

KICK SCOOTER EDUCATION



DRILL GUIDE



Oregon Department of Transportation
Safe Routes to School



ALTA - COMMUTE OPTIONS - CYCLE OREGON - THE STREET TRUST



This Drill Guide is supplemental to the Jump Start Pedestrian and Bicycle Safety Education curriculums.

Its main purpose is as a field reference when setting up activities.



Reference the full curriculum for more details about each activity including adaptive ideas for older students and students with different abilities.





1 Give an overview of the drills before heading outside. It can be difficult to keep the students focused while outside and near the scooters.



2 Demonstrate and clarify what appropriate and safe behavior should look like before introducing students to the scooters.



3 Demonstrate what drills should look like in advance, either with a projector, on a whiteboard, or with chalk on the blacktop.



4 It's recommended to have a couple of three wheeled scooters available for students learning to ride scooters or who may have trouble with balancing.

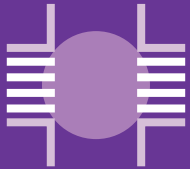
QUICK TIPS



5 If time allows, try to end each day with a few minutes of free scooter riding. Even 3-5 minutes will keep students excited!

Expectations for Riding Scooters

You may choose to integrate these tips and laws into your introductory conversations with students to ensure they understand the rules of the road!



Every corner is a crosswalk, whether marked with a painted crosswalk or unmarked.



Scooter riders are expected to show their intent to cross.



In school zones, you may be directed by crossing guards or safety patrols.



Share the crosswalk and sidewalk with all users including people walking and people using wheelchairs or other mobility devices.



Kick scooter riders must wear a helmet (under age 16).



If there is no sidewalk, ride your scooter facing traffic.

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ACTIVITIES LEGEND



Visual Barrier



Vehicle



Student Starting Point

LESSON 1

HELMET FITTING

MATERIALS

- ◆ Helmets (provided as part of fleet)
- ◆ Sharpie
- ◆ Masking tape
- ◆ Laptop and projector (optional)

TIME

- ◆ 15–20 minutes

TIPS

- ◆ Without being buckled, helmet should sit comfortably on their head.
- ◆ When fastened, buckle should not be able to slide over the chin.
- ◆ Encourage students to ask their partners for consent before fitting their helmet.
- ◆ To accommodate different hair styles or religious headwear, find larger helmets, use non-shaming language, and communicate with families ahead of time to ask about needs and accommodations.

LOCATION

- ◆ Classroom or outside

PREPARATION

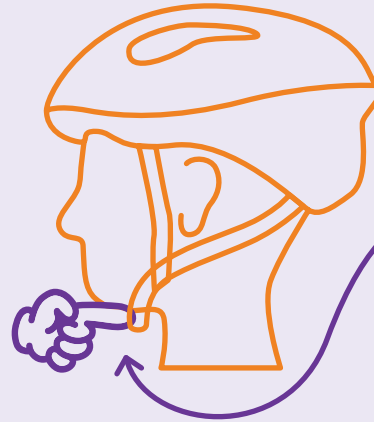
- ◆ Take some time to review the helmet photos on the next page.

ACTIVITY

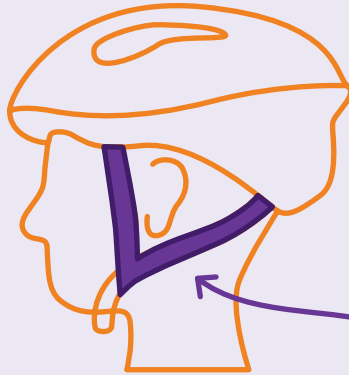
- ◆ Instruct students to put helmets on.
- ◆ Have them click the buckle and adjust straps.
- ◆ Have them tighten dial so helmet fits snugly.
- ◆ Have students partner up to check another student's helmet fit.
- ◆ Have students check helmets for cracks in the styrofoam. Remind them to never drop, kick or throw their helmet.
- ◆ When the helmet fits properly, place a piece of masking tape on the front of the helmet with the student's name. They will use this helmet over the course of the program.



Forehead should be covered, leaving no more than two fingers from the eyebrows to helmet



Buckle should be tight enough for only one finger to fit in between the strap and the chin



Straps should create a triangle or "V" shape around the ears



Dial on back of helmet should be tightened

⌋⌋ *Move head back and forth to check for movement of helmet.* ⌋⌋

LESSON 2

PERSONAL SAFETY CHECK

MATERIALS

- ◆ Helmets

TIME

- ◆ 5 minutes

LOCATION

- ◆ Gym or outside

ACTIVITY

Partner Safety Checks

Distribute helmets using taped nametags.

