

LET'S  
GO  
SEESEETIMES





START

## INTRODUCTION

Kids riding scooters are a welcome and common sight on footpaths and urban spaces throughout the world. Scooters are a mainstream school travel choice for many good reasons and often outnumber bikes in many primary schools.

By addressing rider safety through education we may lessen the risk of injury for scooter kids and support their healthy independent travel choice.

These scooter session guidelines are designed to support the enjoyment of riding, improve rider safety on the school run and role model respect and courtesy along the footpath and in public places.

These sessions are suitable for primary school aged kids (years 0–6) and assume the active support of a classroom teacher and two scooter session facilitators.

Delivery time for the various components should be flexible, for example younger kids may need longer to fit their helmets.

**A SCOOTER SESSION IS A WHOLE CLASS ACTIVITY (APPROX 30 STUDENTS). IT WILL TAKE 90 MINUTES AND INVOLVES TWO SEPARATE TRAINING SESSIONS.**

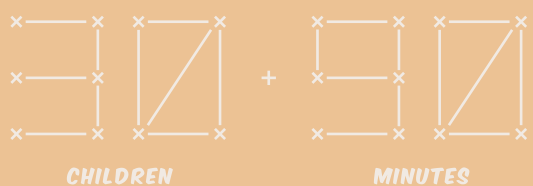
'Share the Path' is done on safe footpaths nearby and 'Share the Fun' is done within the school.

Some of the skate park language used may be new to you, however there is a brief glossary and other supporting information at the end. Words followed by \* will have an explanation in the glossary.

Scooter sessions are simple to organise and run and are a very popular educational activity in schools. The resources needed to run a scooter session are minimal, a mobile phone and first aid kit are essential, hi vis vests, cones and extra scooters are optional but certainly will help if you have access to them. If a child doesn't have a scooter then sharing a friend's scooter will work just as well.

As you become more familiar with the sessions and with scooters it might be an idea to get some basic tools (set of 4,5 and 6mm hex tools and a 10mm crescent) to help with minor scooter adjustments.

The scooter sessions have been condensed to 90 minutes and are run concurrently. You may wish to take your time and run them separately.



 **SCOOTER SESSION INTRO 4**

Kids will learn to: Safety check their helmets and scooters, share riding experiences, learn how to brake in an emergency and how to fit their own helmets.

 **SHARE THE PATH 5**

Kids will learn to scan for hazards and adjust their riding to keep themselves and others safe when riding the footpath and other public places. Ride with respect and courtesy sharing the path with others.

A fast walking pace for scooter riders is the top speed for this session.

A minimum of two instructors (classroom teacher present throughout) is the suggested instructor/trainee ratio 2/15.

 **SHARE THE FUN 6**

Kids will learn to: Ride safely around other riders, improve scooter control, practice cornering, braking and search for creative lines to ride. Cones required. Suggested instructor/trainee ratio 1/15.

 **THE FULL WRAP UP 7**

## OBJECTIVE

## INSTRUCTIONS

## TIPS

### HUDDLE #1\*

Introduce facilitators and scooter session content.  
Engage kids.

Introduce yourself. Share session, kids share their own riding experiences.  
Set the ground Rules.

Who rides a scooter to school?  
Where do you ride?  
One person talks.  
Only ride when asked to.  
Helmets and shoes must be worn.

TWO MINUTES

### SCOOTER SAFETY CHECK

Kids learn to safely check their own gear.  
Bright clothing is best.

Is your scooter dialed\*?  
Demonstrate then run a visual scooter inspection.  
Discuss rider visibility and wearing shoes.

Drop test or scooter shake\*, then check; Handle bar, grips, bar ends.  
Brake check  
Wheel/axle check  
Deck check  
Quick release check

THREE MINUTES

### HELMET CHECK\*

Kids check that their helmet is in good condition.

Demonstrate a helmet check then students pair up to check each other's helmets.

Identify the standards approved sticker  
Check for cracks and other damage.  
Look for frayed straps damaged buckles

FIVE MINUTES

### HELMET FIT\*

Kids can adjust their own helmet.

Adjust internal harness chin and side strap buckles.

Adjust harness to snug fit.  
Chin strap adjust to a snug fit.  
Side strap adjust under ears.

FIVE MINUTES

### HUDDLE #2

Kids know what is expected of them for session one and session two.

