



# Safe school travel

This newsletter has a focus on scooter safety and primary curriculum resources.

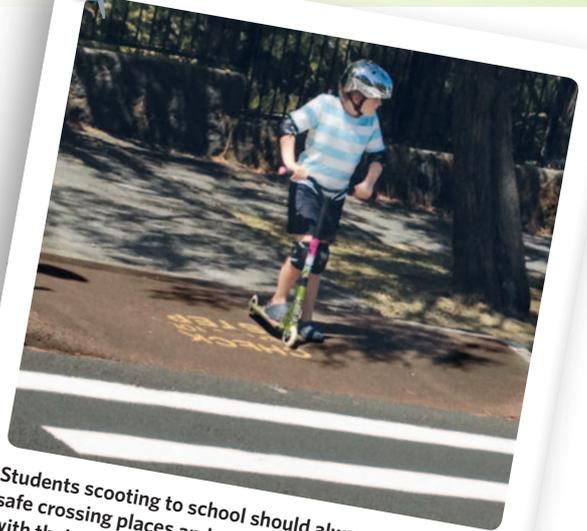
## Getting up to speed on scooters

### Many children ride push scooters to school.

Safe scooter riding requires good road sense, a dose of self-management and a healthy respect for others on the footpath. Many students are up with the play – here's what students at Paraparaumu Beach School had to say:

**'We are polite; when we ride up behind people we say excuse me. We are taught manners. We ask people if they can move out of the way, politely. We don't scoot past people fast.'**

The quote comes from interviews conducted by Kapiti Coast District Council travel planner Brent Cherry, who found the school had integrated safe active travel into both its policies and its school culture.



Students scooting to school should always use safe crossing places and walk across the road with their scooter.

The NZ Transport Agency has released a SlideShare and PowerPoint on scooter safety tips which schools are free to download and use with students, staff and families. This simple resource summarises what children need to know about staying safe on footpaths, near driveways and when crossing roads. Go to [education.nzta.govt.nz](http://education.nzta.govt.nz) and search for scooter safety tips.

Getting up to speed on safe scooting may involve reviewing school policies or working with partners such as your local council or Police school community officer. Turn inside for more practical suggestions.

# Students take charge of scooter safety

## PRIMARY AND INTERMEDIATE STUDENTS ARE TAKING SCOOTERS TO SCHOOL IN INCREASING NUMBERS. SOME DUNEDIN SCHOOL STUDENTS INVESTIGATED HOW TO ENJOY THE RIDE SAFELY.

They are simple, lightweight and fun – and students are increasingly choosing to get to and from school on scooters, including down south.

'The scootering craze has well and truly taken hold in Dunedin,' says Dunedin City Council transport coordinator Charlotte Flaherty.

Charlotte says students have contributed to solutions to scooter issues at two schools in south Dunedin.

Musselburgh School worked with students to put together a policy on scooter behaviour in the school grounds. The policy, to be adopted by the board of trustees, recommends no scootering in the school grounds until after 3pm. It also recommends that all scooters be locked away during the day, following some thefts.

Meanwhile, Tahuna Intermediate asked a student group to look into scootering. The children identified issues and worked on possible solutions. They chose to convey their messages in a film and worked with the school technician to develop a concept and carry out filming and editing.

Across Dunedin, schools take part in the annual Walk'n'Wheel week, when students are encouraged to try active forms of travel. Travel by scooter is increasing faster than other modes. Baseline snapshots from annual surveys showed that the percentage of students travelling by scooter tripled in 12 months from 3% in 2011 to 9% in 2012, while cycling rose from 2% to 3% in the same period.

'We expect to see a further increase in scooter numbers this year,' says Charlotte.

She says students report loving the freedom a scooter offers. As a result, Dunedin schools are reassessing road safety policies to covers issues such as scooter parking, the wearing of appropriate safety gear and scooter behaviour in school grounds.

Dunedin's public libraries also report congestion and safety concerns around scooter parking in and outside libraries. The libraries are working with the council to develop new parking systems for scooters.



# Students create own scooter racks

Students at Christchurch South Intermediate School needed somewhere safe and secure to lock up their scooters. They came up with the solution.

As scooting to school became more popular, storage was a problem that needed solving. It took months of work during lunch-times but nine year 8 students in a technology extension group came up with a workable design for new scooter racks.

The result is to such a high standard that two other schools have purchased the racks too.

Technology teacher Randall Grenfell says that while this particular project was about providing the infrastructure to support students travelling by scooter, group members were learning all about problem-solving, independence and perseverance.

He noticed the group always arrived quickly for project sessions and were strongly engaged through each step of the process. They were ready to learn, in part because they had chosen the challenge themselves, he says.

'It was an authentic problem, not something a teacher dreamed up to get the ball rolling. It was real to them and their world.'