- ◆ **HELMET:** Ensure helmets fit well and are adjusted properly.
- ◆ **SHOELACES:** Tuck laces in or double knot to avoid getting caught in pedals or chain.
- ◆ **SHOES:** Check that shoes are on securely and closed-toe shoes are worn, if possible.
- ◆ **CLOTHING:** Ask their partner if their clothes feel comfortable for moving and being outside in.
- ◆ **ATTITUDE:** Ask their partner if they feel focused and ready to follow directions.

TIPS

- ◆ Remind students that this activity needs to be repeated each day of scooter safety education as well as when they ride their scooters on their own.

Two fingers
from eyebrows
to helmet



"V" shape
around the ears

One finger
under strap

HELMET FITS
PROPERLY

Shoelaces
tucked in



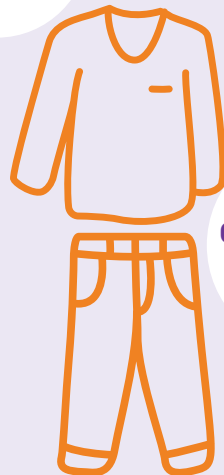
Closed-toe
shoes

SHOES AND
SHOELACES

Ready to
focus!



Comfortable
clothes



CLOTHING AND
ATTITUDE

LESSON 3

SCOOTER SAFETY CHECK

MATERIALS

- ◆ Helmets
- ◆ Scooters

TIME

- ◆ 5–10 minutes

LOCATION

- ◆ Gym or outside

PREPARATION

- ◆ Prepare scooters and helmets for student use.
- ◆ Distribute scooters to students. If you can, provide three wheeled scooters to students who are new riders or who may have issues balancing on a traditional scooter.
- ◆ Assist students with adjusting their handlebar height if needed.

ACTIVITY

Scooter Checks

- ◆ Adjust handlebar heights to be comfortable.
- ◆ Explain the brakes on class scooters, hand brakes or rear wheel brakes, and ask students to test brakes without riding their scooters.

Prepare for Drills

- ◆ Have students line up with their scooters facing you to do their scooter safety check.

TIPS

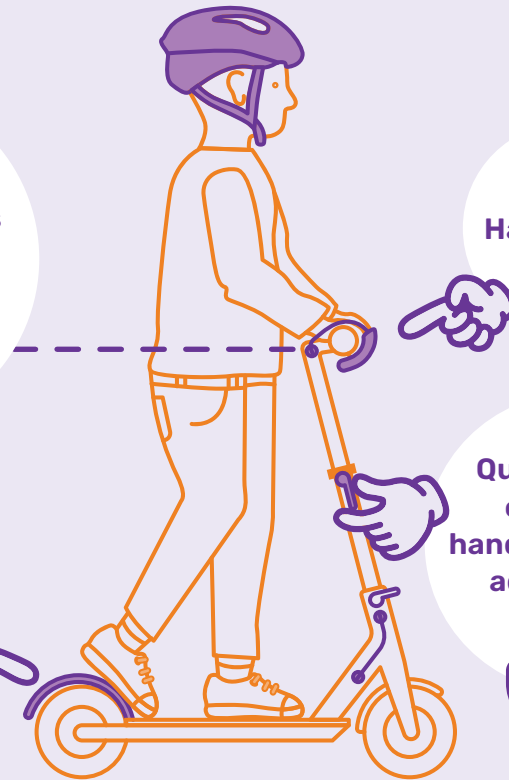
- ◆ Remind students that the scooter safety check needs to be repeated each day of scooter safety education as well as when they ride their scooters on their own.

The ideal height for the handlebars is between the rider's belly button and waist

Hand Brake

Rear Wheel Brake

Quick release clamp for handlebar height adjustment



SCOOTER SAFETY CHECK

LESSON 4

FOLLOW THE LEADER

MATERIALS

- ◆ Cones
- ◆ Chalk or tape
- ◆ Scooters
- ◆ Helmets

TIME

- ◆ 5 minutes

LOCATION

- ◆ Gym or blacktop (preferred)

