



Instructor Guide


The Scooter Ready programme teaches children in years 0-4 how to be safe and have fun on their scooters.

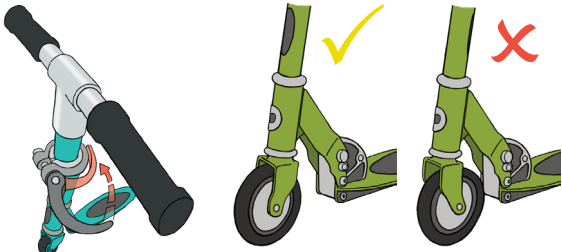
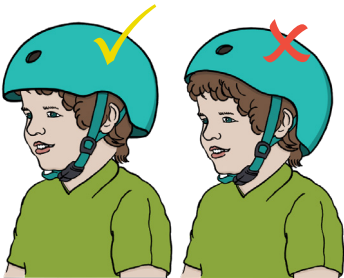
Sessions cover set up, stopping, sharing and other basic scooter skills.

Scooter Ready is part of Greater Wellington's road safety programme. It leads into Pedal Ready Cycle Skills.

Session Plan

Before the session starts, check scooters and helmets.
Set them up in a line across the width or half-length of a court.
There should be about 0.5-1m between each set.

<p>Intro</p> <p>Ground rules – “2-2-2” and be kind/respect</p>	<p>Welcome and introductions. What are we doing today? “How to be safe on scooters.”</p> <p>Introduce 2-2-2 rule.</p> <ul style="list-style-type: none"> • 2 hands on bars • 2 feet together • 2 wheels on ground <p>“To keep ourselves and others safe”</p>		<p>5 min</p>
<p>Set up</p> <p>Helmet check – keep your head safe</p> <p>Clothes check</p> <p>Scooter check – ‘dial’ your scooter. Use the 4 point check.</p>	<ul style="list-style-type: none"> • Why do you wear a helmet? • Choosing the right size. • 2-4-1 check or ‘scooter salute’ • Covered toes and bright colours, nothing loose <ol style="list-style-type: none"> 1. Where’s your brake? Does it work? What happens if it gets too hot? 2. Front wheel forward – “name/logo towards me” 3. Handlebars at bellybutton height (if adjustable) 4. Check each student with help from teacher and assistant. Do a ‘drop test’ for loose parts. 		<p>10 min</p>



No Exceptions, No Problem!

Aim to include all tamariki. Think ‘STEP’ – Change the:

- **Space** – reduce or expand the court area in use, or move somewhere quiet
- **Task** – simplify a game, relax rules, make it easier to ‘win’
- **Equipment** – offer 3-wheeled scooters, have spare scooters, helmets and shoes available
- **People** – combine or split the group, work one-on-one with a student

Scooter kit

Each kit should contain: 2-3 suitcases with 20-25 helmets, size S & M.
6 suitcases with: 2 mini scooters, 2 adult scooters, 20 student scooters.
One bag with: first aid kit, sunblock, hand sanitiser, tools, and spare shoes.

Standing and Stopping 2-2-2 rule, feet together Build good habits	Discuss: Don't straddle – big crash risk is face on handlebars. Demo: Show 2-2-2 in action. Drill: Ask students to show their 2-2-2.	10min + 10 min (game)
Stopping using brakes	Discuss: Brakes are good for slowing down, but not stopping quickly. They can get hot. Demo: Show how you stop slowly and control speed with brake. Drill: Ride across and back using brake to stop at end.	
Stopping using hop-stop	Demo: Show how you stop quickly with 'hop-stop'. Discuss: brakes slow you down; hop-stop stops you quickly. When would you use each? Drill: Walk beside scooter and stop using 3 steps. Scoot and stop using 3 steps/stomps. Game: Grandma's footsteps or Red light/Green light. (See games page)	



Ratios

We aim for a ratio of 1:12 or 2:25 with the classroom teacher in attendance.

Huddle

Gather the group in for a huddle. Keep it loose and quick.

Tamariki want to get back on their scooters!

Ask questions to engage, but “save stories for the end”.

Share the footpath

- Give pedestrians a wide berth and slow down
- On narrow paths walk past pedestrians. Keep a clear space between them and the scooter (to keep ankles safe).

Demo: show a bad pass and good pass

- Use a student or teacher to play ‘pedestrian’
- Show stopping/walking and wide berth options

Discuss: Who do we share the path with?

Why do we need to give people space?

Best to slow down or walk, give space, and let them know you’re coming.

Extra: Ride on the house side.