The group was mentored by a professional engineer, courtesy of the Futureintech initiative, which promotes careers in engineering, technology and science.

**Further information:** [r.grenfell@chcsouth.ac.nz](mailto:r.grenfell@chcsouth.ac.nz)



Three students work on a wooden mock-up during the course of the project.



A completed scooter rack.

Most of the students in the group ride scooters to school so they knew it was a problem they wanted sorted. //

Technology teacher  
Randall Grenfell.

## The learning process

The group had a thorough process of research and design. Here's the outline:

- Identified shortcomings in current system, then researched and brainstormed solutions.
- Narrowed down criteria for a successful parking system: locking, ease of access, cost, environmental impact and durability.
- Sketched ideas and picked some for further evaluation.
- Made five different mock-ups in wood and tested these.
- Picked the frontrunner and made a cardboard model with exact specs for manufacture.
- Chose materials and hired an engineering firm to cut and fold a steel prototype.
- Prototype tested and design refined.
- Marketing and branding lessons lead to a sales brochure and approach to other schools.
- Orders taken. Components arrive at school for students to assemble.

## Practical ideas to

# Support Safe Scooting

!! The scooter racks are really good – we all look after each other's scooters. It makes scooters important – they are not just lying round all over the place. !!

Paraparaumu Beach school student.



### IDEAS FOR YOUR SCHOOL. BASED ON WHAT OTHER SCHOOLS EXPERIENCE AND THE NZTA RESOURCES.

1

**Get students to help write a scooter policy or procedure.** This learning experience supports safe use in and around school. Musselburgh School in Dunedin involved students in deciding where and when scooters could be used.

2

**Issue a scooter licence.** Constable Aaron Dann says some schools issue a laminated bike licence when students pass a cycle safety programme run with the Police. Schools could create a similar licence (designed by students) for students who demonstrate safe scooter handling.

3

**Talk about safe scooter practices in class.** Discussions, writing or video projects are ways your students can share ideas about scooting safely. As a starting point use the NZTA slideshow – go to [education.nzta.govt.nz](http://education.nzta.govt.nz), search for 'scooter safety tips'.

4

**Talk with parents.** Make sure family and whānau are involved when setting up expectations about safe ages, safe routes and safe gear for scooting. Schools can access and share the safety tips leaflet *Hike it, bike it, scoot it, skate it*. Download at [education.nzta.govt.nz](http://education.nzta.govt.nz), search for 'hike'

5

**Gear check.** How many students wear a helmet when they ride their scooter? Who has elbow and knee pads? Students should also wear closed shoes and bright clothing.



Scooter racks near classrooms show students that scooting is valued, keep the scooters in sight and avoid students rushing towards a single storage place.

Everyone is allowed by law to ride scooters and skateboards on footpaths. Students just need to ensure they:

- ride carefully and are considerate of others on the footpath
- do not ride at speeds that put other footpath users at risk
- give way to pedestrians and drivers of mobility scooters.

# Cycling

Children should know how to ride safely and be confident in traffic before attempting to ride to school, with or without you.

**Children under 10 should always cycle with an adult.**

**Support and help your child to learn how to:**

- Keep left.
- Check over their shoulder for traffic.
- Use the correct lane.
- Pass other road users safely.
- Use hand signals.
- Be safe and courteous when cycling in groups.
- Share the road and paths.
- Expect hazards and ride to avoid them.

The official New Zealand code for cyclists has information about the skills needed and available courses: [www.nzta.govt.nz/resources/roadcode/cyclist-code](http://www.nzta.govt.nz/resources/roadcode/cyclist-code).

## What else can I do to help my child be safer when they're cycling?

- Ride with them.
- Make sure your child's bike is in good working order with working brakes.
- Make sure the bike has reflectors - it is a legal requirement.
- They need lights if they are cycling in low light or dark conditions.
- Give your child bright-coloured and reflective clothing so other road users can see them more easily. Backpacks should also be bright and reflective or be fitted with a high-visibility cover.
- Practise riding the route to school with your child on the weekend when traffic is light.

## For more information

For general enquiries, or more information about road and rail safety for children, please email [info@nzta.govt.nz](mailto:info@nzta.govt.nz) or visit [education.nzta.govt.nz](http://education.nzta.govt.nz).

# Helmet safety – cycling, scooting and skating

Ensure your child always wears a helmet when riding their cycle, scooter or skateboard.

**To be safe:**

- There should be a standards-approved sticker on the helmet.
- The outside of the helmet (shell and polystyrene) should be in good condition and not cracked or damaged.
- The straps and buckles should be in good order, not frayed or broken.
- The cycle helmet should be the right size – with little or no wobble when fitted.
- The helmet should be positioned level on the head, with the chin and back straps meeting on the jaw, below the earlobes.
- The chin strap should be firm but not too tight.
- If the helmet tips sideways, backwards or forwards, it is too loose.