PREPARATION

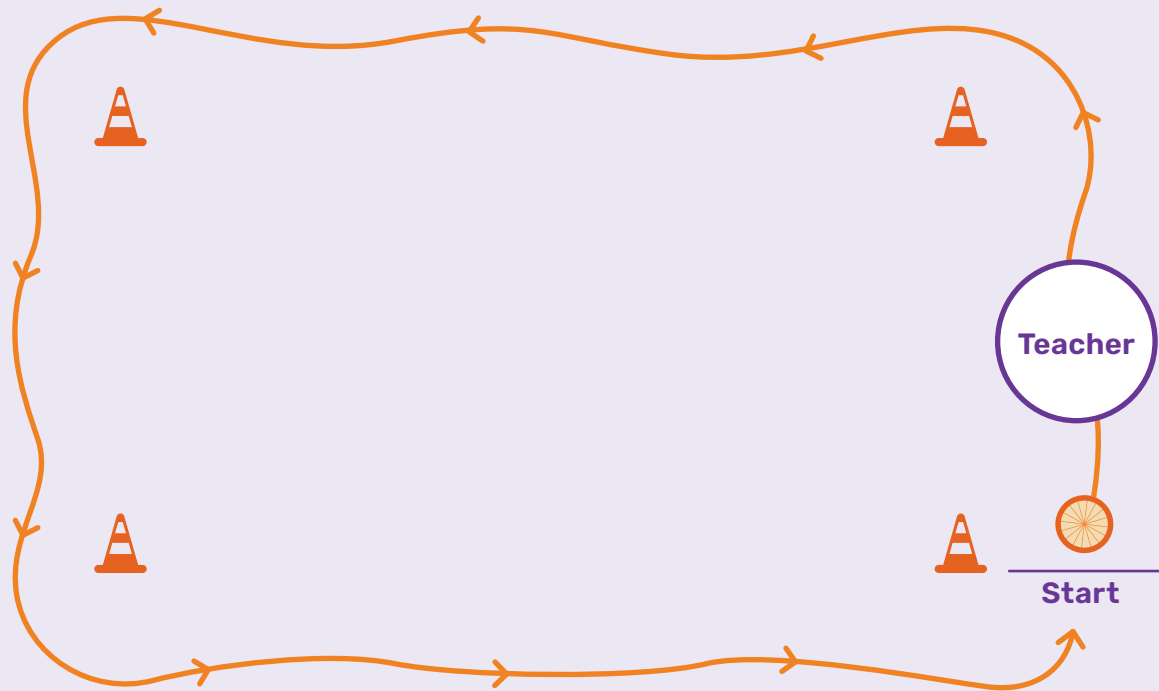
- ◆ *Optional:* Place cones at corners of designated space.

ACTIVITY

- ◆ After each student gets their scooter, have them line up single file facing you while they do their scooter safety check.
- ◆ Instruct students that after the scooter safety check is complete, they will begin following you (or a volunteer) to practice riding in a line as group and passing along instructions. They will leave one scooter length of space (a ghost rider) in between riders.
- ◆ Have the leader begin riding from one end of the line while students follow one after another. Continue until all of the students have had a chance to get comfortable on the scooter.

TIPS

- ◆ This drill should be the first activity after students have received their scooter for the day.
- ◆ New riders can skip their turn and stay back to begin practicing riding skills with a volunteer.
- ◆ Add skills practice as needed, such as: passing messages back through the line.



DRILL SET UP | FOLLOW THE LEADER

LESSON 5

CROSSING SAFETY

MATERIALS

- ◆ Scooters
- ◆ Helmets
- ◆ Chalk, tape, and/or cones

PREPARATION

- ◆ Create a straight road with multiple crossings using chalk, tape, and/or cones. Ensure that road and crossings are large enough for students to cross the road and for pretend vehicles to drive on the road.

LOCATION

- ◆ Gym or blacktop

TIME

- ◆ 15–20 minutes

ACTIVITY

Crossing Practice

- ◆ Begin lesson with vocabulary words, asking students to define these terms: pedestrian, edge, sidewalk, crosswalk, and shoulder.
- ◆ Teach the pedestrian crossing rhyme, asking students to repeat it after you.
 - » Stop every time at the edge of the street
 - » Use your head before your feet
 - » Make sure you hear every sound
 - » Look left, look right, look all around
- ◆ Discuss the meanings of the lines in the rhyme.
- ◆ Introduce students to the roadway and the crosswalks by walking around the set up and asking what they notice. Be sure to point out where the crosswalks are.
- ◆ Demonstrate, or have an adult volunteer demonstrate, crossing the road using a crosswalk reciting the Pedestrian Crossing Rhyme as you do it.
- ◆ Split students up into groups of 3 or 4 and line them up on both sides of each crosswalk as shown in the diagram on the next page.
- ◆ Explain to students that they will recite the Pedestrian Crossing Rhyme, then cross at the crosswalk, deciding when it is safe to cross before returning to the line. They may be crossing at the same time as someone else, so this is a good opportunity to share the crosswalk.

TIPS

- ◆ If you have a large class, you can set up two roadways and multiple crosswalks to have more lines crossing at the same time.

VOCAB WORDS!



SIDEWALK: A paved and elevated path for pedestrians at the side of a road. Sidewalks provide a separation between the road and the pedestrians.



PEDESTRIAN: Someone who walks or moves about using their feet, a wheelchair, or another mobility device.



