

FOCUS AREA 5

Safety on Wheels

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to safety on wheels for Year 2 students. It focuses on:

- the key issues for children when cycling and riding other wheeled devices
- identifying how bicycle helmets and other protective gear such as knee and wrist pads can reduce injuries for cyclists and riders of other wheeled devices
- road rules applicable to cyclists and including bicycle helmet laws
- selecting a helmet and bicycle that is the right size for the user
- using helpful and positive thinking
- planning to achieve a goal.

Key understandings

- A bicycle is identified as a 'vehicle' in the Road Traffic Code and must therefore meet safety and roadworthiness standards.
- Bicycle helmets are legally required to be worn by all cyclists.
- Bicycle helmets are designed to reduce cyclist injuries if involved in a crash.
- Cyclists up to 12 years of age can legally ride on footpaths unless a 'no bicycles' sign has been erected.
- Always ride with adult supervision and only on footpaths or shared paths.
- Cyclists must ride in single file and on the left hand side of the path.
- Cyclists must always give way to pedestrians and use their bell or horn to indicate to pedestrians their presence.
- Bicycles need to be regularly checked and maintained.
- A bicycle and bicycle helmet should be the right size for the user.

Key skills to practise

- Identify situations that may be unsafe when traveling as a cyclist or rider of a wheeled device.
- Make responsible decisions to ensure their own safety and the safety of others.
- Predict positive and negative outcomes when making a decision.
- Identify a goal and plan steps to achieve the goal.
- Participate in class, group and pair discussions about shared experiences including shared texts.
- Listen when others speak and for specific things such as the details of a story and an answer to a given question.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.
- Reflect and share opinions in oral discussions and written responses.

General capabilities

The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the General Capabilities through Challenges and Choices

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Key

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Ethical understanding
- Personal and social capability
- Intercultural understanding

TEACHER NOTES

The following information will support teachers when delivering content in this area. It should be noted that the term 'wheeled devices or toys' refers to foot-powered scooters, skateboards, inline skates, roller skates, rip-sticks, tricycles and any other device with wheels.

Bicycle crashes

The most common injuries for cyclists and riders of other wheeled devices often occur as a result of a fall and generally in off-road locations such as footpaths, home driveways, cycle ways and skate parks.

The term 'wheeled pedestrian' is used to refer to injuries that are sustained when the rider is a pedestrian using some form of wheeled transport and includes bicycles, scooters, skateboard, rip-sticks, rollerblades, roller skates and tricycles. This category is not limited to injuries sustained on roadways but also includes locations such as footpaths, cycle ways, home driveways and skate parks.

Bicycle helmets and the law

Western Australian road rules are contained within the *WA Road Traffic Code 2000*, which can be viewed on the State Law Publisher website at http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_2007_homepage.html

Most rules applying to motor vehicle drivers and riders also apply to cyclists riding on the road. There are however a few rules that only apply to cyclists. Cyclists must:

- have at least one hand on the handlebars while in motion
- wear an approved helmet while in motion (unless exempted)
- not ride within two metres of the rear of a motor vehicle, over a distance of more than 200 metres
- not hold onto another moving vehicle or be towed by it
- not be more than two bicycles abreast on a road. When riding abreast, the two bicycles must be no more than 1.5 metres apart.
- use the correct hand signals to turn left or right and to stop
- use the left lane of a roundabout when turning right, provided they give way to all exiting traffic
- not ride in a pedestrian mall
- not overtake on the left side of a motor vehicle if that motor vehicle is moving and indicating to turn left.

In WA all cyclists must wear a bicycle helmet whether riding on the road, footpath, cycle paths and other off road areas.

Children riding bicycles with training wheels or sitting in a carrier seat on a bicycle must also wear a helmet.

Children riding scooters, roller blades, rip-sticks and other wheeled devices are not legally required to wear a bicycle helmet. However as many riding injuries are caused through falls it is recommended that children are encouraged to wear a bicycle helmet and protective gear such as elbow, wrist and knee pads and enclosed shoes.

