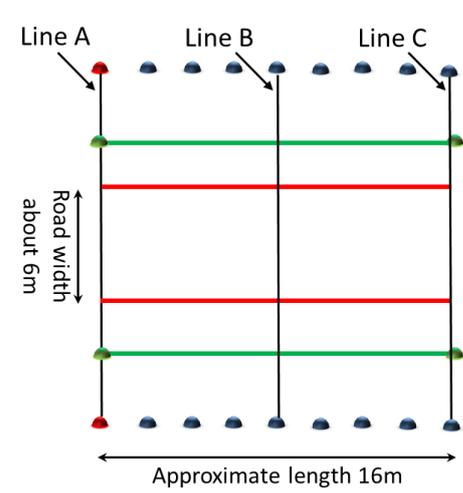
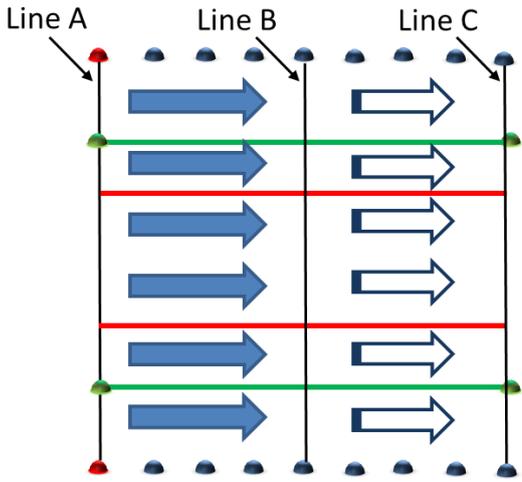
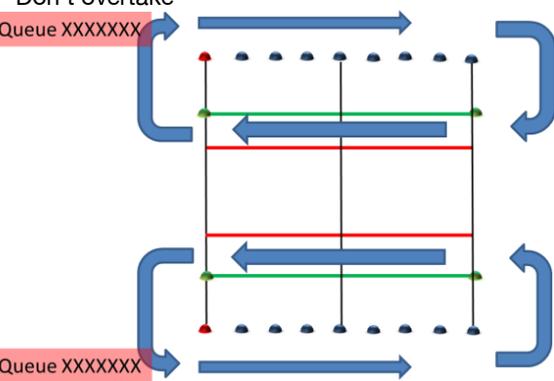
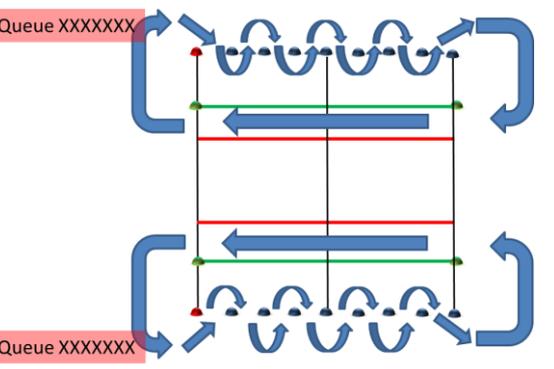


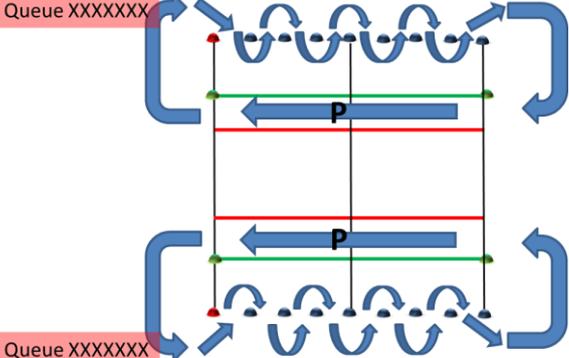
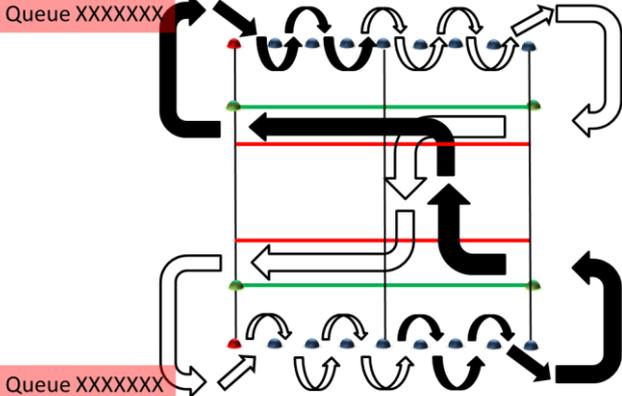
Basic scooter skills example session plan

Aim: To equip participants with basic scooter skills	
Lesson Objectives: By the end of the lesson children will: <ol style="list-style-type: none"> 1. be able to use two different ways of stopping safely 2. be able to balance on their scooters and control their speed 3. develop an awareness of the hazards associated with scooting, including scooting along a pavement and crossing a road 4. pass pedestrians politely 5. exercise the value of sharing their scooter 	Accompanying resources: On-site sample risk assessment Basic scooter skills – example session plan film Letter to parents explaining training Off-site example session plan Off-site sample risk assessment MADD Gear/Sustrans Scooter safety DVD Information sheet for parents
Location: Playground, tennis court size or any hard flat area Group age: 3-11 year olds Group ability: Beginner, it would be useful to show the Sustrans/MADD Gear Scooter Skills video before this lesson Group size: A normal class of around 30, but higher numbers are manageable with assistance Resources: Take: whistle; chalk; headset spanners; allen keys; video Borrow: 20 cones, 2 plastic hockey sticks (pretend walking sticks) Optional: bar ends; camera; pretend kerbs; wig; joke poo Role of assistant: <ul style="list-style-type: none"> • Discipline • First Aid • Help with the sharing of scooters • Act as an 'old-person' pedestrian with aid of a 'walking stick' 	Layout: 

