

From mountain to sea

# SCOOTER SKILLS



# Scooter Skills

## Activity Guidance

Guidance Notes	
<b>Activity</b>	Scooting skills.
<b>Description</b>	Scooting covers many areas of CFE with discussions on the benefits of active and sustainable travel
<b>Age</b>	Level 1 & 2
<b>Equipment</b>	Cones, Hi – Vis vests. Whistle. Access to vehicle (if possible). Scooter – 1 per child.
<b>CFE Outcomes</b>	HEALTH AND WELLBEING: HWB 2-16a, HWB 2-17a, HWB 2-18a, WB 2-21a, HWB 2-22a, HWB 2-25a, HWB 2-26a, HWB 2-27a, HWB 2-28a SCIENCE: SCN 2-12a SOCIAL STUDIES: SOC 2-08a, SOC 2-09a TECHNOLOGY: TCH 2-06a
<b>Timescale</b>	2 hours approx: 1 hour for stage 1, 2 and 3. 1 hour for stage 4.
<b>Ratio</b>	10 per session, (this number could be increased if running the session with children from P4 and up).

## Introduction

Scooting to school is increasing with over 4% of pupils across Aberdeenshire now travelling this way. This is good news and Aberdeenshire Council are keen to support and encourage active travel, with safety as a key priority. Scooter Skills is a two hour session which involves pupils rotating around different workshops, ending with a fun games session.

## Aims

This workshop has been created to provide a tool to schools to continue to encourage scooting to school while tackling aspects or concerns over safety.



# Task 1

## Introduction Session. Classroom based.

Split up into two groups. One group will look at road and safety awareness, while the other will look at driver and pedestrian awareness (each group should take around 20-30 minutes). Then swap over. After that, play some fun games with your scooters!

Question	Answer
<b>Why might you want to scoot to school?</b>	It's fun. Exercise. Faster than walking – opportunity to travel further. More people travelling actively means fewer cars at the school, in turn will lead to many benefits (increased safety, better air quality).
<b>What sort of things should you do or think about before scooting to school?</b>	<p>Check, or ask your parent to check, that your scooter is safe. If it is making a funny noise, or a wheel feels a bit wobbly, don't ride it and ask an adult to have a look at it.</p> <p>Marking your scooter with your name is a good idea.</p> <p>Look out of the window! Think about how the weather may effective your ability to scoot, for example the rain may make the ground slippy.</p> <p>Think about what you are doing that day. If you have a musical instrument or sports bag to carry, you might not be able to balance well on a scooter.</p> <p>Think about your clothes. Make sure your laces are tied up! A long scarf might get tangled up. If you are out in the rain, what problems are caused if you have your hood up? Answer: It affects your ability to see and hear traffic.</p>

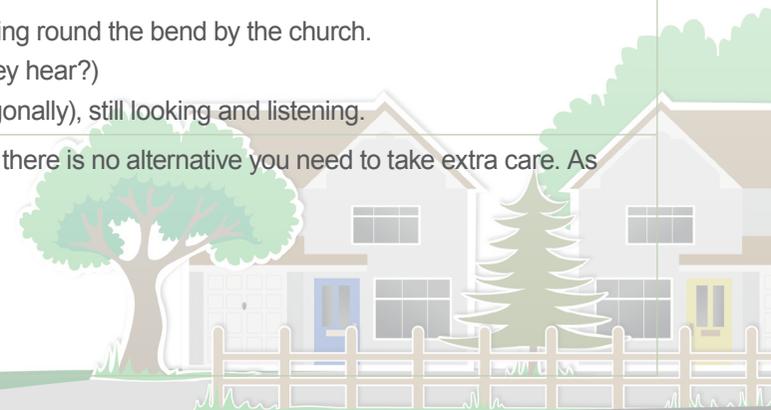


# Task 2

## Road and Safety Awareness – outside road environment.

Take a small group out on to a safe area outside of the school (pavement if necessary). It is most useful for pupils to experience real life situations by taking them on to pavements alongside roads around the school, but it may not always be possible to do this due to road conditions or pupil ratios. Creating pavements and roads with cones of chalk within the playground is an alternative.