Introduce the two sessions.  
1 - Share the path.  
2 - Share the fun.

Explain half of the group will stay in school for skill building (share the fun) and the other half will go out of school for footpath riding (share the path).

FIVE MINUTES

### BRAKING\*

Kids learn three different braking techniques.

Split into two groups.  
Demonstrate three braking techniques.  
Send groups into separate zones within the school.

1- Practice: Foot brake  
2-Practice: Emergency brake  
3-Practice: Foot stomp

FIVE MINUTES

**SHARE  
THE PATH,  
SHARE  
THE FUN!**

**OBJECTIVE**

**INSTRUCTIONS**

**TIPS**

**WALK TO FOOTPATH AREA**



Walk scooters to the footpath training area.

When not training walk scooters everywhere.  
Use pedestrian crossing if available.

TWO MINUTES

**FOOTPATH HUDDLE**

Kids share footpath riding experiences.  
Kids understand session.

Discuss riding on kids home streets, riding to school and riding in public places.  
1) Footpath hazards.  
2) Sneaky driveways.\*  
3) Courtesy

Invite kids to share their own experiences on footpath safety discussing any incidents and questions.

THREE MINUTES

**HAZARDS**

Kids identify possible hazards on the footpath.

Discussion.  
Prompt and suggest examples of potential hazards - cars, grannies, stones, cracks, small children, pets.....

Facilitator will identify hazards prior to the session and plan for them.

THREE MINUTES

**SNEAKY DRIVEWAYS\***

1 - Kids will look for cars at driveways that cross the footpath.  
2 - Practice emergency braking.

Ride one at a time.  
One facilitator can simulate a car coming out of driveway as kids approach.  
Kids practice emergency braking, look for cars in driveways and cars approaching from the road.

TEN MINUTES

**COURTESY**

Kids practice good footpath manners.  
Kids practice calling excuse me and thank you.

Discussion.  
Who do we share the path with?  
How fast should we ride?  
Make some noise.

Grannies, dogs, small kids, cars other riders.  
Ride at a quick walking pace only.  
Station someone further along the path and have students call out excuse me on approach and thank you on passing.

TEN MINUTES

**ROAD CROSSING (OPTIONAL)**

Kids will role model safe road crossings.

If there is a pedestrian crossing use it!  
Always walk scooters across the road.  
Kerb drill\*

Stop/Look/Listen/Decision.  
One step back from kerb.  
Cross the road where visibility is good.

**WRAP UP**

Kids explain what they have learned.  
Change over.

What do you remember about safe footpath riding?  
Walk kids to next activity

Fill in the gaps.

TWO MINUTES



**WATCH FOR SNEAKY DRIVEWAYS!**

## OBJECTIVE

## INSTRUCTIONS

## TIPS

### WARM UP RIDE

Fun ride to practice braking & offset riding.\*

Circle ride: Riders follow the leader around a set course.  
Explain offset riding.

Skill – offset riding (following behind and slightly off to one side avoids collision).

### EXTENSION EXERCISE

Fun if you have time.

'Eliminate' game – fastest rider to brake and stop wins the round the last to stop is out.

Circle ride and call stop – last one to stop is out.  
Last rider to stop helps to judge.

### HUDDLE

Kids know what is expected in this fun session.

Discuss skills.  
Cornering, braking, scooter eels\*, taking turns at leader.

### SLALOM RIDE\*

Cornering exercise to improve control/balance.

Individually weave through cones focus on balance and flow.\*

### SLALOM RELAY RACE

Fun

Split into two teams, individually race through the course then join the back of queue and sit on scooter deck when finished.

Closer cone spacing favors good cornering over speed. Knock a cone – rider stops and repositions cone before proceeding.

### SCOOTER EELS

Kids learn to ride around other riders.

Follow the leader.  
Set a zone that riders must stay within (not too large).  
Riders stay close and ride offset.

Multiple scooter eels (max five riders per eel) operate within defined small area. Change leaders often. Eels stay together and may need to stop from time to time.

### TRICKS SCOOTER EELS

Extension Exercise.  
Practice spatial awareness.  
Rider lead activity.  
Role model and skill modeling exercise.

Follow the leader. Leader has the freedom to introduce new tricks. Change ride zone to allow for creative ride lines.

Allow for kerbs or small ramps, obstacles... to be included in the riding zone.  
Change leaders often.