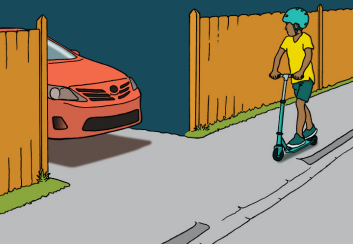
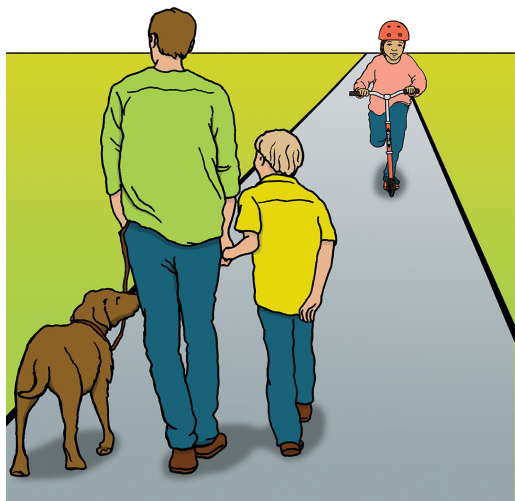
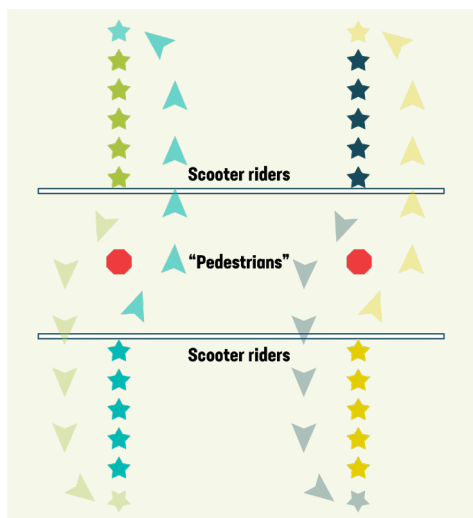
Drill:

2 groups, 4 lines, half on each side of the court.

Each group does a relay past ‘pedestrian’ stopping and walking as they pass.

Harder option: figure 8 exercise with passes in the middle.

10 min



Crossing the road and sneaky driveways

Use the ‘kerb drill’:

1. STOP - one step back from the kerb
2. LOOK and LISTEN - for traffic coming from all directions
3. WAIT - if there is traffic coming and check again.



<p>Skills - Gliding</p> <p>Switching</p> <p>Other hazards</p> <ul style="list-style-type: none"> Look ahead for hazards, e.g. stones or cracks. <p>Games (if there's time)</p>	<p>Demo/drill: Gliding - to go fast/keep balance</p> <ul style="list-style-type: none"> How many pushes to get across the court? <p>Demo/drill: Switching or alternating legs to rest sides</p> <ul style="list-style-type: none"> Scoot scoot switch show easy/two-step and quick/jump switch <p>Demo: Avoid hazards by slowing, or stopping, and riding around. If you can't avoid the hazard, bend knees and 'sit' back to keep your balance.</p> <p>Discuss: Hazards – What things can you see that would be bad to ride over, e.g. stones, grates, and cracks?</p> <p>Drill: Follow the leader, or free ride, gliding downhill if possible. Practice switching, bending knees, etc.</p>	<p>10 min</p>
<p>Wrap up</p> <p>Questions?</p> <p>Certificates to teacher.</p>	<p>What did you learn?</p> <p>Pack up:</p> <ul style="list-style-type: none"> Return scooters to start point Helmets back in cases 	<p>5min</p>



When there is no traffic coming...

- WALK - quickly, straight across the road.
- While crossing, look and listen for traffic, wherever it may come from.

Always walk your scooter. Remember, drivers may not see you.

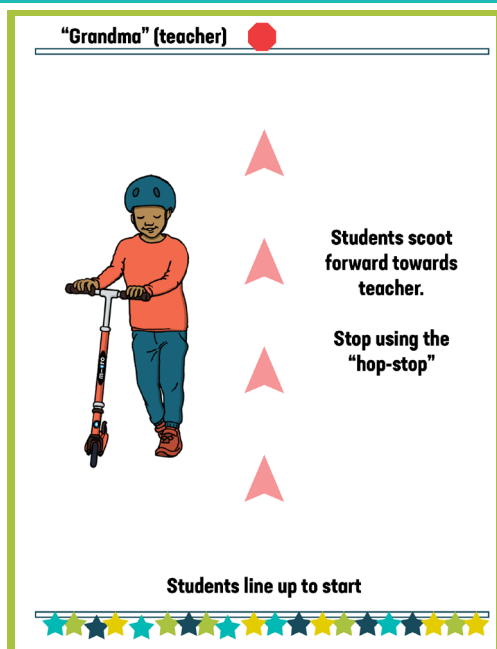


Games

Games are a great way for tamariki to practice their skills and gain confidence. They can also help motivate and enhance learning.

