

my journey



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Central  
Bedfordshire

Sustainable Transport

# Scootability Training

## Level 3

A scheme to encourage safe scootering to school for lower school pupils in Central Bedfordshire



my journey ...to school



Introducing.....

## Scootability Training *Level 3*

The aim of this programme is to use the scooters as a fun and active way to revise and reinforce basic pedestrian safety messages. The key safety messages are equally relevant to younger children and to older children who walk or scoot independently to school, to the local shops or around where they live.

Scootability is a progressive course and has been developed for school teachers to use as part of the curriculum, at lunchtime or after school clubs.

There are 3 Scootability levels for children to participate in:

*Level 1* - Scooter control and pavement etiquette

*Level 2* - Scooter control, pavement etiquette and priorities at driveways

*Level 3* - Scooter control, pavement etiquette and priorities at driveways, with more practice on the pavement with side roads and driveways

It is advisable that the course leader/teacher assess the ability of the children as to their suitability for each of the Scootability levels prior to the start of each course level.



This course has been developed by Haddenham Cycle Training who have consented to this adaptation for use in Central Bedfordshire Schools. Further instruction and training sessions for this course can be arranged by contacting: [info@haddenhamcycletraining.org.uk](mailto:info@haddenhamcycletraining.org.uk)

# Scotability Training - *Level 3*

## Resources needed:

- Cones (workshops 1 and 2)
- Pushchair or other props (workshop 3)
- A mobile phone and a First Aid Kit
- High-visibility vests for volunteers
- Extra scooters

**Time:** 45minutes/1 hour

**Note for volunteers:** The class will be divided into 3 groups and each group will visit 3 workshops. Please try to be aware of the other groups so they all finish at around the same time.

Lead Instructor will lead workshop 3; the most experienced volunteer will lead workshop 2, another one workshop 1.

**Lead Instructor: gather whole class together and go through the following: (spend less than 5 min)**

### 1. Why some scooter training

- How many of you use your scooter to come to school? How many of you scoot sometimes?
- The purpose of today is to go over basic road safety for pedestrians (walking people), but we are using scooters as a fun way of learning
- We know that all of you are pedestrians and walk sometimes (to school, shops, to play with friends etc) so this is important for everyone

### 2. Establish Ground rules

- One person talks at a time: put up your hand
- Don't scoot off, use your scooter only if you are asked to

### 3. What is going to happen today

We are going to divide into 3 groups and you will go to 3 workshops:

- one workshop is a discussion
- one workshop is all about how to behave on the pavement
- one workshop is about scooter control and will include some fun games

We will be outside for **45 min/1 hour** but you will not scoot during all this time. We will need to share scooters – is everyone happy with that?

### 4. Lead Instructor to ask them to go and get their scooters and explain about the Warm-up ride

- Scoot across the playground
- Same ride, but alternate pushing foot every three pushes (push three times with your left foot, three times with your right foot etc).

**Split into three groups**

## **Workshop 1: Getting ready – Discussion and demonstration (15 min)**

For all the following items, ask open questions and encourage children to come up with the key points. Have an interactive discussion.

### **1.1. Getting ready**

Does everyone know how to unfold and fold up a scooter? They may be slightly different?

Demonstrate the following by using one scooter and point to relevant parts:

**Unfolding your scooter** – be careful when unfolding your scooter.

**Scooter maintenance** – make sure all levers and clips are tight and correctly positioned before setting off. Make sure wheels are not wobbly and turn correctly on the axles.

**Handlebar height** – best at waist height. Not too low or you may go head over heels, not too high or you may hurt your face.

At this point, ask the pupils why we had our warm up ride on the playground and not on the road; this introduces the next message, where to scoot:

### **1.2. Where and When to Scoot**

Where do you think would be good places to scoot? Where would be bad? Ask questions and guide the discussion so you cover the following topics:

**Best places to scoot** – smooth level surfaces such as parks or quiet pavements.  
**NEVER SCOOT ON A ROAD.**

**Slopes and Hills** – ALWAYS check first with your parent if a slope is gentle enough to scoot on. **NEVER SCOOT DOWN STEEP HILLS.**

**Ruts and bumps** – look out for ruts and bumps in the pavements as these can catch your wheels and cause you to fall off

**What to wear** – remember to tie up your shoe laces. Anything else you need to think of? (hoods? baggy trousers?)

**How to carry things on a scooter** – always carry things in a rucksack. Discuss dangers of carrying things on the handlebar, in one hand, on the scooter, in front of your foot etc.