### GLIDE

Practicing looking up – scanning ahead.

Ride in a straight line painted on the courts. Riders make one or two pushes, eyes up, then glide until stop.  
Game - Start all riders together across the courts.

Eyes up and looking ahead will improve straight line riding.  
Who went the furthest?

### WRAP UP

Kids explain what they know.  
Change over

- What do you remember about today's session?  
- Walk kids to next activity.

Fill in the gaps. If short on time skip this and full wrap with whole group at the end.

FIVE MINUTES

YOU CHOOSE

YOU CHOOSE

THREE MINUTES

TWENTY MINUTES

TWO MINUTES

OBJECTIVE	INSTRUCTIONS	TIPS
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**Huddle**

Kids explain what they have learned.  
Kids feel good.

Ask questions.  
What new things have you learned...?  
Thank the kids, teachers and helpers.

Fill in the gaps.  
Opportunity to assess benefit of session by hands up survey.

FIVE MINUTES



**SUPPORTING**

## INFORMATION

**WHEELS**

Should be held in place firmly and turn freely. Check the axle is pulled tight (5mm hex either side or 5mm hex and 10mm crescent) some wheels will require a spacer either side of the bearing set to centre the wheel.

**HANDLEBAR HEIGHT**

Adjust the height of the handlebars (adjustable scooters) so that the riders bent arms are at approx 90 degrees to their torso.

**HEADSET**

There are various types however the kind with dual lock nuts are the most likely to need tightening, these need large headset crescents. (Bike shops will generally tighten for free if asked).

**COMPRESSION CLAMP**

(Triple clamp in picture) Check it's tight or tighten the bolts with hex tool.

**FOLDING SCOOTERS**

Check the quick release at the folding block is working and clamped tightly.

**HANDLEBARS**

Check for cracks at welds, grips in good condition, bar end plugs or equivalent are in place.

**BRAKE**

Sprung brakes will rattle and there is very little you can do about this. Spring steel brakes are good and won't rattle easily. Hex bolts through the deck can be tightened if loose.

**DROP TEST**

(Rigid scooters only)  
Note: A drop test will not be as effective on folding scooters. Drop the scooter from a height of 10 centimeters and catch the bars upon bounce, hold the scooter lightly in the air to see if it rings like a bell. If so the scooter is all adjusted up tightly. (Dialed)

