**Cerrito de la Virgen:**

**11** students

Season finale

**“Our season had an awesome ending: El Compartir. This was our end-of-the-season event where we brought together kids from both locations, Cerrito and Buenos Aires, to the local skatepark “Santa Edelmira”. Our local team organized a diversity of activities such as skateboarding games, an arts and skateboarding project, balance board games and a lunch all together.”** Arissa Moreno



Click [here](#) to see the full video of ‘El Compartir’.



# 3 / The Landing. Reflection & Feedback

This season of Edu-Skate there was an evaluation after every lesson.  
No student evaluations or teacher evaluations took place at the end of the season.  
The following section is written based on these information sources.

## Contributing factors in the implementation

In the following you find a few points the teachers listed that contributed to the execution of the lesson series.

### A clear explanation of the lesson:

“La explicación de la habilidad estuvo bien planteada y los niños lograron captar el mensaje.”  
(The explanation of the skill was well planted and the children were able to capture the message.)  
“Explicar de manera clara el valor de la clase y las actividades.”  
(Explaining in a clear way the value of the lesson and the activities)

### Sticking to structure and keeping order that way:

“Mantener el orden de la planificación, como decir las reglas al comienzo que es muy importante asimismo explicar el valor del día, los estiramientos, etc.”  
(Maintaining the order of the plan, such as saying the rules at the start which is very important just like explaining the value of the day, stretches etc.)  
“El seguir mis pautas ordenadamente de mi clase ayuda a tener un mejor control con actividades de enseñanza.”  
(Following my class guidelines in an orderly fashion helps having better control with teaching activities.)

### Smaller group sizes lead to better lesson experiences:

“Esta vez fueron menos niños entonces fue más ordenado la clase.”  
(This time there were less children which lead to a more ordered class.)  
“La segunda actividad fue más divertida para los niños ya que solo eran grupos de 3 e involucraba a todos los miembros del equipo por igual.”  
(The second activity was funner for the children since it was in groups of only 3 and involved all the group members equally.)

### **Communication with the students:**

“Buena comunicación con los niños, estuve a su lado en todo momento para quienes necesitaban.”

(Good communication with the children, I was at their side at all time for who needed.)

“Tratar de comunicarme mas con los niños y enfocarme mas en un nivel con conjunto con todos los niños para que todos puedan aprender.”

(Trying to communicate more with the children and focus more on a level fitting for all children so all can learn.)

### **Using additional materials contributes to lessons:**

“Trabajamos con conos y botellas, siempre es bueno para que los niños tengan algo de obstáculo y retos.”

(We worked with cones and bottles, this always works well so the children have some obstacles and challenges.)

“Los niños en general responden mejor a las actividades con música.”

(The children respond better in general to the activities with music.)

### **Games/activities help with engagement:**

“Que un niño aprende mejor con dinámica de juegos la cual hace que se diviertan como a la vez aprenden.”

(That a child learns better with games/dynamics that make them have fun while they learn.)

## **Challenging factors in the implementation**

In the following section you find some points the teachers listed as challenging or difficult in the execution of the lesson series.

### **Coordination between teachers to maintain order:**

“Mas coordinacion con el profesor [...] para tener mas control y orden de los niños.”

(More coordination with teacher [...] to have more control and order with the children.)

“El profesor asiste al momento de su llegada ( tarde ) indico a los niños que quieren hacer y se desordenó un poco el trabajo.”

(The teacher joined the class when he arrived (late) and indicated to the children what they wanted to do, which disorganised the work a bit.)

### **Organisation of the start / end of the session:**

“El orden al inicio, como son niños es muy complicado mantenerlos tranquilos, a la hora de repartir las tablas debo mejorarlo.”

(The order at the start, as they are children it is difficult to keep them calm when distributing the boards, I need to improve this.)

El círculo de cierre puedo hacerlo mejor, con dinámica o algo más divertido. Al inicio también una dinámica”

(I can do the closing circle better, with a dynamic or something more fun. At the start also a dynamic).