If you have time - demonstrate with one scooter: ask children to weave around cones with a heavy weight in a carrier bag, (1) on the handlebar and (2) in a rucksack

**Wet conditions** – avoid scooting in the rain or wet. Your brakes won't work and you're more likely to skid. The wet will also rust the bearings in your wheels.

**Dusk and Dark** – be careful when scooting in poor light – you won't be able to see ruts and bumps in the pavement.

### 1.3. Pavement etiquette

**PEDESTRIANS HAVE PRIORITY ON PAVEMENTS.** Remember to slow down and even come off your scooter if you need to pass or overtake a pedestrian. Look out for small children.

**Set up:** Organise a course along a 'pavement' with a 'driveway', dustbins, pedestrians, pushchair, a crowded section where the scooter must be pushed etc.

**Discussion:** Instructor to lead a discussion on **manners** – what words could you use to pedestrians? Excuse me.....thank you.....sorry. Remember to check your speed and to look behind you before overtaking.

**Practice:** Divide the pupils into two groups, one group acts as pedestrians and the other group scoots, then swap over. The pedestrians are placed on the pavement: (1) in groups of two standing persons chatting or (2) walking along the pavement, one can push a pushchair.

**REMINDER: Push your scooter or scoot at walking pace on crowded pavements.**

### 1.4. Relay race

If you have time

Make up your own rules; possibilities:

- Sit on the scooter
- Go backwards
- Two pupils scoot on one scooter
- Two pupils scoot side by side, foot on one scooter and hands holding the other one

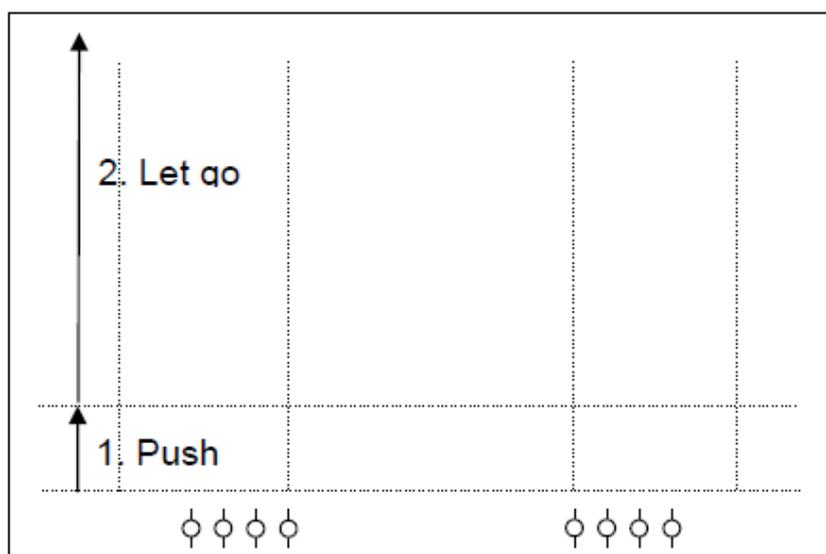
## Workshop 2: Scooter control and games (15 min)

### 2.1. Scoot on a straight line

Define two lines on the playground.

The children start from behind the first line, push hard until they reach the second line and let go on a straight line until they stop.

They stay there until everyone has done the exercise.



Who went the further out?

See how far you can go before stopping; if anything happens you need to actively stop.

### 2.2. Emergency stop

How can you stop? (1) Use the brake, (2) jump off your scooter. If you jump off, keep your scooter close so you don't hit someone's ankle.

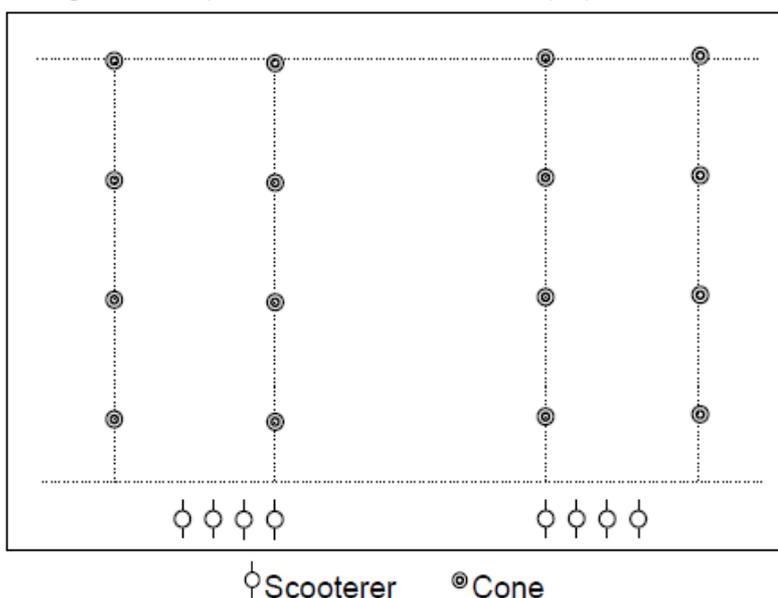
Don't use your toes or the sole of your shoe to stop.