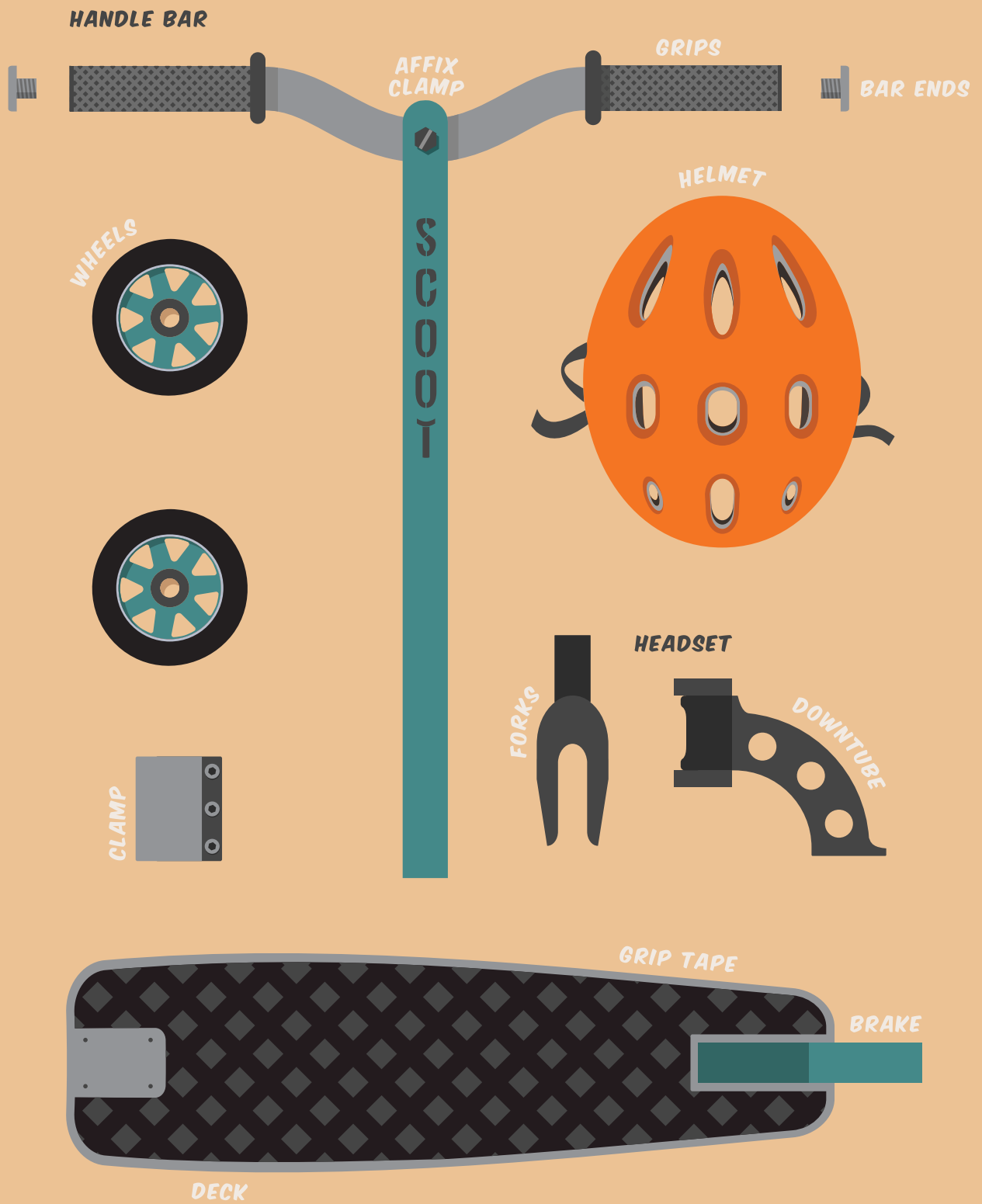
**DECK**

Quick check for cracks at the weld points, a cracked deck is a safety concern and should not be ridden.

**SCOOTER SHAKE**

(Alternative to drop test)  
To check for any loose parts you may decide to hold the scooter by the handlebars and give it a shake while holding off the ground to identify any loose parts.

**CHECK SCOOTER COMPONENTS ON NEXT PAGE!**





DEFINE

## SCOOTER SLANG\*



### DIALED

Dialed in the context of scooter sessions means that the scooter doesn't rattle, i.e. the wheels, headset, clamp, and brake are all adjusted up tight.

The drop test is the best measure of whether or not the scooter is dialed. Drop the scooter from 10 centimeters and catch the bars upon bounce, hold the scooter lightly in the air to see if it rings like a bell, if so the scooter is dialed.

Similarly, a trick can be described as dialed, as in "your tail whips are dialed", meaning "you can consistently land a tail whip".

### OFFSET RIDING

Riding behind and just to one side of the scooter rider in front of you. This reduces the chances of a collision.

### SCOOTER EEL

Chain of scooter riders following one another closely and offset.

### HUDDLE

A group discussion.

### FLOW

A rider's style.

### SNEAKY DRIVEWAYS

A driveway that you cannot easily see a vehicle exiting or be seen by a driver exiting a driveway. Generally a high fence or hedge right to the footpath edge denotes a sneaky driveway.

### OTHER SCOOT VERNACULAR

#### LEGIT

To be legitimate, as in having quality and/or significance.

#### GAME OF S.C.O.O.T

Trick challenge between riders, for every trick you fail, you get a letter starting with S. The rider to fail five tricks is the loser.

#### SKETCHY

The opposite of legit – describes something of low quality or dodgy. If an obstacle is dangerous riders describe it as sketch or sketchy.

#### SNAKE

To block or steal someone else's line. (Cutting in front of another rider lining up a trick).

For more insights on scooter lingo visit

[www.scooterdad.com](http://www.scooterdad.com)



CAREFUL

## SAFETY CHECK

### CROSSING THE ROAD

Remember that you should always **WALK YOUR SCOOTER** across the road.

### USING A PEDESTRIAN CROSSING

Use official crossings where possible – in fact, if you're within 20 metres of a pedestrian crossing, the law requires you to use it.

Check that any approaching vehicles have seen you and can stop before you step out.

Cross quickly.

For crossings with signals, only cross when the green person or message shows.