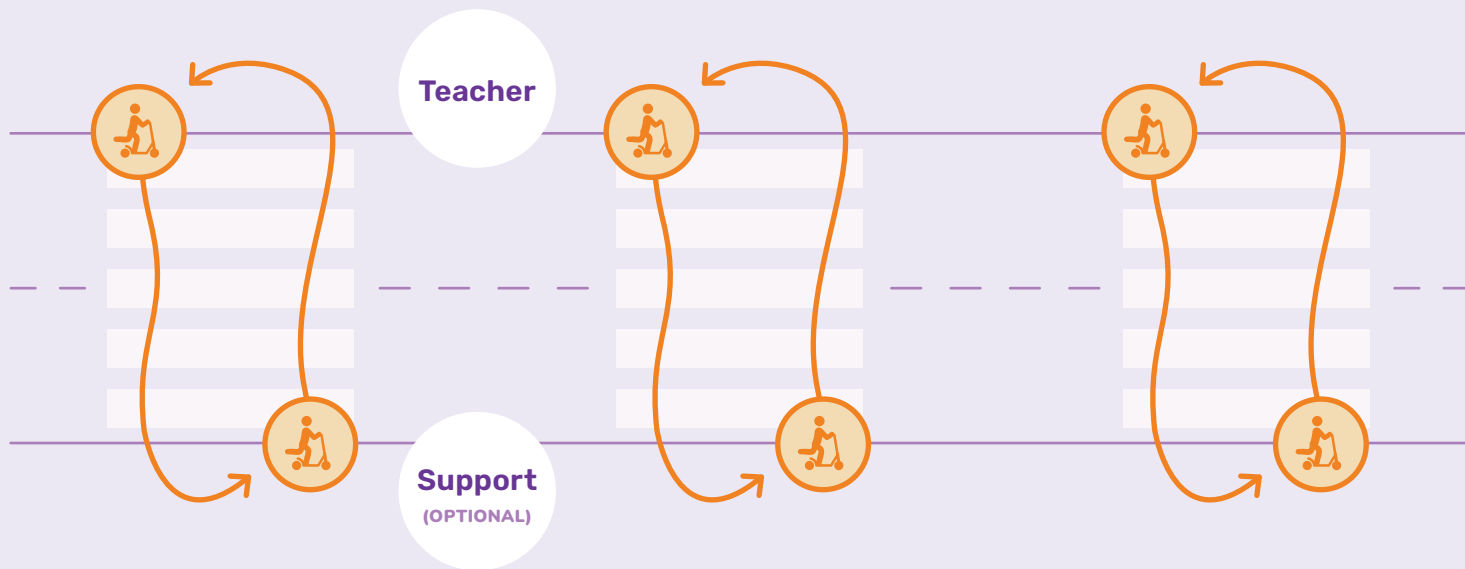
SHOULDER: The edge of the road where cars are not driving. Sometimes there is a white line separating the shoulder from the road.



EDGE: Where the sidewalk meets the road.



CROSSWALK: Any part of an intersection, marked or unmarked with white or yellow lines, that is for pedestrians crossing a street or road (every place two roads meet is a crosswalk).



LESSON 6 INTERSECTIONS, SIGNALS, & VISUAL BARRIERS

MATERIALS

- ♦ Scooters and Helmets
- ♦ Chalk, tape, and/or cones
- ♦ 4 Hula Hoops
- ♦ *Optional:* Printed images of signals, large tumbling mats, garbage cans, or other large visual barriers

PREPARATION

- ♦ Create an intersection and crosswalks using chalk, tape, and/or cones
- ♦ Place a Hula Hoop on the end of each road