Other road rules relevant to cyclists and riders of wheeled devices

Under the Road Traffic Code:

- it is an offence to speed, ride carelessly or recklessly while riding
- children up to the age of 12 are allowed to ride on any footpath unless a 'no bicycles' sign has been erected. Riders 12 years of age and over are not permitted to ride on a footpath. They may however ride on shared paths
- children riding on bicycles and other wheeled devices in public places such as shared cycle paths and footpath must keep to the left and give way to pedestrians at all times
- cyclists must travel in single file on all paths although they may travel two abreast on a road
- cyclists, at path intersections, must signal their intention to turn and give way to motor vehicles when entering or exiting an intersecting road
- cyclists must comply with road signs and traffic signals.

Roller skaters, skateboarders and scooter riders are permitted to use footpaths and shared paths however they must keep to the left and give-way to pedestrians. On shared paths, these riders have right of way over bicycles. Riders of scooters, roller blades, inline skates and skateboards can use the roads but:

- only in daylight hours
- on local roads that do not have white lines or median islands
- on roads with a speed limit of 60 km/h
- must keep to the left.

It is recommended that children do not use these wheeled devices on the road because they have inadequate braking systems.

Reducing injuries

A bicycle helmet is designed to offer the wearer protection and if worn correctly, decrease the risk of head injury by up to 85%. An Australian Transport Safety Bureau report that summarised multiple research papers on helmet issues concluded that:

- cyclists who do not wear bicycle helmets are twice as likely to suffer head, brain and facial injuries as cyclists who wear helmets
- non-helmeted cyclists are three times more likely to be killed as a result of a crash¹.

A bicycle helmet that has been damaged by high force impact or heat damage can not offer the wearer the same level of protection and should not be worn.

Bicycle crashes and falls often occur when drivers of other vehicles fail to see the cyclist or wheeled device rider. Wearing fluorescent or bright coloured clothing can increase the visibility of riders in the traffic environment.

Selecting a bicycle helmet

A bicycle helmet must:

- meet the Australian Standards. If the safety standards have been met the bicycle helmet will carry the AS 2063 label or AS/NZ 2063 mark.
- fit and fasten securely to provide the level of protection that is has been designed to offer the wearer in the event of a crash
- not move backwards, sideways and/or forwards on the user's head
- not be too tight, just comfortable.

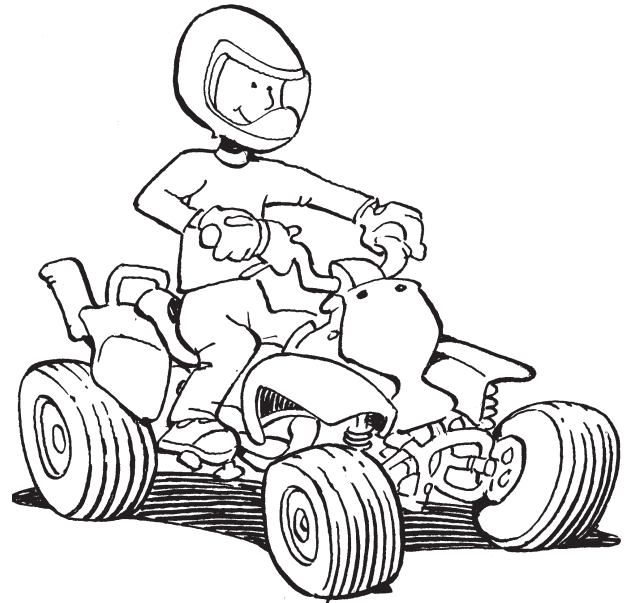
Selecting a bicycle

Bicycles should be the correct size for the child to enable them to have good control. This can easily be checked by asking the child to sit on the seat and hold the handlebars. If the child's feet cannot touch the ground comfortably, the bicycle is not the correct size for the child.

Bicycle maintenance

Bicycles are classified as 'vehicles' under the Road Traffic Code. As with any other vehicle, bicycles must be regularly maintained to ensure roadworthiness. Bicycles must also be fitted with safety equipment such as a bell, and lights and reflectors on the front and back.

A safety check should be conducted each time the bicycle is used and includes the bells, brakes, reflectors, chain, tyres and pedals.



Safer places to ride and play

Children under the age of 12 should not cycle on the road as they are still mastering cycling control skills and are not able to assess hazards and respond to these as they arise. By riding with an adult who can predict problems and deal with traffic situations the child's level of risk can be reduced.