### WHEN THERE'S NO PEDESTRIAN CROSSING

Cross the road only when it's safe to do so - be patient and wait for a gap in the traffic.

### USE THE KERB DRILL

Find a safe place to cross – at a pedestrian crossing or away from a corner.

Stand one step back from the kerb. Practise this by walking to the kerb and taking one step back.

Look and listen for traffic coming from all directions.

If there's traffic coming, wait until it has passed, then look and listen for traffic again.

When there's no traffic coming, walk quickly straight across the road, looking each way for traffic.

### HOUSE KEEPING

It is recommended that anyone intending on running scooter sessions should:

- 1) Hold a current first aid certificate (many classroom teachers will be first aiders) and;
- 2) Have completed a satisfactory police check before working with school children.

For any planned scooter session it is recommended that a risk assessment and management plan (RAMP) is completed and made available to the school and to anyone delivering or assisting a scooter session. There is a RAMP template at end of this document.

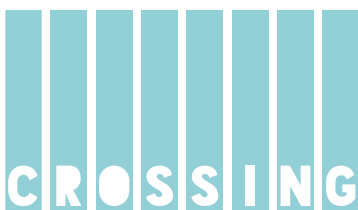
### RATIOS

"Share the path" instructor to trainee ratio 2/15

"Share the fun" instructor to trainee ratio 1/15

A classroom teacher should have an active role in the scooter session and should be present during the share the path session outside the school's property. Check the school's policy on adult supervision ratios.

## WALK WHEN



**CHECK THAT THE HELMET IS**

The correct size for the rider (little or no wobble when fitted).

In good condition (straps not frayed, buckles in good order and no cracks in the shell and polystyrene).

Displaying a standards approved sticker.

**EXAMPLES OF SOME APPROVED STICKERS BELOW****HELMET FIT**

Ensure that the helmet touches the head all the way around the rim with the front rim two finger widths above the eyebrows.

The helmet should sit flat and square on the head.

It should not be possible to easily tilt the helmet forward, backward or sideways.

Chin strap should be buckled under the chin firmly but not too tight.

Side straps should make a triangle around the ear, adjust to below and slightly in front of each ear.

**BRAKING**

How can you stop your scooter while riding?

Check the distance you need to stop within.

Jumping off is the fastest way to stop in an emergency. Practice the following three braking techniques.

- 1) Use the foot brake. Apply foot pressure to the scooter's foot brake to slow your speed.
- 2) Jump off your scooter (emergency stop).
- 3) Foot stomp. Slow your speed by using one foot to stomp the ground – Don't use your toes or the sole of your shoe to stop.

If you jump off your scooter (emergency stop), jump on your kick leg side (i.e. if you are using your left foot to push for acceleration then jump to your left side).

**WARNING - THE REAR BRAKE CAN GET HOT WITH CONTINUOUS BRAKING (DOWNHILL).**



# RISK ASSESSMENT MANAGEMENT PLAN

## R.A.M.P FORM

### RISKS (ACCIDENTS, INJURIES)

- 1) Fall from scooter
- 2) Collision scooter to scooter
- 3) Collision scooter to pedestrian or other hazard
- 4) Collision scooter to vehicle
- 5)
- 6)

## CASUAL FACTORS

### PEOPLE

- Students not observing training instructions.
- Group instruction in a restricted area increases the possibility for a scooter to scooter accident.
- 

### EQUIPMENT

Scooter/helmets – mechanical failure/poor fit.  
Clothing/footwear.

### ENVIRONMENT

Training surface – uneven/obstacles/slip.  
Weather – hot/cold/wet.  
Water – rain/wet/slippy.

### NOTES

## EMERGENCY PROCEDURES

The scooter session facilitator will act to ensure the safety of all trainees and trainers present at any training session. The session facilitator will offer first aid assistance in the event of any incident/injury and call emergency services immediately if any person is seriously injured. The school will be notified as early as is possible. A first aid kit and cell phone are always on the session facilitator and all other trainers/helpers will be made aware of this. The training school's number is to be stored on the phone. A teacher from the training school must always be present at each session. The session facilitator must record in detail and report to the school any incident or accident on the incident report form.

## SKILLS REQUIRED

The session facilitator or classroom teacher must hold a current first aid certificate.