LOCATION

- ♦ Gym or blacktop

TIME

- ♦ 10–20 minutes

ACTIVITY

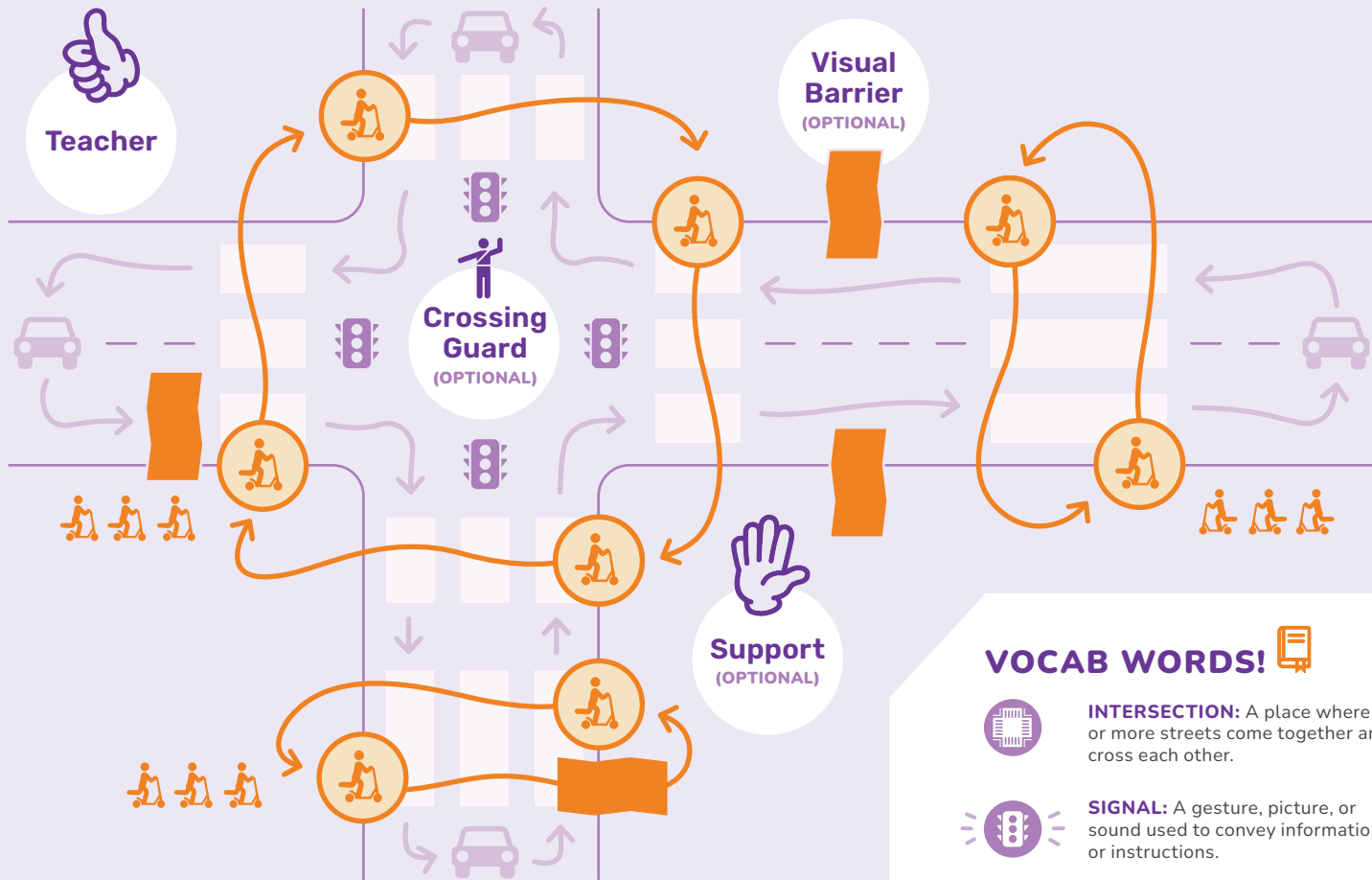
Intersection Crossing Practice

- ♦ Begin with a review of previous vocabulary and an introduction of new vocabulary words: intersection and signal.
- ♦ Walk with students around the intersection set up and ask what they notice. Demonstrate or have an adult volunteer demonstrate crossing while reciting the Pedestrian Crossing Rhyme.
- ♦ Split students up into groups. Number of groups can depend on class size. Pedestrian groups will line up behind a crosswalk. Vehicles will line up at the end of each road holding a hula hoop. The crossing guard (optional) will be in the intersection.
- ♦ Remind students to look out for vehicles, and remind vehicles to stop at the intersection and look out for pedestrians.

- ♦ Have students recite the Pedestrian Crossing Rhyme before crossing.
- ♦ Rotate so students all have a chance to play different roles.

TIPS

- ♦ If utilizing a crossing guard, add this in later as it can get crowded in the center of the intersection.
- ♦ Try to keep pedestrian groups to about 2–3 students at each intersection crosswalk so it doesn't get too crowded.
- ♦ **Additional activity** Introduce traffic signals and what they mean, then have volunteers hold them up during the activity for pedestrians or vehicles to respond to.
- ♦ **Additional activity** Introduce visual barriers such as parked cars or overgrown plants using large items placed in the roadway. Explain to students that you will sometimes have to begin crossing and then use a “giraffe neck” to look around an object and decide if it is safe to cross.



VOCAB WORDS!



INTERSECTION: A place where two or more streets come together and cross each other.



SIGNAL: A gesture, picture, or sound used to convey information or instructions.

