



Unit Plan: Scoot Skills

Teacher: Auckland Transport

Years 1 – 6 Level 1 - 4 Duration 1.5 hours

Aims

The aim of this unit is to promote student's health and physical wellbeing through movement and skill, identifying hazards in the environment and modifying behaviour to mitigate hazards.

Learning intentions

Learning how to ride scooters safely, learning how to identify hazards and react safely when travelling by scooter.

Key Competencies

Thinking
Managing Self
Participating and contributing
Relating to others

Focusing Question

How can we be safe on our scooters?





Achievement Objectives being assessed	Learning Outcomes
<p>Personal Health and Physical Development</p> <p>A(3) Safety management</p> <p>Level 1 Describe and use safe practices in a range of contexts and identify people who can help.</p> <p>Level 2 Identify risk and use safe practices in a range of contexts.</p> <p>Level 3 Identify risks and their causes and describe safe practices to manage these.</p> <p>Level 4 Share and use information to make and action safe choices in a range of contexts.</p>	<p>Students will:</p> <p>On the scooter</p> <ul style="list-style-type: none"> Identify clothing, equipment and behaviour that will make them a safe scooter rider. Identify safety features of a scooter and learn a basic safety check to perform before scootering. Assess the environment for hazards, and characteristics to decide what makes an environment safer for scootering. Describe how other scooter users should behave around other pedestrians to ensure everyone's safety. Identify risks they face as a scooter user, and develop safety strategies and how to put them into action. <p>Safe scooting</p> <ul style="list-style-type: none"> Identify the scooting hazards they may encounter. Compare and contrast the risks they face as a scooter user and the risks they can create as a scooter user. Explain the causes (physical and behavioural) and the effects of each of these risks. Justify how to prevent or minimise these risks. <p>Scooting as transportation</p> <ul style="list-style-type: none"> Identify a vision and formulate goals for safe scooting. Identify people who can help with scooter safety. Describe the limits and opportunities for you as a scooter user.
<p>Movement Concepts and Motor Skills</p> <p>B(1) Movement skills; B(2) Positive attitudes; B(3) Science and technology</p> <p>Level 1 B(1), B(2) Develop a wide range of movement skills, using a variety of equipment.</p> <p>Level 2 B(1) Practice movement skills and demonstrate the ability to link them in order to perform movement sequences.</p> <p>Level 3 B(1) Develop more complex movement sequences and strategies in a range of situations. B(2) Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</p> <p>Level 4 B(1) Demonstrate consistency and control of movement in a range of situations. B(2) Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities. B(3) Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</p>	<p><i>Note: Some children won't have the physical maturity to scooter independently to school yet. Younger children should not be scooting to and from school without adult supervision – but may be exploring scooting skills around their home/driveways.</i></p> <p>On the scooter</p> <ul style="list-style-type: none"> Demonstrate safe scooting in controlled situations on school grounds. Practice motor skills involved in balancing, steering, stopping, and negotiating hazards. Choose and use scooter equipment that is appropriate to the scooting environment and the scooter user (e.g. helmet and shoes for tricks and stunts). Additional protective gear may need to be worn. <p>Safe scooting</p> <ul style="list-style-type: none"> Explain the effect of unsafe scooter equipment. Evaluate the "roadworthiness" of scooting equipment. Take action to maintain the roadworthiness of scooting equipment. Demonstrate understanding of "best practice" for scooting in controlled situations.



Achievement Objectives being assessed	Learning Outcomes
<p>Healthy Communities and Environments D(1) Societal attitudes and values; D(2) Community resources; D(3) Rights, responsibilities, and laws; People and the environment</p> <p>Level 1 D(2) Take individual and collective action to contribute to environments that can be enjoyed by all.</p> <p>Level 2 D(1) Explore how people’s attitudes, values and actions contribute to healthy physical and social environments. D(2) Identify and use local community resources and explain how these contribute to a healthy community. D(3) Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments.</p> <p>Level 3 D(2) Participate in communal events and describe how such events enhance the wellbeing of the community. D(4) Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</p>	<p>Scooting as transportation</p> <ul style="list-style-type: none"> Describe how scooting can contribute to a safe and healthy community. In consultation with others create a scooting code that promotes a safer community. Reflect on your participation in physical challenges in which you must safely scooter. Evaluate a ‘wheels to school day’ or another school community transportation initiative. Take action to keep scooters safe and secure at school.

Learning Sequence

Theory Session: 45 minutes	
Safe Rider	Equipment Behaviour
Safe Scooter	Parts Safety Check
Safe Environment	Good places to scoot Bad places to scoot Hazards Crossing the road Other path users
Practical Session: 45 minutes	
Helmet checks Scooter checks Safe braking Normal braking	
Emergency braking:	Normal braking Emergency braking:
Pedestrian crossings and sneaky driveways Balance and control Wrap up	



Summative Assessment

Below are examples of assessment rubrics:

Scooting Safely	I can identify a hazard when I scooter.	I can identify a range of hazards in the scooting environment and use safe practices.	I can identify safe places to scoot and a safe route when I scoot to a destination.	I can identify hazards and change my actions to suit the scooter environment.	I can reflect on hazards identified and take action to promote a scooting environment that is safer and more environmentally friendly.
Safety Checking	I need help to perform safety checks.	I can check my helmet before scooting.	I can perform basic safety checks before scooting, including helmet and scooter check.	I can perform all safety checks before scooting.	I can perform all safety checks before scooting and make sure I and my scooter meet all safety guidelines.
Scooting Skills	I need help to control a scooter.	I can steer a scooter without help. I can start and stop scooting without help.	I can manoeuvre safely and stop quickly and with control.	I can safely share the footpath with other pedestrian users.	I can use safe footpath strategies while scooting in a variety of situations, including en route to school, at school and in recreational situations.

Resources:

Think road safety games (5–7 years)

Think activity sheets (5–7 years)

Think road safety games (7–9 years)