Practice emergency stop: scoot along a straight line, stop (1) using the brake or (2) jumping off the scooter; check the distance you need to stop – jumping off is quicker.

Ask the pupils to push three times and stop.

### 2.3. Scoot around obstacles

Organise an obstacle course, using a set of plastic cones. Send the pupils one after the other one keeping a good distance between them. Ask the pupils to keep at least a scooter length between them and not to go over the cones: they break!



**Slalom:** weave in and out of cones, back and forth along two straight lines

1. Push
2. Let go

**Funnel:** scoot through a narrow gap – scoot slowly between several successive sets of two cones without touching them

**Turns:** left and right hand turns around cones – turn sharply just after a cone at the end of a straight line

**Control:** scoot along a marked **line**, keeping both wheels on the line

#### **2.4. Look behind**

Check all the pupils know their left and right (the extended thumb and index draw an L on the left hand)

Scoot on a straight line; look behind on the left, then on the right.

With confident children you can hold up a certain number of fingers, and ask them to shout out the number.

#### **2.5. Double scoot**

Explain that this is ***not a safe or sensible way to travel around*** and must only be done in your back garden with supervision.

Divide the pupils into groups of four, two at each end of a short straight line. Ask them to scoot using two scooters like roller skates and do this as a relay race.

## Workshop 3: Pavement and Driveway practice (15 min) (Teacher to help)

### 3.1. Crossing a road

Remember your 'Stepping Out Safely' training: (Green Cross Code)

1. Find a safe place to cross: not from between parked cars (unless there is no other alternative)
2. Stop: by the kerb – be careful when you have to stop at a sloping kerb, stop before the pavement slopes down
3. Look: everywhere
4. Listen: noise gives an indication of the size and speed of vehicles
5. Life saver check and cross

Practice on a line in the playground

### 3.2. Priorities at a driveway

Choose a pavement nearby with a driveway. Explain the priorities:

If you scoot along the pavement coming to the driveway and a car or cyclist is coming out of this driveway, who has priority?

- The car if it is already in the driveway, because it's already there
- You (as a pedestrian or on a scooter) if you have a foot (or a wheel) on the driveway and the car is still behind the gate
- If both arrive at the same time, make eye contact with the driver and decide who goes first. **COMMUNICATE**

It's always a good idea to stop at the edge of the driveway and look.

Pupils are sent along the pavement. Before crossing the driveway they need to:

1. check behind over their right shoulder to make sure that no road user is about to turn into the driveway
2. look left to check that nobody is coming out of the driveway

If there are enough adults, one can walk, pretending to be in a car, in and out the driveway to force the pupils to interact with them – the adult must make eye contact with children.

The Instructor stays on the pavement, by the edge of the driveway and gives the pupils instructions if necessary and feedback.

### 3.3. Speed

Scooting is fun, but not too fast!

Get the pupils to walk fast (about 4mph) between 2 points with the instructor as a long line – with instructor setting the pace. Ask who normally scoots faster than that?

The Highway Code tells us to scoot at 4mph, but if the pavement is clear you can go faster.

If the children were scooting to school – would it be sociable to scoot on crowded pavements? No, they should push their scooter. Be aware of pedestrians and either scoot at walking pace or push your scooter where necessary.

### **3.4. Emergency Stop**

When crossing a road or a driveway, you need to stop at the kerb

Practice on the lines in the playground (imagine cats or dogs running along a line)

1. Scoot between two lines at walking pace, stop sharply right on the second line: the front wheel must stop exactly on the line
2. Same exercise at a faster pace
3. Scoot fast a longer distance until the instructor shouts STOP, see who can stop the first

#### **Lead Instructor to gather the whole class**

Giant relay race across the playground, in three groups (workshop groups), send half of each group at the other end of the playground

**Short discussion with whole class:** What have you learned today?