LESSON 7

SCOOTER FIELD TRIP

MATERIALS

- ◆ Signed permission slips
- ◆ Route map (optional)
- ◆ Scooters
- ◆ Helmets

PREPARATION

- ◆ Establish a route that allows as many of the activities below as possible to be completed. About a quarter mile is good for a 20–25 minute slow ride.
- ◆ Inform the front office of the ride's time and route.
- ◆ Get appropriate permission and support to take students off campus (i.e. permission slips, volunteer help). Classes should have two adults with them at minimum.
- ◆ Remind students to wear comfortable clothing for a scooter field trip

TIME

- ◆ 25+ minutes

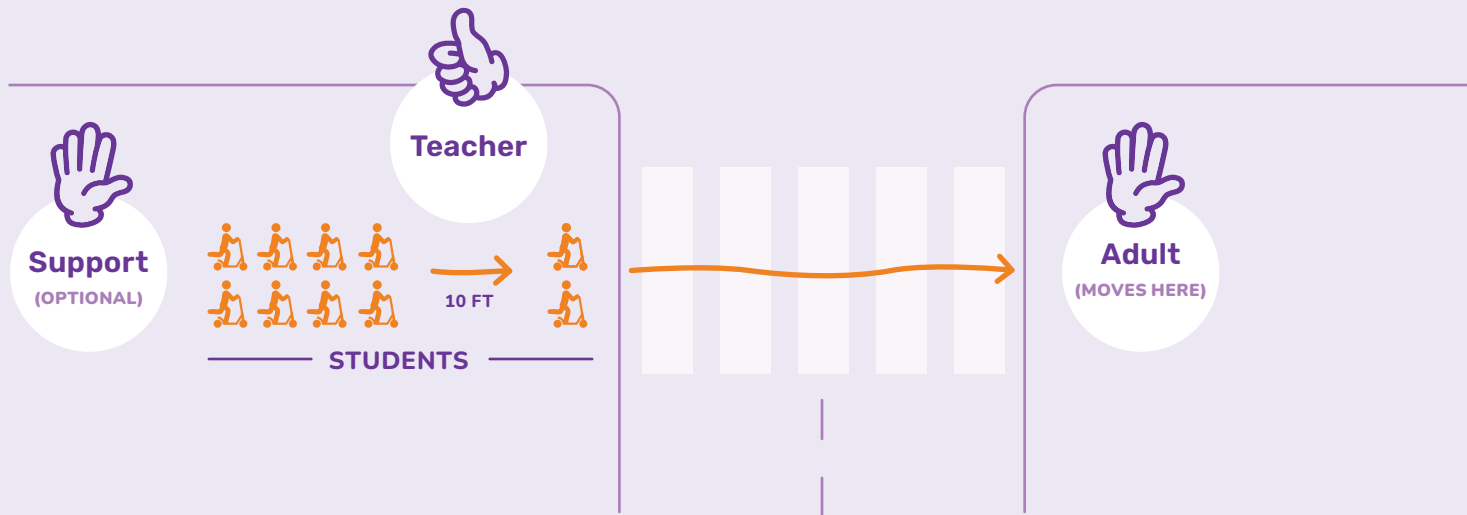
ACTIVITY

Group Ride

- ◆ Distribute scooters and helmets and have students complete their personal and scooter safety checks.
- ◆ Have students pair up and stand in two lines with each student next to their partner.
- ◆ Ride to the school parking lot or driveway and ask students to look at a car to figure out how they know if it's going to move (i.e. look for exhaust, someone in the car, engine purring, reverse lights on). You can also have a student stand behind a large vehicle, ask the class if they can see them, and explain the importance of crossing at crosswalks and looking beyond visual barriers.
- ◆ Begin the ride with one adult in front and one in back making your way to a marked or unmarked crosswalk without visual barriers to practice crossing at a live intersection.
- ◆ Practice crossing safely while reciting the Pedestrian Crossing Rhyme alternating between crossing all together as a large group and one pair at a time.
- ◆ After each crossing, discuss how it went and anything that students noticed.

TIPS

- The teacher should be at the front of the line with a second adult at the back.
- Before students begin crossing, designate a meeting point on the other side of the intersection. Be sure it is far enough from the street for all students to cross.
- During partner intersection practice the teacher should stand near the street to watch traffic. Students are expected to make crossing decisions with their partner and not be directed by the teacher except for safety reasons.
- During partner crossings, have students line up about 10 feet from the intersection so that partner groups can work together without pressure from other students.
- The second adult should stay with whichever group is largest, crossing the street when over half the students have crossed to help monitor student behavior.