Driveways pose a risk for young children especially from vehicles leaving and entering the property. Drivers have difficulty seeing children when reversing because of their size. It is therefore important to ensure children do not play or ride in or near driveways.

Playing in or near cars, trucks and farm machinery should be discouraged.

Power assisted bicycles

These bicycles are fitted with a small electric or petrol motor that can be turned on and off as required. To be classified as a bicycle, the motor must not exceed 200 watts (about a quarter of one horsepower). Bicycles with motors exceeding 250 watts are considered motorcycles and must be registered.

Adults riding power assisted bicycles in Western Australia are covered by the same road rules as a standard bicycle and do not require any form of driver's licence, although the rider must be at least 16 years of age to engage the motor.

The *WA Traffic Code 2000* does not allow for power assisted bicycles to be ridden on a shared path with the power engaged. A powered bicycle is defined as a bicycle only when the power is not engaged.

¹ www.ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist/cycling-safely.aspx viewed September 2012

Quad bikes and motorbikes

Quad bikes and motorbikes are popular on farms and in rural areas because they are tough and versatile. However, they are also a cause of accidental death and injury in rural Australia. Most injuries or deaths are caused by rider inexperience, lack of helmet or other protective equipment and hazardous, dangerous riding.

Contrary to their common name, all-terrain vehicles (ATVs), quad bikes are not suitable for use in all terrains. Inexperienced quad bike riders assume that the four wheels offer better stability than a two-wheeled motorbike. However, at moderate speeds and on slopes, this isn't the case. Quad bikes are prone to tipping and rolling even at low speeds.

Manufacturer recommendations for an adult sized farm quad bike is 16 years of age or older. Children under this age can lack the physical ability and mental skills to safely manoeuvre an adult quad bike that has multiple speeds and controls.

Motorised scooters

What is a motorised scooter?

To qualify as a motorised scooter, the device must have a maximum power output of not more than 200 watts, must not be able to travel faster than 10 km/h on level ground and can only have electric motors.

While some small, motorised scooters can travel on roads legally, other motorised vehicles cannot be used on the roads. These include:

- mini motorcycles
- powered skateboards
- petrol-powered scooters
- electric scooters with power outputs of more than 200 watts².

Road rules for motorised scooters

A motorised scooter can only be powered by an electric motor with a maximum output of no more than 200 watts. It must have a manufacturer's plate or engraving that certifies the motor's output. If the scooter has an engine with a power output of 200 watts or more then it is not classed as a motorised scooter and must be registered as a motorcycle. It must not be capable of exceeding 10 km/h on level ground when propelled by the motor.

It must be fitted with a bell or horn and riders must wear a helmet. It is also recommended, but not compulsory, that riders wear protective clothing, footwear and equipment such as knee and elbow pads.

Small, motorised scooters can be used:

- on paths (except on the pedestrian part of a separated footpath), but must keep left and give way to all pedestrians
- on local roads during daylight where the speed limit of the road is not more than 50 km/h and there is no median strip, painted island, dividing line or more than one lane. The rider must keep left at all times.

Riders cannot travel alongside pedestrians or other vehicles unless overtaking nor can they travel within two metres of the rear of a motor vehicle or attach themselves to, or be drawn by, another vehicle.

A licence is not needed to use these scooters. However, it is an offence to travel on a motorised scooter while under the influence of alcohol or drugs and to drive/ride in a reckless manner.²

Gophers

Motorised gophers and other scooters used for mobility are not considered to be motorised scooters for the purposes of traffic law. They are classified as motorised wheelchairs.

Carrying children on motorcycles and bicycles

The rider of a motorcycle is not permitted to ride on the road with a passenger who is not yet 8 years of age. In this road rule, the motorcycle does not include a two wheeled motorcycle with a side-car attached to it that is supported by its own wheel, or a motor vehicles that has three wheels and is ridden in the same way as a motor vehicle with two wheels.

Child carrier seats can now be attached in front of bicycle handlebars provided that the rider has an uninterrupted view to the front of the bicycle.