Question	Answer
<b>Where should you ride your scooter on your way to school? Where must you never ride your scooter?</b>	<p>You must always use the pavement, never the road (unless there is no other option). Do not cut corners as car drivers may not be able to see you.</p> <p>When you are on the pavement, scoot away from the edge of the kerb (show what you mean). It is dangerous to scoot on the kerb edge as you could slip into the road.</p>
<b>What are the dangers when you are scooting on the pavement?</b>	<ul style="list-style-type: none"><li>• Accidentally going into the road (so make sure you scoot well away from the edge of the pavement).</li><li>• Cars coming out of or going into driveways.</li><li>• Obstructions e.g. hedges, lamp-posts.</li><li>• Vehicles mounting the pavement.</li><li>• Pedestrians (may need to explain this means people walking).</li><li>• Animals, dogs/ cats, may get startled by your scooter, be aware.</li></ul>
<b>How should you cross the road with your scooter?</b>	<ul style="list-style-type: none"><li>• You must get off and push, not ride across the road.</li><li>• Always use a formal crossing (i.e. a zebra) or a School Crossing Patroller (lollipop man or lady) where there is one.</li></ul>
<b>What are the key points to remember when crossing the road?</b>	<p>STOP – on the kerb.</p> <p>LOOK – remember traffic can come from different directions.</p> <p>LISTEN – can often hear traffic before you can see it e.g. coming round the bend by the church.</p> <p>(Ask the children to stand on the kerb and listen – what can they hear?)</p> <p>When it is safe to do so, walk straight across the road (not diagonally), still looking and listening.</p>
<b>What should you do if there are cars parked on the road you are crossing?</b>	<p>Ideally find a spot where there are no parked cars. However, if there is no alternative you need to take extra care. As before:</p> <p>STOP – but treat the outer edge of the car as the kerb.</p> <p>LOOK</p> <p>LISTEN</p>



# Task 3

## Driver and Pedestrian Awareness – outside road environment.

Have a parked car on the playground.

Here you may wish to get the children to sit in a parked car and demonstrate that it is sometimes hard to see the other children outside.

Question	Answer
<b>What sort of things might mean that a driver cannot always see you scooting along on the pavement?</b>	<ul style="list-style-type: none"> <li>• Your size – you are small compared to a car. Sometimes a driver looking in his or her mirror cannot see you.</li> <li>• Obstructions e.g. hedges, lamp-posts.</li> <li>• Bad weather e.g. rain, fog.</li> <li>• Sometimes a driver might not be concentrating properly.</li> </ul>
<b>What sort of things might affect your ability to be aware of traffic around you?</b>	<ul style="list-style-type: none"> <li>• Having a hood up – restricts visibility and hearing.</li> <li>• Messing about with friends – you must be sensible – it is important to concentrate</li> </ul>
<b>When you are riding your scooter to and from school, who else might be on the pavement?</b>	<ul style="list-style-type: none"> <li>• Pedestrians – including small children, elderly people.</li> <li>• People pushing buggies.</li> <li>• People walking dogs.</li> <li>• Wheelchair/mobility scooter users</li> <li>• Blind/partially sighted people</li> </ul> <p>It is very important that you are careful and considerate to other pavement users when riding your scooter to and from school.</p>
<b>What should you do if you are scooting along and there are other people walking in front of you?</b>	<p>You must slow down. Give them some space.</p> <p>Do not:</p> <ul style="list-style-type: none"> <li>• Push past them</li> <li>• Scoot right up behind them, forcing them to let you through.</li> <li>• Scoot in the road to get round them.</li> </ul>
<b>What should you do when you get to school?</b>	<ul style="list-style-type: none"> <li>• Always come into school on the footpath (if there is one); do not cut across the car park. There are always cars moving around and children are not always easily seen by drivers.</li> <li>• Do not ride your scooter in the school grounds.</li> <li>• Put your scooter to one side if you stop. Do not drop it on the floor so that other people cannot get past.</li> <li>• Park your scooter neatly in the scooter shelter (or allocated area) if there is one and do not take it out again until the end of the day.</li> </ul>



# Task 4

## Training Games

Aim of the Game	How to Play
<b>Game 1. Aim: To encourage scooting at a safe speed and raise awareness of other pavement users and dangers.</b>	All scooters to set off in 'follow the leader' style around the edge of the playground, maintaining the same distance between each scooter. When the session leader blows a whistle, they are to stop immediately. Hopefully, they will all stop whilst still maintaining the same distance with the scooter immediately in front of them.
<b>Game 2. Aim: To encourage awareness of others and scooting at safe speeds.</b>	Two cones needed, approximately 50m apart. Two groups start off together in pairs, scooting from cone 1 towards cone 2. Each scooter pair set off at 3 second intervals. On reaching cone 2 they peel off, 1 to the right and the other left. Arc around back to cone 1 hopefully they will meet at cone 1 at the same time.
<b>Game 3. Aim: Safe scooting, cornering carefully.</b>	Set up a line of cones, perhaps 6 - 8. Each scooter to weave in and out of the cones carefully. On reaching the end, scooter to rejoin back of queue. Repeat.

Reproduced with permission from Buckinghamshire County Council and their local Bikeability groups.

Thank you! To Auchenblae Primary School children and staff for their contribution to the Scooter Skills training programme.

For further information, please contact: Aberdeenshire Council

[transportationstrategy@aberdeenshire.gov.uk](mailto:transportationstrategy@aberdeenshire.gov.uk), Tel: 01467 536929

Strategy Unit, Infrastructure Services, Aberdeenshire Council, Woodhill House, Aberdeen, AB16 5GB