LESSON 8

RED LIGHT, GREEN LIGHT (OPTIONAL)

MATERIALS

- ◆ Cones
- ◆ Chalk or tape
- ◆ Scooters
- ◆ Helmets

TIME

- ◆ 5 minutes

LOCATION

- ◆ Gym or blacktop

PREPARATION

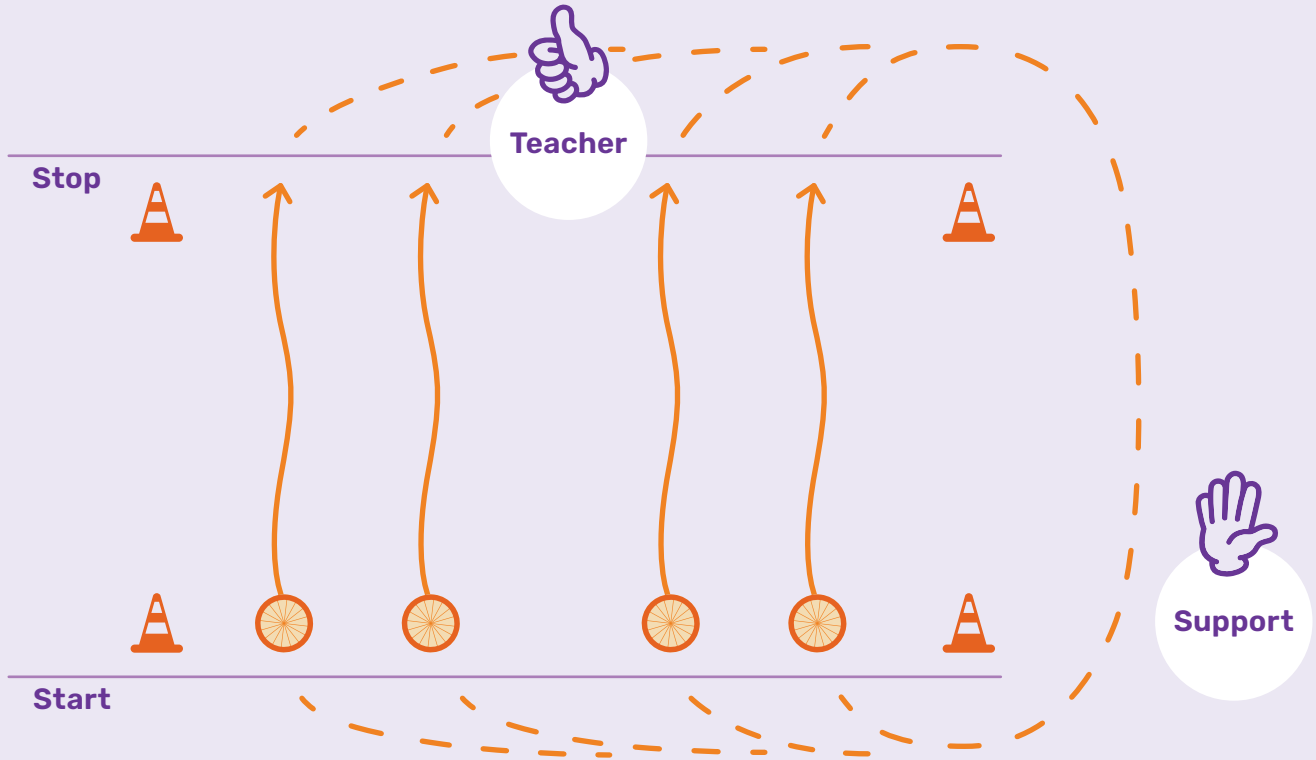
- ◆ Chalk or tape start and stop lines within space allowed, at least 25 yards apart.
- ◆ Place cones at start and stop lines.
- ◆ If you have a portable stop sign, place this on the stop line.

ACTIVITY

- ◆ Students line up with scooters behind the start lines.
- ◆ When the instructor says go, all students go at the same time.
- ◆ After students ride a short distance, say “Red Light!” to direct student to stop.
- ◆ After a moment, yell “Green Light!”
- ◆ Repeat until all students have reached the end.
- ◆ The first one to reach the end “wins”.
- ◆ Repeat activity if desired and time allows.

TIPS

- ◆ This activity can be done any day depending on how much time is available.
- ◆ This drill may be done multiple times.
- ◆ This drill will help students practice braking.
- ◆ Remind students to brake with their hand brake or rear wheel brake, not by rubbing their shoes on the ground.



DRILL SET UP | RED LIGHT, GREEN LIGHT

LESSON 9

OBSTACLE COURSE (OPTIONAL)

MATERIALS

- ◆ Cones
- ◆ Chalk or tape
- ◆ Scooters
- ◆ Helmets
- ◆ Extra obstacle course materials as desired

