



## Impact Report

Period: August 1st to November 9th, 2024

Subject: Programming

Location: Buenos Aires, Trujillo, Peru

Date prepared: February-March 2025

By: Arissa Moreno Ruiz

# Table of Contents

Introduction	02
1/ Edu-Skate Classes	03-05
2/ Girls Skate Classes	06-08
3/ Season Finale	09
4/ Finances	10-11

**“I feel very good because I feel that I have improved a lot. I am not afraid of the ramp anymore,”- Student, Trujillo**

# ⚡ Introduction

This report summarises the 1st season of Edu-Skate programming in Buenos Aires, Trujillo, Peru, which took place from August to September 2024. A total of 38 children were reached this season, of whom 47.4% were girls. Classes were held at the recently built mini-ramp in Buenos Aires, Trujillo.

CJF Perú organised and executed this season with the support of 2 staff members, Andre Sanchez and Arissa Moreno. Arissa received funding from CJF to develop this season and was overseeing the development of the classes and the spending of the grant.

Data was collected after every session and is presented in the following report. All quotes in this report have been translated from Spanish to English, while student names have been withheld to protect service users.



This season consisted of programming on a smaller scale (in comparison to previous seasons in Peru):

## 1/ Edu-Skate Classes

This is Concrete Jungle Foundation's core youth programme: skateboarding classes with a focus on life skills deemed to be important in both skateboarding and life in general. The programme offered one weekly session, free of charge, with open participation for any registered student between 6-15 years old. Even though these classes were based on the Edu-Skate curriculum, the instructors took the liberty of adjusting it according to the kids changing interests and specific needs. As part of these sessions, we also offered free skate time. This time provided an important opportunity for students to relax, socialise, and practice their skating in a more independent manner.

## 2/ Girls Skate Classes

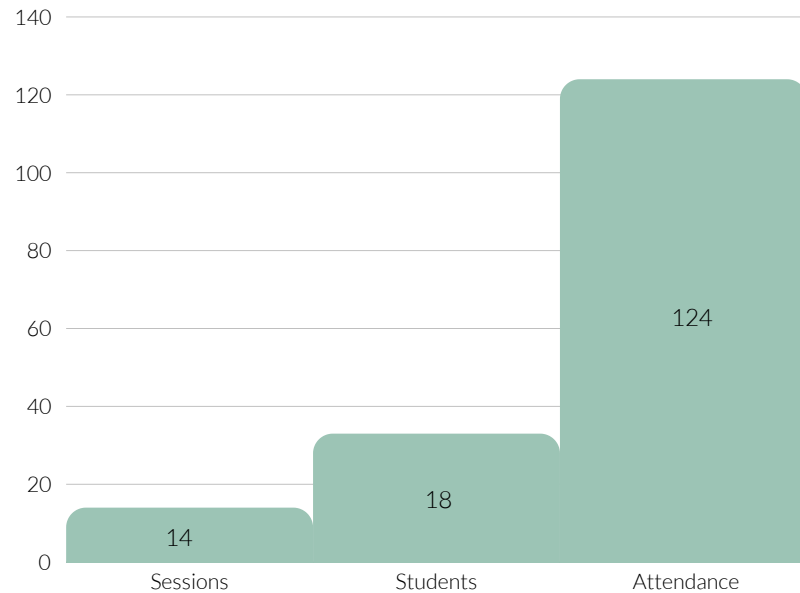
Alongside the mixed lessons, CJF Peru also offered one weekly session just for the girls of the neighborhood. These sessions are aimed at providing a safe and supportive space for female students to socialise and progress together, while the class topics have a strong focus on female empowerment. These classes were based on the curriculum "Programa de Skate para Chicas (1st draft)" developed by Arissa Moreno between January and February 2024.

# 1/ Edu-Skate Classes

Edu-Skate classes form the core of Concrete Jungle Foundation's programming across all of its project locations. As such, their execution is closely monitored and evaluated. The recipient of the grant, Arissa Moreno, was in charge of managing the evaluation of these classes.

In Peru, Edu-Skate classes were held at the recently built mini-ramp in Buenos Aires, Trujillo. In total, 14 Edu-Skate classes were executed this season, with a total attendance of 124 by 18 unique participants.