Useful websites

- Department of Transport WA
<http://www.transport.wa.gov.au/activetransport/24022.asp>
- Kidsafe WA
<http://www.kidsafewa.com.au/bicyclesandotherdevices.html>
- Office of Road Safety
<http://ors.wa.gov.au>
- Cycling Western Australia
<http://www.wa.cycling.org.au/>
- Izzy's road safety games
www.sdera.wa.edu.au
- Bike safety cartoon
<http://www.chp.edu/CHP/Bike+Safety+Cartoon>

2 Office of Road Safety, WA (website). Retrieved from ors.wa.gov.au/Demographic-Pages/I-am-a-Parent/Motorised-Scooters, January 2013

ACTIVITY 1

What do I think?

Preparation

- ▶ **Activity sheet** *Izzy* (Focus area 3) or **Izzy slideshow** – cue the CD-Rom
- ▶ **Cycling and riding slideshow** – cue the CD-Rom
- ▶ **Activity sheet** *Agree or disagree* – photocopy one per student
- ▶ **Strategy sheet** *Feelings continuum* – photocopy one card per student
- ▶ **Activity sheet** *Izzy's bike* – photocopy one per student

- Introduce Izzy the road safety mascot to the class by using the activity sheet or slideshow. Explain that Izzy knows how to stay safe when he goes out walking, riding his bike or scooter, and travelling in a car or bus, and that he is going to help the class learn how to stay safe around roads and traffic.
- Use the *Cycling and riding* slideshow to prompt students to share their experiences of riding bicycles and other wheeled devices such as scooters, rip-sticks, skateboards and inline skates. The following focus questions can be used to guide the discussion.

Ask

Why are the children wearing bike helmets? (In the event of a fall or crash the helmet will protect the cyclist's head. It is also the law that cyclists are to wear a helmet. Users of other wheeled devices do not legally have to wear a helmet however children should be encouraged to do so.)

What else can you wear to protect yourself when you are riding a bike, skateboard or scooter? (eg knee and wrist pads, closed in shoes and light coloured clothing.)

Why are the children riding with an adult? (Children should ride with an adult as they do not have the ability to scan ahead, assess risks and their riding skills are still developing.)

Why are the children riding in the park or on the footpath and not the road? (Children up to the age of 12 years are legally allowed to cycle on footpaths.)

Are footpaths always a safe place to ride? (No. Young cyclists riding on footpaths should always be alert and prepared to react when a vehicle entering or exiting a driveway or gateway is sighted. When crossing roads cyclists should dismount and wheel their bike across.)

What rules must you follow when you ride on the footpath? (Cyclists must give way to pedestrians using the footpath and ring their bell to indicate their approach.)

- Distribute a copy of *Agree or disagree* to each student. Read through the statements with the class then working individually, students tick the box that best represents their opinion about cycling and riding. If students need literacy support, use the **feelings continuum** (refer to page 190) as an alternative to the *Agree or disagree* activity sheet.

To enable students to share their recorded responses, set up a **circle talk** (refer to page 180). Nominate one of the statements on the activity sheet. Have the students sitting in the inside circle start the sharing process. Remind the class to listen attentively to their partner and take turns.

After sharing, ask the students sitting in the outside circle to stand and move on two or three positions to meet a new partner. Use the same statement again as this will enable students to hear a different opinion.

Repeat this process using a new statement.

After completing the circle talk, ask the class the following questions.

Ask

What did you do to show your partner you were interested in what they had to say?

Did your partner always have the same answer as you?

Why?

How did you feel sharing your opinion with your partner?

Did listening to your partner change your mind?

Collect and store the activity sheets as these will be reviewed at the completion of the focus area.

- Give each student a copy of *Izzy's bike* to complete. Suggest students add a speech bubble to the illustration that promotes safer cycling.



Agree or disagree

Read each sentence. Tick the box that shows what you think.

	AGREE	UNSURE	DISAGREE
A bike helmet will protect your head if you have a crash.			
You should wear a bike helmet when you ride a scooter or skateboard.			
The law says that cyclists must wear a bike helmet.			
It doesn't matter if your helmet is too big. You can grow into it.			
It's okay to wear your helmet on top of your cap.			
You don't need to buckle up your helmet.			
Damaged helmets aren't safe.			
Sometimes friends can talk you into not wearing your bike helmet.			
I feel brave enough to tell my friends that I want to wear my bike helmet.			
It's okay for me to ride my bike on the road.			
I know what to say to my friend if they tell me wearing a helmet is silly.			
Kids my age don't have to wear a bike helmet.			