TIME

- ◆ 10 minutes

LOCATION

- ◆ Gym or blacktop

PREPARATION

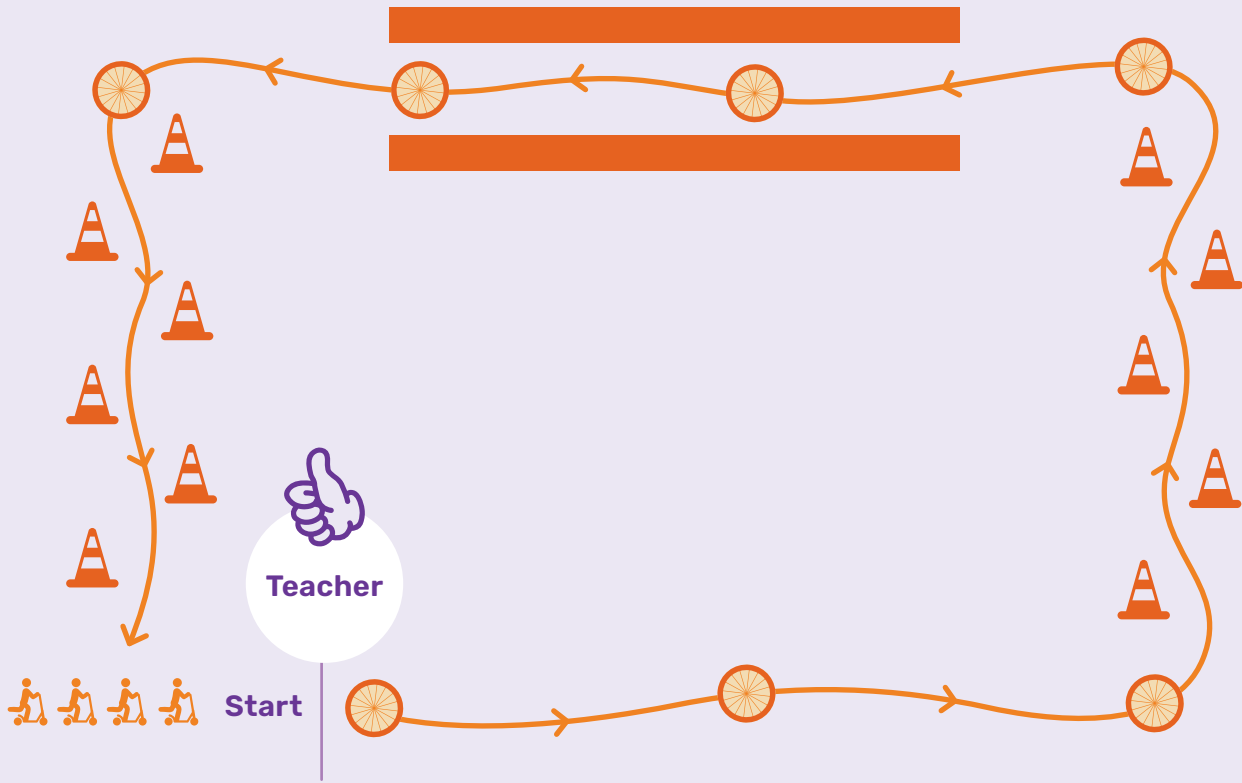
- ◆ Create an obstacle course using cones and chalk and/or tape along with any other materials you'd like to use. Feel free to get creative!

ACTIVITY

- ◆ Instructor will ride or walk the course to show students the intended route. Remind students to leave "ghost space" in between as they ride.
- ◆ Students line up with scooters.
- ◆ When the instructor says go, the first student will begin riding with the rest of the class following behind.
- ◆ Students can ride the course multiple times if time allows.

TIPS

- ◆ This activity can be done any day depending on how much time is available.
- ◆ This drill may be done multiple times if time allows.
- ◆ This drill will allow students to practice their balance while dodging obstacles, building their riding skills.



DRILL SET UP | OBSTACLE COURSE

LESSON 10

SLOW RACE (OPTIONAL)

MATERIALS

- ◆ Cones
- ◆ Chalk or tape
- ◆ Scooters
- ◆ Helmets

TIME

- ◆ 5 minutes

LOCATION

- ◆ Gym or blacktop

PREPARATION

- ◆ Chalk or tape start and stop lines within space allowed, at least 25 yards apart.
- ◆ Place cones at start and stop lines.
- ◆ If you have a portable stop sign, place this on the stop line.

ACTIVITY

- ◆ Students line up with scooters behind the start line.
- ◆ All students begin riding upon instructor's command.
- ◆ All students attempt to ride as slow as possible with the winner being the last student crossing the stop line or the last person out.
- ◆ Students who put their foot on the ground should stop where they are and wait until the race is over to return to the start line.

TIPS

- ◆ This activity can be done any day depending on how much time is available.
- ◆ This drill may be done multiple times if time allows.
- ◆ This drill will allow students to practice their balance.
- ◆ This can be a great drill to start or end the day with.



Teacher

Stop



Support

Start



DRILL SET UP | SLOW RACE

Oregon Department of Transportation
Safe Routes to School



ALTA - COMMUTE OPTIONS - CYCLE OREGON - THE STREET TRUST

**Jump
start**
Oregon Walk
and Roll Training