### **Dirt and stones in public spaces:**

“El lugar donde practican los niños es una cancha de fútbol y siempre tiene bastante piedras y los niños siempre caen y se raspan, no cuentan con protección rodilleras o coderas solo cuentan con cascos.”

(The place where the children skate is a (concrete) football field that always has stones the children fall over and scrape themselves. They don't have knee or elbow pads, only helmets)

“Limpiar el espacio de patinaje antes de empezar las clases”

(Clean the space we use to skate before the class starts)

### **The skateboards used for classes need to be better maintained:**

“Se necesita el mantenimiento de los skates y cascos (URGENTE).”

(Maintenance of the skateboards and helmets are needed (urgently).)

### **Some children don't have shoes:**

“Varios de los niños les dificulta un poco el no tener zapatillas para practicar skate.”

(For some of the children it get a bit difficult to practice skateboarding without having shoes.)

### **Amount of lesson-time per group per week too limited:**

“Los niños nos comentan siempre si pueden acceder a más clases de skate”

(The children always tell us if they can access more skate classes.)

“Tener mas tiempo de clases con el grupo de cada localidad”

(Having more class time with the group of each location [could be an improvement].)

### **Extra materials to bring to teach in public spaces:**

“Los niños necesitan agua, es fundamental que se mantengan hidratados.”

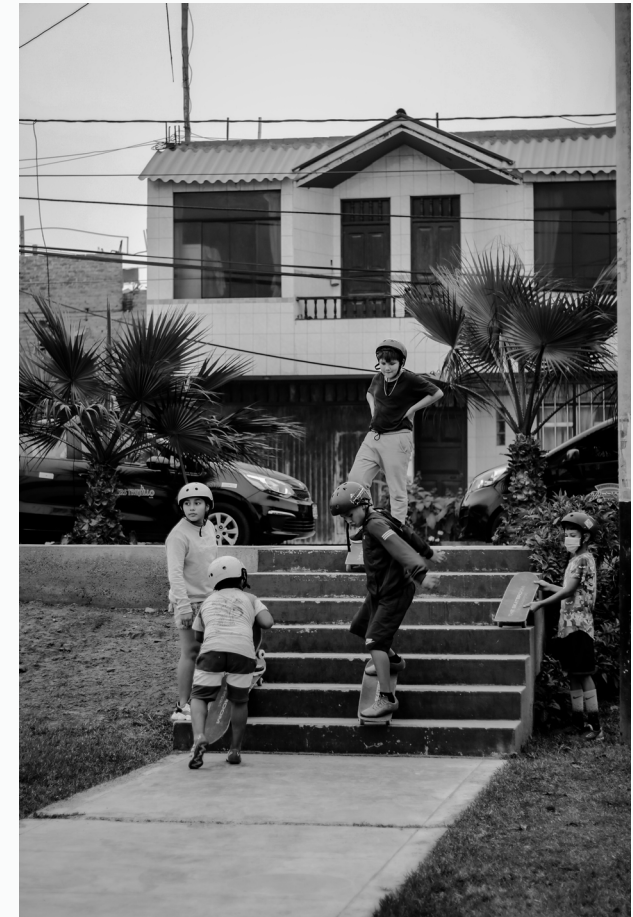
(The children need water, its fundamental that they maintain hydrated.)

“En algún punto brindarles mascarillas por clase ya que la mayoría llega con mascarillas sucias.”

(At some point offer new masks for the classes as the majority arrives with dirty masks.)

“Una escoba, alcohol, mascarillas y bloqueador [para llevar]”

(A broom, alcohol, masks and sunblock [to bring].)



### **The lack of obstacles on a football court:**

“Se necesita obstáculos más herramientas de trabajo para una mejor enseñanza, así los niños prueban algo nuevo y no lo mismo de siempre.”  
(Obstacles and work tools are needed for better teaching, so the children can try something new and not the same as always.)