Izzy's bike



Izzy knows how to stay safe when he rides his bike, skateboard or scooter. Write two things you know about riding safely.

1. _____

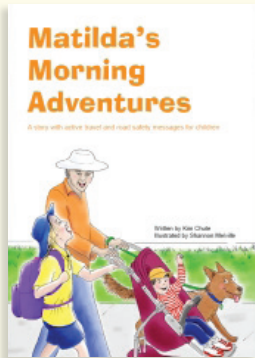
2. _____

Write one thing you would like to find out about being a safe rider.

ACTIVITY 2

Getting to and from school

Preparation



- ▶ *Matilda's morning adventures* by Kim Chute
- ▶ A4 paper – one sheet per student
- ▶ **Activity sheet** *Off to school* – photocopy one per student
- ▶ Internet access
- ▶ **Family information sheet** *Getting ready to ride* – photocopy one per student

- Conduct a **shared reading** (refer to page 188) using *Matilda's morning adventures*. Show the cover then flick through the book without reading any words (this is called picture walking).

Ask

What can you see on the cover?

Does the title tell us what the story might be about?

Do you think this will be a true or make believe story?

Why?

Read the story encouraging students to identify the road safety messages such as stop, look, listen and think (page 3) and waiting for the bus to move away before crossing (page 16).

- Ask the class to identify the day of the week that Matilda rode to school with her mother and Jack (pages 5 to 8). Read the relevant pages again.

An online version of *Matilda's morning adventures* is available at <http://www.beactive.wa.gov.au/assets/files/Guidelines/Choose%20Active%20Transport%20Resource%20Matildas%20story%20book.pdf>

Give each student a piece of paper to fold into quarters. Explain that students are to recall the cycling safety tips from the story and to share these with others in the class using the **four square** strategy (refer to page 182). Examples of safety messages in the story include:

- all cyclists wearing a bicycle helmet
- wearing light coloured clothing and closed in shoes
- seating the baby in a seat carrier
- riding in single file and on left of a shared path
- ringing a bell to alert other cyclists
- dismounting and using the stop, look, listen and think procedure at crosswalks
- wheeling bikes over crosswalks
- obeying the shared path sign and markings.

Place students in small groups to share the cycling safety tips recorded on their four square sheet.

- Talk about the modes of transport, including active transport such as walking and cycling, that students use to travel to school. Model how to complete the activity sheet *Off to school*. Point out to students that a safety tip should be included for at least two days of the week. An example is provided.

On **Monday** morning I rode my bike to school.
On the way to school I wore my bike helmet and rode on the footpath to get there safely.

On **Tuesday** morning I rode my scooter to school.
On the way to school I checked all the driveways for cars and wore my bike helmet to get there safely.

Sit students in small groups to share their stories.

- Listen to the song *Bike safety boogie* by Will Stroet at <http://www.youtube.com/watch?v=dStGTWZIZHY> Ask students to identify the safety messages promoted in the lyrics eg wear a helmet, use hand signals, and stop, look and listen. (Point out that hand signals in Australia are performed using the right arm and hand.)
- Send a copy of *Getting ready to ride* home with each student to share with their family.

Students could create their *Off to school* story using a computer program.

Off to school

Write your own story. Draw a picture for each day.

On **Monday** morning I _____
_____ to school.

On the way to school I _____

_____ to get there safely.

On **Tuesday** morning I _____
_____ to school.

On the way to school I _____

_____ to get there safely.

On **Wednesday** morning I _____
_____ to school.

On the way to school I _____

_____ to get there safely.

On **Thursday** morning I _____
_____ to school.

On the way to school I _____

_____ to get there safely.

On **Friday** morning I _____
_____ to school.