## ACTIVITY

### DATE

### INSTRUCTOR

### LOCATION

## RISK MANAGEMENT STRATEGIES

### PEOPLE

Clearly define training areas and ensure all trainees understand all instructions.  
Maintain minimum trainer: student ratio.  
A First Aid kit is available at the scooter session.

### EQUIPMENT

Undertake a scooter/helmet check before every session, replace or fail any scooters/helmets if unsafe.  
Ensure all children are wearing closed footwear and appropriate clothing before riding.

### ENVIRONMENT

Check the training area. Eliminate any potential hazards before sessions.  
Postpone or relocate if the training area is wet or too hazardous.  
Have sun block in first aid kit for sunny day.

# SCOOTER SESSION CONSENT FORM

HELLO

HAS AGREED TO PARTICIPATE IN A SCOOTER SESSION.

## DEAR PARENT / CAREGIVER

A scooter session has many benefits. The training is great for the students' health and wellbeing, confidence and skills. Teaching students to scoot safely and considerately along the footpath can also boost their confidence enough that they can ride to and from school, friends' houses or almost wherever they need to go.

A scooter session takes approximately 90 minutes to run and has two main components.

Share the fun is taught in a non-traffic environment to enable skills to be developed.  
Share the path is taught on a section of footpath near the school.

Full risk management procedures will be undertaken to ensure the safety of all students.

## THE EXPECTED OUTCOMES FOR THE SCOOTER SESSIONS ARE;

### SHARE THE FUN

The students will learn spatial awareness while riding with others. Basic scooter riding skills like cornering, braking and scooter control will be demonstrated and improved through simple group riding games and individual drills.

### SHARE THE PATH

The students will learn to scan and prepare for hazards like sneaky driveways, broken pavement and other footpath users. Students will practice courtesy to others on the path.

## YOUR CHILD WILL REQUIRE:



**SCOOTER**



**STANDARDS APPROVED HELMET**



**CLOSED SHOES APPROPRIATE FOR SCOOTING**

During and after the programme, it is a good idea to encourage your child to practice and develop their skills. Thank you in anticipation of your support for the programme.

If you have any questions, please do not hesitate to contact \_\_\_\_\_

**KIND REGARDS**

## REFERENCES & ONLINE

Scooter build tutorial's section at

[WWW.MADDCOM.COM](http://www.maddgear.com)

New Zealand Transport Agency (NZTA)  
road crossing information at

[WWW.NZTA.GOV.NZ/TRAFFIC/WAYS/FOOT/INDEX.HTML](http://WWW.NZTA.GOV.NZ/TRAFFIC/WAYS/FOOT/INDEX.HTML)

NZTA Road safety resources and good educational  
research years 1-8

[HTTP://EDUCATION.NZTA.GOV.NZ/\\_DATA/ASSETS/PDF\\_FILE/0017/33632/NZTA-ROAD-MAP-JULY-2013.PDF](http://EDUCATION.NZTA.GOV.NZ/_DATA/ASSETS/PDF_FILE/0017/33632/NZTA-ROAD-MAP-JULY-2013.PDF)

Education Outside the Classroom Guidelines: Bringing  
the Curriculum Alive (Ministry of Education, 2009)  
available at

[WWW.EOTC.TKI.ORG.NZ/EOTC-HOME/EOTC-GUIDELINES](http://WWW.EOTC.TKI.ORG.NZ/EOTC-HOME/EOTC-GUIDELINES)

Haddenham programme at

[WWW.HADDENHAMCYCLETRAINING.ORG.UK/SCOOTERTRAINING.SHTML](http://WWW.HADDENHAMCYCLETRAINING.ORG.UK/SCOOTERTRAINING.SHTML)

Tips and forum from ScooterDad at

[WWW.SCOOTERDAD.COM](http://WWW.SCOOTERDAD.COM)

Cyclist skills training guidelines at

[WWW.NZTA.GOV.NZ/RESOURCES/CYCLIST-SKILLS-TRAINING-GUIDE/](http://WWW.NZTA.GOV.NZ/RESOURCES/CYCLIST-SKILLS-TRAINING-GUIDE/)

## ACKNOWLEDGEMENTS

These guidelines have been written following 18 months  
experience delivering scooter skills training to more than  
4,000 New Plymouth primary school aged kids.

Other sources of information have come from:

**NZ TRANSPORT AGENCY & NZ POLICE.**