“Para el nivel avanzado ya se necesitaría algún otro tipo de obstáculo para nuevos retos y una mejor dinámica.”

(The advanced level already need another type of obstacles for new challenges and a better dynamic.)

### **Variety in activities needed:**

“Hacer nuevas actividades , tipo juegos , retos que ayude a la lección de la semana.”

(Doing new activities, like games, challenges that help with the lesson of the week.)

“Por motivos de falta de obstáculos tal vez se podría lograr que los niños aprendieran nuevas cosas y enseñarles a ser más creativos.”

(Due to the lack of obstacles, perhaps it could be possible that the children learn new things and teach them to be more creative.)

### **Retaining attention of younger students:**

“La mayor motivación de los niños es tener el skate bajo sus pies, esta vez cada niño practicó en un cuadrado para poder mantener el orden, como algunos son muy chicos se sentían aburridos al estar practicando en un solo cuadrado.”

(The biggest motivation of the children is having a board under their feet. This time every child practiced in a square to try and maintain order, but since some are very young, they felt bored practicing only in a square.)

“Captar mejor la atención de los más pequeños.”

(Better capture the attention of the youngest ones.)

### **Dividing the group based on level:**

“Separar al grupo por niveles, principiante medio y avanzado.”

(Separate the group on level, beginners, medium and advanced.)





## Conclusion

The value of evaluating your work is that you can reflect on what you've done, what works well and what could be improved. So what are the take-aways from this season of Edu-Skate? We'll list them in the following.

- 1 / A clearly explained and well organized lesson with fun activities are most effective. This requires good coordination between teachers and communication with students.
- 2 / Teaching in public spaces comes with it's extra challenges. This ranges from having to bring all materials to having to clean the space every session to lacking obstacles to challenge students.  
This format definitely appealed to the creativity and motivation of the teachers. However, this way a lot of youth were reached that otherwise wouldn't have been reached.
- 3 / This season was organised with minimalistic resources. The provision of well-maintained skateboards, shoes for children, water for children and more lesson time would benefit the execution of the season.

→ One of the teachers reflected on besides teaching positive attitudes, the role of also correcting negative attitudes in the Edu-Skate lessons:

**“Los niños de por sí son imperativos y no podemos evitar que se molesten entre ellos pero no dejamos que llegue a más y siempre estamos ahí para corregir algunas actitudes negativas”**

(Children are imperative and we can't avoid that they bother each other, but we don't let it get to more and we're always there to correct negative attitudes)

→ An interesting take-away from this season is also that many of the teachers reflected in their lesson evaluations on the importance of the life-skills themselves:

**“Que los niños por más pequeños que puedan ser, saben escuchar y si tú le muestras que los respetas , ellos te respetan a ti.”**

(That the children, as small as they may be, know to listen and if you show you respect them, they respect you.)

**“Se esta logrando crear una comunidad llena de amistad, eso fue lo que aprecie justo cuando entre los mismos niños después de realizar el ollie algunos motivaban a sus compañeros y aplaudían sus logros.”**

(A community full of friendship is being created, that's what I appreciated when the kids between themselves after doing the ollie some motivated their classmates and applauded their achievements.)

## Final words by Arissa Moreno

Even though we faced many challenges as a team such as parents and kids worrying about COVID-19 or the stress of bringing our gear back and forth every session- and making sure nothing is lost in the process, we were able to complete the season with consistent attendance and a new evaluation system for reporting.

I believe many of the Edu-skate life-skills we talked about during our sessions provided useful spaces for the kids to share their frustrations and feelings about the changes they were experiencing because of COVID-19. This season was a beautiful learning experience for the local team as well and in a way it also served us, the teachers, as a coping mechanism to the challenges of the COVID-19 pandemic. This past year we motivated each other to be resilient, to have a positive attitude, to be creative and find new ways of being together using skateboarding as a tool to support each other. We missed teaching skateboarding and skating together. This season brought us back together during times of uncertainty.