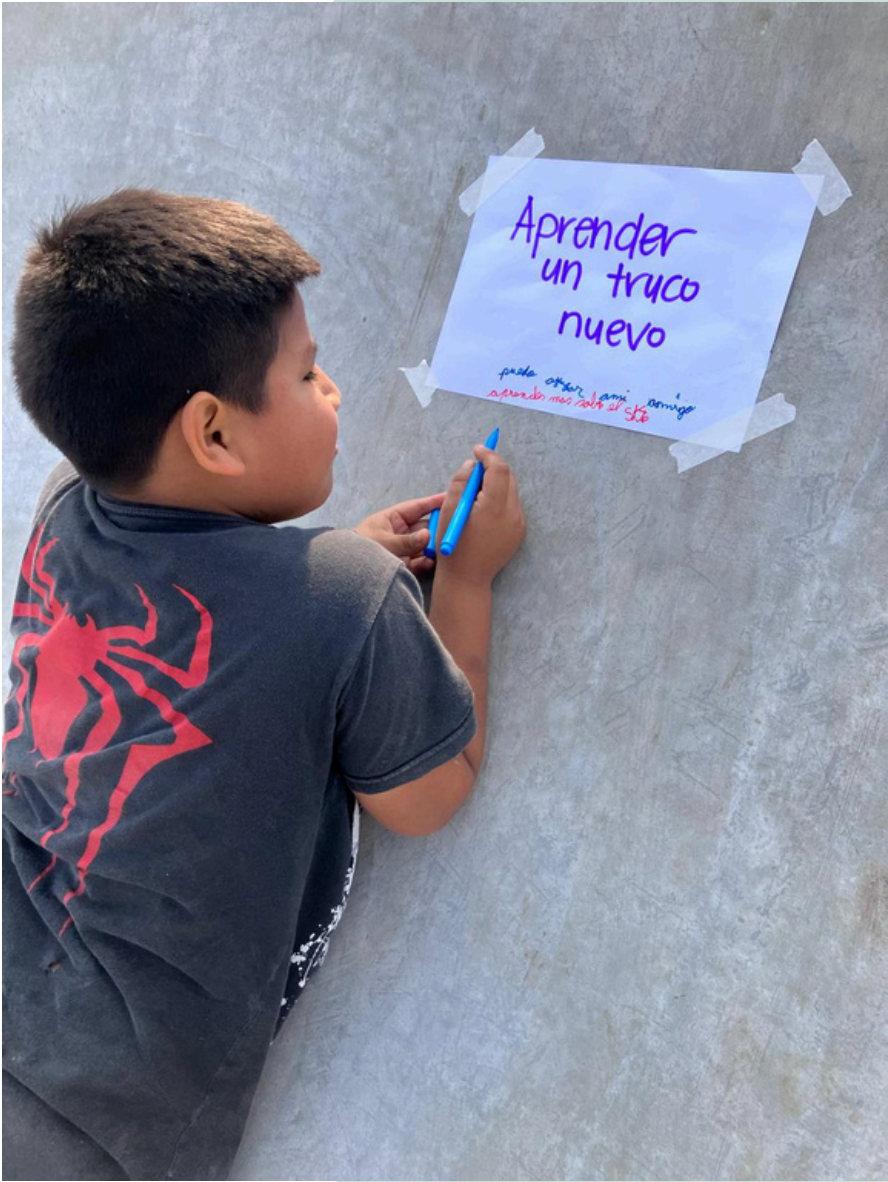
## Edu-Skate Participation



# Edu-Skate Class Structure

Every Edu-Skate class was led by two main teachers. Classes varied in structure, but were typically organized as follows:

<b>Intro:</b>	The classes started with everyone sitting in a circle to introduce either the topic or life skill of the week.
<b>Warm-up:</b>	The teachers would proceed with a game, a warm-up activity, or a set of simple exercises, to help students reflect about the topic prepare the students for the main activity.
<b>Main activity:</b>	The teachers then introduced the students to the main skate activity of the lesson, through which they would aim to reinforce the importance of the life skill of that week. All students worked together on the same trick. When working in the mini-ramp, students were divided into 2 groups, so that each student received sufficient attention and support in achieving the day’s challenges, and they did not have to wait too long in line.
<b>Free skate:</b>	For the final portion of the class, it is free skate time. The students can skate autonomously and choose between the mini-ramp or flatground. Teachers are still present to supervise and support them, in case they need help or want to learn something new.
<b>Reflection:</b>	The sessions ended with all of the students coming together once again in a circle to share their experiences of the class and their accomplishments. Sometimes there was no time for the circle.



## What went down in the Edu-Skate Classes?

Each week, a topic or competence-building skill was introduced. This had the purpose of supporting positive personal development among the students. Then they had the opportunity to develop and practice their skateboarding skills both on flatground and the mini-ramp.

This season, some of the activities included:

- Encouraging the students to challenge themselves, by helping them set personal goals for the season ahead through the activity of the “Time Capsule”.
- Reviewing the rules of coexistence within the mini-ramp, such as the importance of waiting their turn, and how to respectfully share the space with others.
- Encouraging creativity, by challenging the students to develop a combination of different tricks.
- Discussing how to maintain a positive mindset when learning new tricks (persevere, focus your effort, learn from your mistakes, help others, etc.).
- Talking about how to recognize a safe space and to express their feelings and emotions without judgment or fear.
- Encouraging students to recognize their strengths and areas of improvement through the activity of “My Personal Shield”.
- Reinforcing the importance of learning from each other, by challenging the children to work in pairs or groups, and help each other to learn a new trick.
- Learning about the importance of self-care and talking about skateboarding as a form of self-care.

**“At the end of the year, I want to lose the fear of falling and that when I fall, it hurts but I can get up and do it again.”** - Student, Trujillo



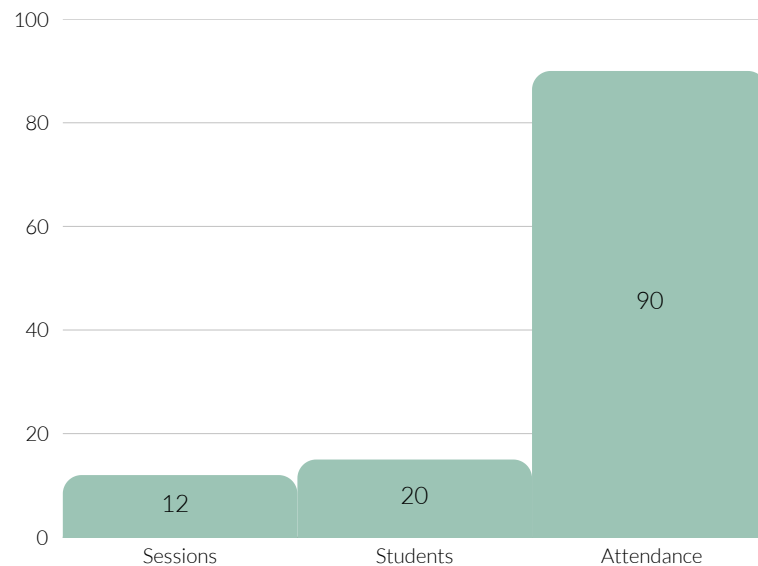
## 2/ Girls Skate Classes

Alongside the mixed classes, CJF Peru also hosted one weekly session specifically for female skaters: the girls-only Edu-Skate classes in Buenos Aires. These sessions were scheduled on the same day as the mixed sessions. This program is aimed at providing a safe space for young female skaters to socialise and learn together.

While the mixed Edu-Skate classes focused more upon the eleven life skills of the Edu-Skate curriculum, the girls classes followed a similar structure, but with a focus upon different topics, centred around female empowerment. The classes were based on the curriculum “Programa de Skate para Chicas (1st draft)” developed by Arissa Moreno between January and February 2024.

This season a total of 12 classes were executed, with a total attendance of 90. There were 20 unique participants, with an average class attendance of 8 students per class.

### Girls Skate Classes Participation



## What went down in the Girls Skate Classes?

Under the leadership of Arissa Moreno, each class followed the 1st draft of the curriculum developed by Arissa. Students were introduced to a range of topics designed to aid their personal growth, by helping them to explore their own social and emotional awareness, all within the safe and supportive environment of our sessions.

This season, some of the activities included:

- Icebreaker games to help the students get to know one another.
- Developing a list of 'coexistence agreements', in which the students worked collectively to define their preferred solutions to problems which are commonly experienced within the classes.
- Setting personal goals, whether related to skateboarding or their personal lives. What would you like to achieve this season, and how will you achieve it? What challenges or fears would you like to overcome? The students responded to these questions in a letter to themselves, which was then stored in a time capsule to be opened later on.
- A discussion of safe spaces, in which the students defined what it means to feel safe. They later explored the sensory factors which make them feel safe as individuals, through smell, touch, taste, etc.
- Exploring the role of 'trustworthy adults' within the students' lives, along with the words and actions that a trustworthy individual may exhibit.

**"To feel safe, we also need to have friends who love us."**

- Student, Trujillo



## Snippets from the Girls-Only Program in Buenos Aires, Trujillo



### 3/ Season Finale

We organized an excursion to the local skatepark in Trujillo: Santa Edelmira. Students, both from the mixed and only-girls sessions, opened their time capsule from the beginning of the season, and revisited the letters they had written to themselves. We organized an activity where students reflected upon their challenges, achievements, and future hopes for the next season. We ate pollo a la brasa, played games and skate together. The kids received t-shirts with the CJF logo as mid-program presents. Five parents accompanied us to help us supervise the kids and learn about what their kids do in our program.

