

sk8art

Grade Level:

middle years to high school

Subject Matter:

social studies/ sociology
visual arts/language arts
home economics/ music
mathematics/chemistry

Curricular Uses:

This lesson plan encourages students to consider the culture of skateboarding and its implications. Also, they can research the popular culture resulting from skateboarding, through music, fashion, etc.

Materials/Resources

Required:

- skateboarding equipment, fashion, toys, etc.
- research resources such as people, books, the internet, etc.
- extended: found objects/clothing for sets, jewellery, fashion, etc. Also, basic art supplies: paint, paper, papier mache, etc.

Lesson Plan 5 – Skateboard Culture

Overview:

This lesson plan encourages students to investigate the culture of skateboarders and consider the surrounding attitudes, fashion, music, etc., while creating a skateboard world of their own making.

Learning Objectives:

- to research and discuss a skateboarding culture
- to create a “world” at school to accommodate this culture
- to investigate attitudes, popular culture, fashion, food, etc. surrounding skateboarding and relate this historically
- to create their own version of this popular culture i.e. music, food, fashion, etc.
- to conduct a survey regarding attitudes to skateboarding

Procedures:

Ask the skaters in the class to bring in objects related to skateboarding. Discuss skateboarding culture – how did skating start, what does it look like, attitudes of skaters to society, attitudes of society to skaters, who skates, where people skate, and the social life and issues around it. The class may want to do further research, i.e. an internet search, interviews with other skaters and skate shop owners, etc. to determine what popular culture has evolved out of skateboarding – movies, fashion, comics, toys, music, etc.

The students can pick one area for further research, write about it, and do a display. (See also lesson plan 8 – “Collecting”.)

Ask students to imagine what their school would be like if it accommodated skateboarders, both from utopian and more practical points of view. Students could sketch or make small models for their “skate schools”. They might consider how their skate school would fit into the environment, would it be indoors or outdoors, what would the architecture look like, how would the scale relate to body movements, etc.

Extended Activity:

- Students design skateboard fashion. They might consider style, ease of movement, gender, etc. Students can decide how they wish to show their fashions – in action, in a fashion show, in a “store”, etc. (See also, lesson plan 6 “Opening a Skateboard Shop”.)
- Students design a great skateboard costume for medieval times, for their parents, grandparents, etc. (See also, lesson plan 10 “Past and Present”.)
- Students design jewellery for skateboarders. This could be linked in with the fashion show, or see below.
- Research the history of jewellery. Who were the first to wear it, and why? How does this relate to today’s jewellery statements/crazes i.e. body piercing, Italian bracelet craze?
- Research music connected with skateboarding i.e. punk rock, hip hop. How did these develop? Why are they connected with skateboarding?
- Students write a song or music about skateboarding. Perform the song; stage a concert – would it be on the street, in a club, etc. What would the set, costumes,

Evaluation:

lighting, etc. be like?

- Write a play about a skateboarding scenario. Stage the play.
- Write/tell a story connected with a skateboarder(s). Consider where this story would be told? Who would hear it?
- Research storytelling; invite a storyteller into the classroom.
- Does a person's age/gender affect their attitude toward or tolerance of skateboarding? Students consider this question as they conduct a survey of school friends, family, neighbours, etc. They would devise a list of questions to ask, and make a table of the results. In what other cultures, might these attitudes exist?
- Students create a food recipe for skateboarders. What is this food's attraction to skateboarders? (Is it energizing, elevating, portable, etc.?) Students can be as creative as they like. They may want to illustrate their recipe.
- Research the history of recipe books. Investigate through the library, on line, antique stores, flea markets, etc.

Web Links: