

In- School Scooter Training Guidelines for Teachers

Target Audience:

- Years R – Year 4

Aim:

- Pupils to learn how to scoot safely with an adult on short journeys, with particular emphasis on the journey to school.
- Staff are able to teach pupils how to scoot safely during the school day e.g. during a school PE lesson

Outcomes:

- Pupils can perform basic safety checks on their scooter
- Pupils can safely manoeuvre their scooter including controlled stopping
- Pupils understand how to behave around other footway/footpath users
- Pupils know how to safely cross the road with or without a scooter

Prerequisites:

- If possible pupils should use their own scooter or borrow one from a friend.
- Pupils should wear a cycle helmet
- As scooter training takes place entirely on school premises during school hours the school is responsible for ensuring appropriate consents are obtained
- School must allow use of playground (or hall if wet – group size may need to be smaller)
- At least 1 member of school staff must be in attendance throughout the course
- Group size: maximum of 10 children per session.

Resources:

- Cones/markers
- Rollout road or playground chalk

Pre-session:

- Conduct scooter safety checks
- Mark out exercise area in playground (see diagrams below). If there is insufficient space to mark out as per the diagrams or the school has suitable markings on the playground improvisation is fine – make sure that all the elements are included though.

Timeframe:

- 15 minute pre course set up
- 1 hour training per group of 10



Course Content

1. Introduction

Set the Scene

- Introduce instructor
- Ask what children think scooter training is all about and steer them towards learning to scoot safely
- Ask how many currently scoot to school and how many would like to
- Ask why is scooting a good thing to do and steer towards keeping green
- Explain that the road safety rules are the same as when they are walking and that they should practise what they learn today whenever they are out walking or scooting, not just on the school run

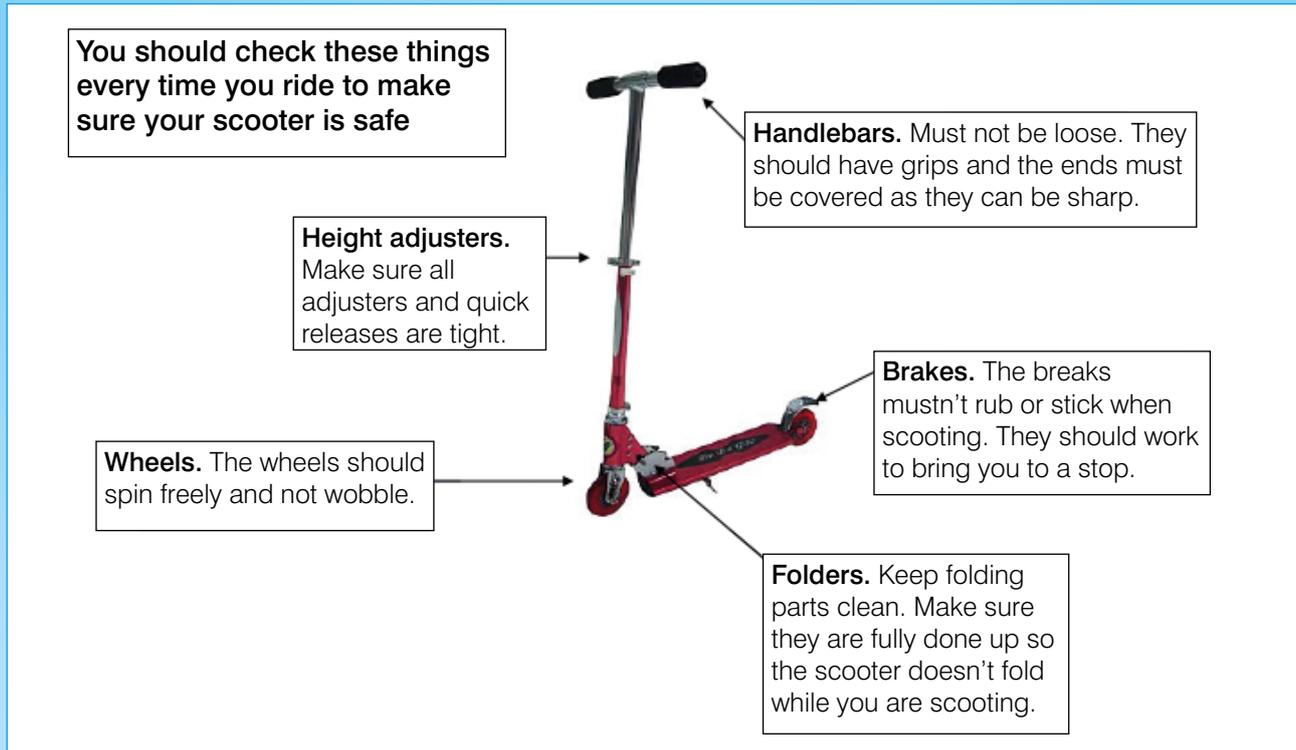
Ground rules

Because of their age it is easiest to tell them the rules; although try to give them the opportunity to contribute:

- Hands up if you want to say/ask something
- Only one person talks at a time
- Listen carefully to the instructor and do as the instructor tells you immediately
- Only scoot when told to
- If you don't understand something ask the instructor
- Encourage each other
- Respect each other
- Respect your equipment
- Use eyes, ears and brain - Look all around before and during riding, don't crash into anyone or anything
- Lastly talk about - quicker than walking, slower than running (jogging speed). Emphasise this applies when travelling too, not just for playground session. Use idea of travelling with parents to illustrate – don't want to leave them behind (worry/get cross/child gets lost) but it's boring for the children if they go too slowly.



2. Safety



Marking scooter with name

Explain that this is a good idea as so many scooters look alike and it should put off anyone who might think about stealing it.

Locking scooter

Not all scooters have good locking points or frames to put a lock through, but explain that the children should lock them when leaving them or put them indoors. On scooters with removable handles a cable lock can be passed through the stem

3. Starting and stopping

Starting

- Both hands on handlebars, one foot on scooter platform
- Look all around
- Push off with other foot.

Stopping

- It is equally fine to use either the brake or feet on the ground methods. You may have covered this during safety check as children often ask when you're talking about the brake
- Back wheel brake is most common, use heel to apply (adapt according to scooters on course – rarely scooters have a bicycle style brake)
- If you know you are going to have to stop, plan ahead and slow down scooting first
- Can also just put feet on the ground, especially if need to stop quickly
- Make children aware that on most scooters the foot brake is largely ineffective if the ground is wet.

4. Free ride

Free ride

- Allow the children to ride freely for about 5 minutes (or until they stand around if sooner). Observe their ability and coach as necessary
- Shortly before the end get the children to change legs.

5. Clothing and safety equipment

This section by necessity involves a lot of talking, so try to keep it as interactive as possible. Ask the children to leave their scooters somewhere appropriate while you talk.

Ask the children for ideas on what they should wear to keep safe, you are looking for:

- Light, bright colours or fluorescent materials
- Reflective / hi-vis materials, especially if out in the dark or low light levels
- Helmet
- Knee / elbow pads
- Sensible shoes – not barefoot, flip-flops or similar
- Shoe laces tied up

Carrying things

- Explain that if they have to carry things when scooting that they should do so in a rucksack or similar.
- Never carry things on the scooter handlebars, in your hands or on the platform, it will affect your steering and may fall off

6. Scootering rules and road safety

Questions to cover and sample answers

Where should you scoot?

- On the footway/path/pavement
- Never on the road
- May get other answers such as in the garden or at the park but steer children towards how they get to places

Who else will be on the pavement?

- You will inevitably be given a list of relatives. Try to steer the children to 'anyone'; 'lots of people'; 'strangers' or similar

Discuss what this means – we're all sharing the space.

Who goes first and what could the children do or say?

- Slow down or even get off your scooter if there isn't enough space when passing people
- What sort of things could you say to pedestrians to make passing them easier?
 - o Excuse me please
 - o Thank you
 - o Sorry (if you got a bit close or made someone jump)
- Keep looking around, small children and animals can be unpredictable and may move in front of you without warning
- If the pavement is really busy it can be easier to get off and walk. Never step into the road to get past people or any other obstacle. Try to pass on the inside of the foot-way furthest away from the road edge.



Is there anything else we should look out for or do?

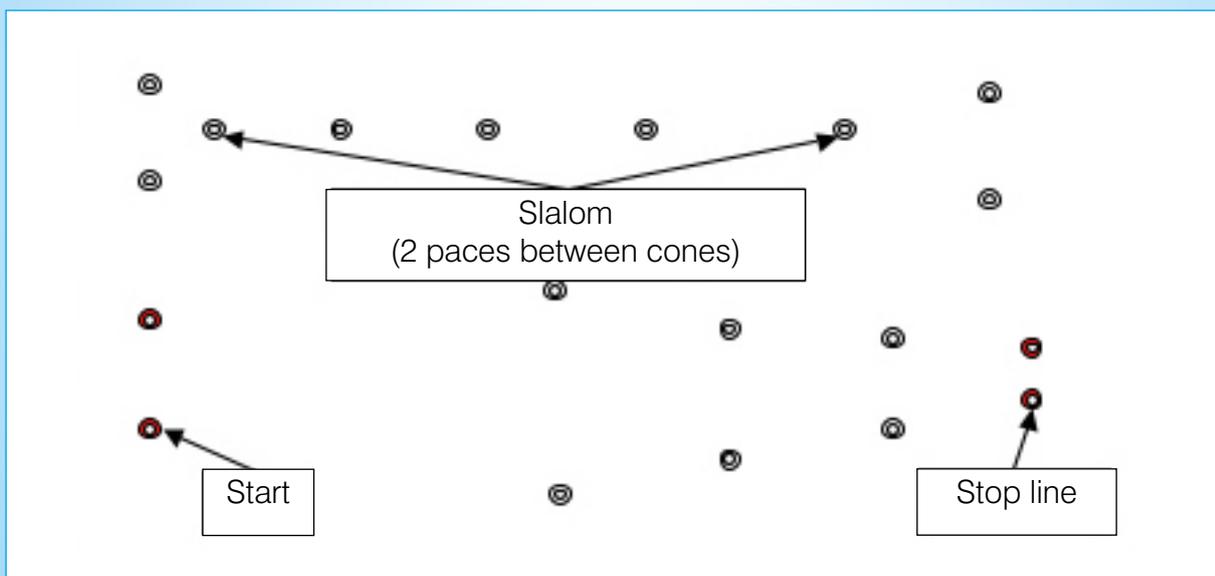
- Driveways – always look into driveways as you get near them to check for cars coming out. If you are not sure, stop. Check if there is a person in the driving seat of the car on the drive. The car might be about to reverse out onto the road and the driver might not see you.
- Steep hills – never scoot down really steep hills, you will not be able to control the scooter
- Be even more careful when its wet, your brakes won't work so well.

7. Control skills

Straight line control and steering

This is best done through practise rather than spending time on theory. Explain the course to the children, demonstrating it to be sure they understand, then let them ride.

- Look around and start at start line
- Go through funnel
- Glide to finish line for a controlled stop. Not all children will glide, especially if they have only little experience - this is not a problem. They MUST be able to stop on demand though.
- Start again, turn
- Ride through slalom to start line (explain slalom as being like passing people on the path)
- Repeat until at least two fully controlled runs have been completed by each child
- Subject to space it is perfectly acceptable, even desirable to have several children on the course at once). This will help teach why they are looking around.

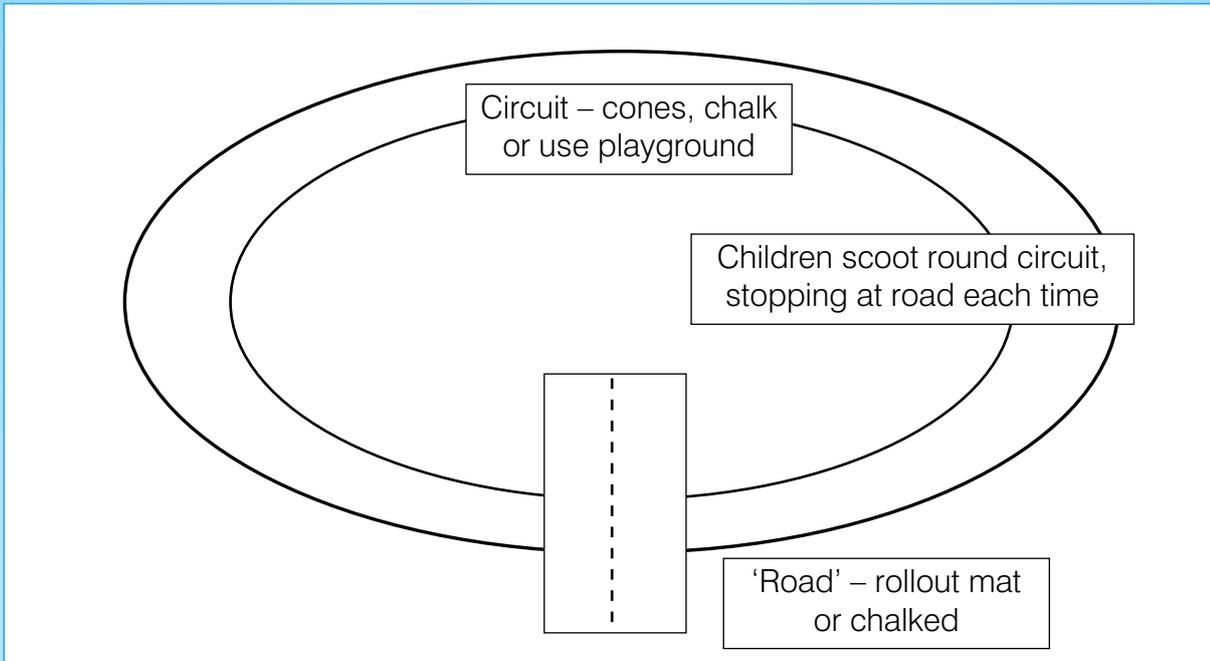


8. Crossing the road

Practice

Set up circuit as below – shape of circuit doesn't matter, you can use playground markings, boundaries, cones or whatever is handy as long as there is some sort of loop

Children scoot round it in one direction practicing passing each other where necessary. Each time they reach the 'road' instruct them to stop, dismount and look both ways before crossing. Experience shows you will need to continually reinforce this message when they are riding.



Green Cross Code

Get the children to put their scooters down and line up alongside the 'road'.

Introduce by reinforcing message that we only scoot on the path, never on the road. But sometimes paths don't go where we need to be so we have to cross the road.

Ask: **Where are safe places to cross the road?**

- lollipop lady or man (5 – 7 year olds get confused by 'school crossing patrol!'); zebra crossing or traffic light crossing (puffin/pelican/toucan). Discuss how to cross at each one. Remember the green man doesn't mean "go", it means "go if it's safe"

Ask: **If you can't find one of the above where should you cross the road?**

- Between parked cars is NOT a safe place to cross as you cannot see over them and other road users cannot see that you are waiting to cross
- It is helpful to demonstrate by asking one child to pretend to be crossing and another to pretend to be driving along the road. You will act as a parked car standing blocking the view of the child crossing. Ask the children if they can see each other (they can't). Then move to the end of the road and ask again (they can). Check their understanding
- Introduce Be Safe, Be Seen message.



Crossing the road

How should you cross the road? (note: as this course is aimed at infant school aged children they are unlikely to have to cross the road alone. Stress that where ever possible they should be with their grown up and that the rules apply to grown ups too!)

It is best practice to get the children to tell you how to cross the road, prompting them as necessary.

- Find a safe place to cross
 - Stop just before you get to the kerb
 - Look all around and listen for traffic
 - If traffic is coming let it pass or wait until it has stopped if using a crossing
 - When it is safe, walk straight across the road – do not run or scoot (more likely to slip or trip if you run or scoot).
 - Keep looking and listening while you cross
- Practice this on foot.

Riding practice

Using the same circuit ask the children to ride round and practice crossing the road each time they get there

For added realism you or your school helper can act as 'traffic' on the road. Obviously don't run the children down, but if they don't look a loud clap and shouting BANG will usually focus their attention for next time round. Ensure each child has at least 3 turns and give them feedback as they cross.

9. Wrap up

Get the children together and ask them all to name one thing they've learned

If time allows (it usually doesn't if you've covered everything!) play a game or two – see below for ideas

Don't release the children unless there is a teacher or assistant to take them

10. Games ideas

Keep on Rollin'

- Line the children up facing along the playground
- Ask them to scoot to a line (or cones), then freewheel with both feet on the scooter platform
- The one who rolls the furthest wins.

How many fingers?

This is very useful to reinforce looking around.

- One at a time get the children to scoot away from you in a straight line
- Call "Look" and hold up your hand with some fingers showing
- The child tries to look over their shoulder whilst still scooting in a straight line and calls the number of fingers you are holding up
- At a marked point (two mini cones are ideal) the child turns around and scoots back along the playground to join the end of the group.



Relay race

The children's chance to go a bit faster!

- Split the group into two or three teams of at least 4 (try to aim for a balance of confidence and ability in each team)
- Put half of each team at either end of the playground or a suitable distance apart
- Standard relay race – first team to get their last member back wins. High five is a good way to “pass the baton”
- Variation – have the “baton pass” as a controlled stop with the front wheel on a line. The next person isn't allowed to start until an instructor is happy with the stop.

Beat the funnel

- Place two cones about a metre apart a few metres along the playground
- The children take it in turns to scoot through the cones, then turn and go back to the start
- If a child or their scooter touches a cone they are out
- After all the children have got through, narrow the gap
- Repeat until there is only one child left or a tie.



11. Promote scootering to school

- Install scooter pods and create a map to identify where these are situated around the school. Raising money for scooter parking by holding a sponsored Scoot-a-thon if necessary
- Get your school involved in the My Journey yearly scooter challenge
- Encourage parents to park further away from the school and scoot from the boot
- Hold a 'Scoot to School Week' or regular 'Scoot to School Days'
- Hold a scooter breakfast – congratulate pupils on getting to school under their own steam with a free healthy breakfast
- Celebrate the achievements of those who choose to scoot to school, and hold poster and banner competitions.