Grandma's footsteps (aka: What's the time Mr Wolf or Statues) –

- The teacher (or a student) is the 'grandma/pa' and stands at one end of the court (by netball hoop) with back towards class.
- Students line up at the other end of the court.
- Grandma/pa says "go" and students can race towards them but must FREEZE when Grandma/pa says "3, 2, 1, stop".
- Any students still moving, or not stopped correctly, go back to the last line and start over.
- The winner is the student who is best at stopping quickly using the 'hop-stop'.



The Floor is Lava (elimination or personal challenge) –

Students scoot around inside a marked area.

The teacher calls out 'the floor is lava!'. Students must keep both feet on their scooter without touching the ground for as long as they can. After a few seconds, the floor is safe again.

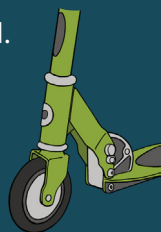
Alternative version: They must stop with their front wheel on a painted line.



Folding scooters

1. Release handlebar clamp and lower stem. Use button if needed.
2. Push in buttons to release grips and fold down.
3. Undo lever, push it in together with button to fold.

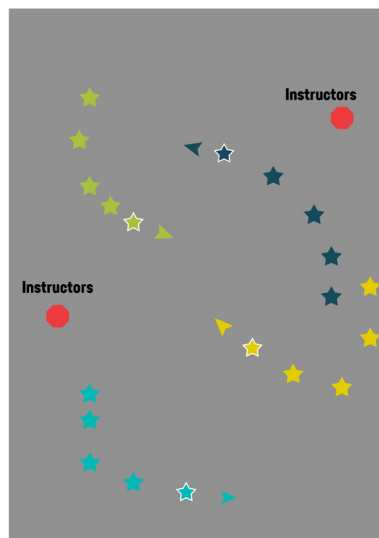
When you fold the scooters check the front wheel is facing forward to avoid damage.





Scooter ‘snakes’ – works best when you have 20 minutes at least to play.

- Set up teams of 3-4 students to each make a ‘snake’.
- Snakes are led by the ‘head’ (first person) who decides where they go and has to keep the ‘body’ (other team-members) together.
- They swim around the court and avoid cutting each other off.
- Instructors can be crocodiles/taniwha who try to cut off the snakes.
- Every 3-5 minutes swap the leaders around. The leader becomes the tail and second student becomes the new leader, so they each get a turn leading.



Free ride – practise skills while staying on the court.

Obstacle course – Include slalom, stopping, slow-riding, ‘lava’ and small bumps.

Gliding race – Who can go the furthest by only pushing off one/two/three times?

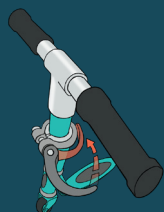
Red light/Green light – go on green, stop on red, slow on amber/yellow.

The “mini-man” – students squat on the scooter as low and long as they can.



Packing up

- Always store scooters and helmets in suitcases between sessions.
- Check labels on suitcases to make sure all gear is put away.
- Take care suitcases aren’t overloaded to avoid heavy lifting.
- Make a note in calendar where they are stored for next booking.



Session outline

We focus on four key areas for our Y3-4 Scooter Ready courses. For Scooter Play, we only cover set-up and stopping. Road safety is a useful classroom extension.

Topic	Outcomes	
Set-up Helmet fit, clothing check and scooter set up	Tamariki know how to wear a helmet correctly. They wear shoes when riding. They can check or adjust their scooter.	10 min
Stopping How to use brakes and how to stop quickly	Tamariki learn how and when to use their brakes. They also learn the 'hop-stop' for quick and safe stopping.	10 + 10
Share the footpath Slow and give a wide berth or stop and walk	Tamariki discuss why we must consider others. We can keep everyone on the path safe, by slowing down, giving space and giving a friendly warning.	10 min
Skills Gliding, switching and other hazards	Tamariki learn basic skills such as how to glide, switch feet and how to avoid or ride over small hazards by shifting their body weight down and back.	10 min

SAMPLE TIMETABLE:

9am - 12.30pm – Y5/6 **Pedal Ready** session

12.30-1.30pm – Lunch

1.30-2.25pm – Y3/4 **Scooter Ready** session

2.25-2.55pm – Y0/2 **Scooter Play**/basic skills



www.gw.govt.nz/scooters
bookings@pedalready.org.nz