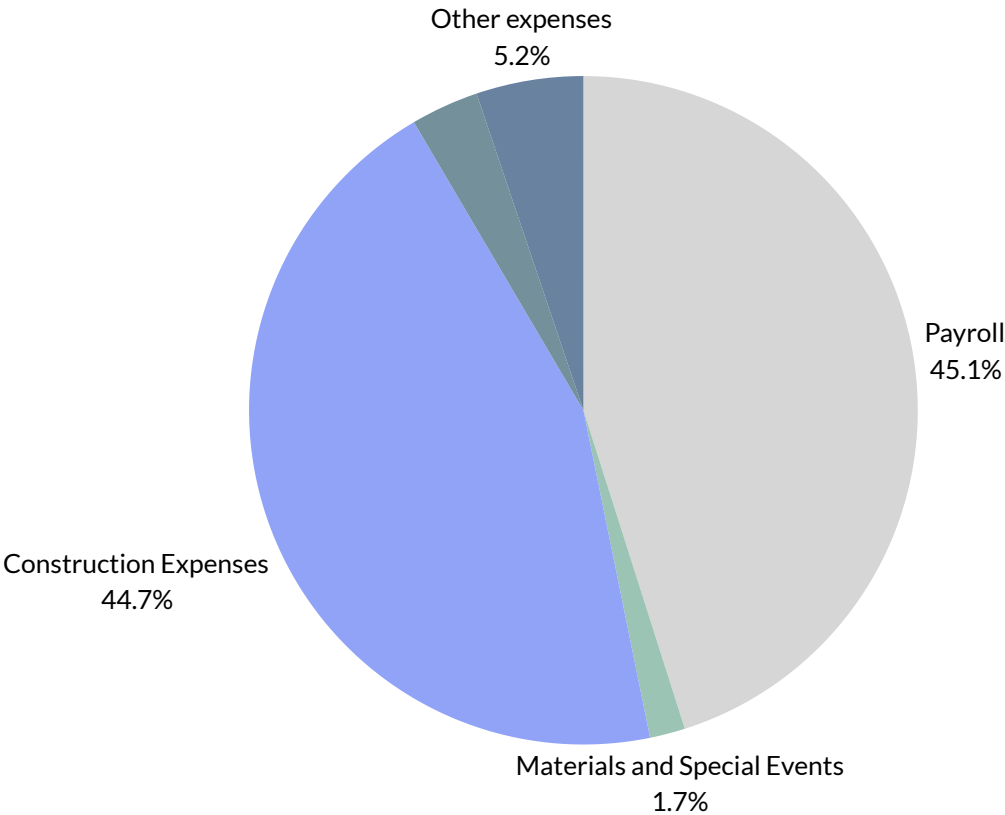


# 4/ Finances

## Expenses

In the following, you find a breakdown of the costs of CJF Perú to run this season of programming. The total cost of this season was 13,749.94 PEN (approximately \$3,96.49 USD), including the mini-ramp construction project.

In total, the season cost **\$3,796.49 USD**.



Items	Cost (Soles)
CJF Payroll	\$6,200.00
Materials (includes snacks) and Special Events	\$243.86
Construction Expenses	\$6150.70
Transportation	\$451.50
Other Expenses (14 packs of elbow guards, wrist guards and knee pads)	\$712.00
TOTAL	\$13,758.06

**CJF Payroll (\$6,200.00 soles)**

This season 2 main teachers were employed to execute the programming activities. Staff were paid either on a weekly or monthly basis.

**Materials and Special Events (\$234.86 soles)**

Drinking water was provided for the students in every class. Besides drinking water, these costs consist of cups, fruits and snacks for every class. This category also included all the educational materials used for the classes such as markers, poster boards, printing costs of worksheets and marketing materials, etc.

**Construction Expenses (\$6150.70 soles)**

These include all the costs involved in the construction of the mini-ramp. Jhikson Akamine, who was in charge of the mini-ramp construction, managed a separate financial sheet specifying the costs.

**Transportation (\$451.50 soles)**

These costs consisted of moving teachers and materials between the mini-ramp and the locations where the materials were stored.

**Other expenses (\$712.00 soles)**

All other costs that were made during the season fall under this section. Costs included the purchase of 14 protection packs including wrist guards, knee pads and elbow guards.

**Funding**

CJF Perú's funding is mostly sourced by CJF International and the donors supporting CJF International.



CONCRETE JUNGLE  
*foundation*