Timing	Organisation / Presentation	Coaching Points
10 mins	Safety considerations <ul style="list-style-type: none"> • Brief assistants on their role • Conduct a scooter 'L' check, clothing and footwear check • Conduct a safety briefing emphasising the importance of developing scooter safety and skills, not speed and stunts 	<ul style="list-style-type: none"> • Tricks (e.g. 'tail whip') are not allowed because it could injure themselves or other children • No overtaking, because this is a main cause of collisions and falling off • Scoot slowly around corners to avoid falling off • Tell the children 'Whilst waiting your turn, don't stand or lean on your scooter and make sure there is space between you and the people standing next to you' • Children to follow instructions and only scoot when told to

	Main Content	Coaching Points
5 mins	Start, glide, stop (Warm up) Give a demonstration of scooting, gliding and stopping using the two methods ('quick steps' and 'brakes') Explain that scooter brakes do not work when they are slightly wet	<ul style="list-style-type: none"> • Control your speed using the brake • 'Quick steps' is an alternative to using the brake. It simply means stepping off on one side and using quick steps to come to a stop, particularly useful in wet conditions

	<p>Children scoot from line A to line B then glide and stop on line C. They turn around scoot to line B then glide and stop at line A. Children share scooters with those waiting their turn.</p> <p>This activity gives an opportunity to assess the ability of the class, and ensures they respond to instructions</p>	<ul style="list-style-type: none"> • Don't drag your feet on the ground to control speed 
<p>5 mins</p>	<p>Doughnuts The class is divided into two groups each queuing in line with the cones. Children scoot around the outside of the line of cones; returning between the two parallel lines (simulated pavement); then give their scooter to anyone who needs it</p>	<ul style="list-style-type: none"> • Slow your speed around the corners • Don't overtake 
<p>10 mins</p>	<p>Slalom and pavement positioning Pupils slalom in between the cones then return along the imaginary pavement to either share the scooter or do another lap</p> <p>Slalom Discuss the control of speed around the course</p> <p>Pavement positioning Introduce the imaginary pavement and road and ask pupils which part of the pavement they should scoot along. Explain that scooting too close to the pavement edge raises the risk of falling into the road; too close to the other side and there are walls, lampposts and rubbish. The middle of the pavement usually has the smoothest surface, which makes it both the safest and easiest part to scoot along</p>	<p>Slalom</p> <ul style="list-style-type: none"> • Control your speed around the cones • Look for the next cone ahead <p>Pavement positioning</p> <ul style="list-style-type: none"> • Scoot in the centre or slightly away from the road • Control your direction by looking where you are going • Never scoot on a road 
<p>10 mins</p>	<p>Pedestrian politeness Discuss the risks of scooting on the road and why they should not do this</p> <p>Discuss the hazards found whilst scooting on pavements; pedestrians; pushchairs; wheelchair and mobility scooter</p>	<ul style="list-style-type: none"> • Never scoot on a road • Look and listen ahead for hazards • Be alert at all times

	<p>users; walking sticks; dog poo; small stones; litter; driveways; cars parked or coming out of driveways; other scooter users; young cyclists; animals; uneven surfaces etc.</p> <p>Children repeat the slalom course and practice passing a pedestrian politely in the pavement section. Children will need to set off at greater intervals so that a queue doesn't form by the 'pedestrian'</p> <p>P – Pedestrian (diagram)</p>	<ul style="list-style-type: none"> • Slow down and get off scooter when approaching a pedestrian • Say "excuse me" • Walk past and then say "thank you" • Scoot away 
<p>10 mins</p>	<p>Crossing the road</p> <p>Review the Green Cross Code and explain that crossing the road with a scooter is the same, except that the scooter needs to be pushed or carried across. Never scoot or run across a road</p> <p>Children practice carrying and pushing their scooters across the imaginary road</p> <p>Children scoot around a continuous course practicing slalom, pavement positioning and crossing the road</p>	<ul style="list-style-type: none"> • Never scoot on a road • Look for a suitable place to cross • 'Stop, Look and Listen' • Walk across the road, don't run • If carrying the scooter, hold by the clamp with the handles pointing forwards. Arm is pointing downwards. • If pushing, walk on one side of the scooter 
	<p>Progression</p> <ul style="list-style-type: none"> • Add imaginary cars (assistants with 'steering wheels' e.g. plastic cones) into the 'Crossing the road' activity • Add pedestrians and joke dog poo to the course • Lollipop crossing • Zebra crossing 	
<p>10 mins</p>	<p>Cool Down:</p> <ul style="list-style-type: none"> • Gradual cool-down based on an easy follow-the-leader scoot around the course or around perimeter of playground <p>Summary of Lesson:</p> <ul style="list-style-type: none"> • Ask children what they have learnt during the lesson • Remind children of the key points to remember when passing pedestrians and crossing the road 	

		
Queuing to start	Glide	Stop
		
Doughnuts	Slalom & pavement positioning	Pedestrian
		
Pedestrian	Crossing pushing	Crossing carrying