On the way to school I _____

_____ to get there safely.



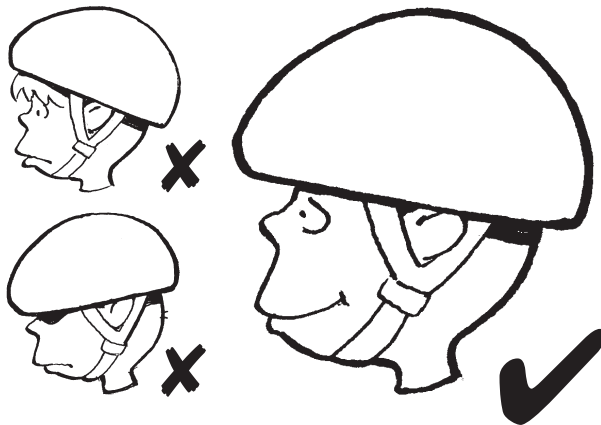
Getting ready to ride

Riding a bike is fun and great exercise but children do not always think in terms of safety and they may not realise how much harm can be done by not knowing or following safety rules.

Teaching your child about bike safety may not guarantee they won't have a fall but it can prevent some crashes and even serious injury.

Safety tip 1 – Always wear a helmet

Your child's helmet must meet safety standards and fit properly. The helmet needs to be worn level and should cover their forehead. Make sure the strap is adjusted and fastened. Letting the straps hang down will not give any protection when, and if, your child needs it.



Safety tip 2 – Make sure your child's bike is the right size for them and is in good repair

Your child should be able to straddle their bike with both feet touching the ground. There should be between 2.5 to 7cms between them and the bar. Check your child's bike regularly. Are the tyres pumped up? Do the brakes work? Is the chain oiled? Are the handle bars straight? Is the seat tight?

Safety tip 3 – Being seen

Explain to your child how wearing light or reflective clothing can help other road users see them especially when the weather is bad or at night. Make sure your child's bike has a front light and reflectors.

Safety tip 4 – Ride only where it is safe

Young cyclists need to be supervised. They should not ride on the road. Cycling in parks away from traffic will always be the safer option and children up to 12 years are allowed to ride on the footpath.

Safety tip 5 – Know the road rules and always follow them

Keeping to the left, riding in single file and giving way to pedestrians are some of the road rules that your child needs to know as soon as they start to ride.

Safety tip 6 – Learn and use hand signals

A child just learning to ride will not be able to manage hand signals until they have mastered balance, steering and stopping. However it is important that your child understands why cyclists must use hand signals such as left hand turn, right hand turn and stop.



Thank you for playing a vital role in your child's road safety education.

ACTIVITY 3

Helmets and protective gear

Preparation

- ▶ An orange and egg
- ▶ One metre ruler
- ▶ Eggs – one per pair of students
- ▶ Design materials such as cardboard, egg cartons, bubble wrap, sticky tape, cotton wool, foam and scissors
- ▶ Cleaning up equipment
- ▶ **Activity sheet** *Egg head helmet* – photocopy one per student
- ▶ *Helmets hug your head* sheet – download one per student
- ▶ Pencils and markers – class set
- ▶ Internet access

- Take students outside to an area where the ground is rough eg bitumen or path.

Show students an orange. Explain that the peel gives the orange its shape and protects the inside flesh similar to the skin on the human body. Ask the class to predict what might happen to the orange if it was skidded across the ground.

Skid the orange then pass it around the group to observe. Discuss the 'injuries' to the orange then relate these to the injuries a cyclist or skater might sustain to their arms, face or legs after falling off a bike or skateboard. Have students identify how a cyclist or skateboard rider could protect their body (eg wearing closed in shoes, knee and wrist pads, and a long sleeved shirt and pants).

Show students an egg. Explain that just like a human's head, the egg has a hard outer shell (the skull) and a soft inside (the brain). Ask the class to predict what might happen to the egg if it was dropped from a 5 centimeter height. Use a ruler to measure 5 centimeter height then drop the egg. Pass the egg around the group and discuss the results.

Ask the class to decide if the results would remain the same if the egg was dropped from a one metre height. Conduct the experiment then discuss using the following questions.

Ask

Why was there more damage to the egg when it was dropped from a one metre height? Why? (The height increased the speed and impact.)

What might happen if a person fell off their bike and hit their head on the road? (Injuries will depend on the speed and object that a cyclist hits.)

What can a cyclist do to protect their head in a crash?

Would a bicycle helmet also protect a rider's head if they fell off their skateboard or scooter?

- Place students in pairs. Give each pair a copy of *Egg head helmet*. Explain that students are to design and make a 'helmet' that will protect their egg when dropped from head height.

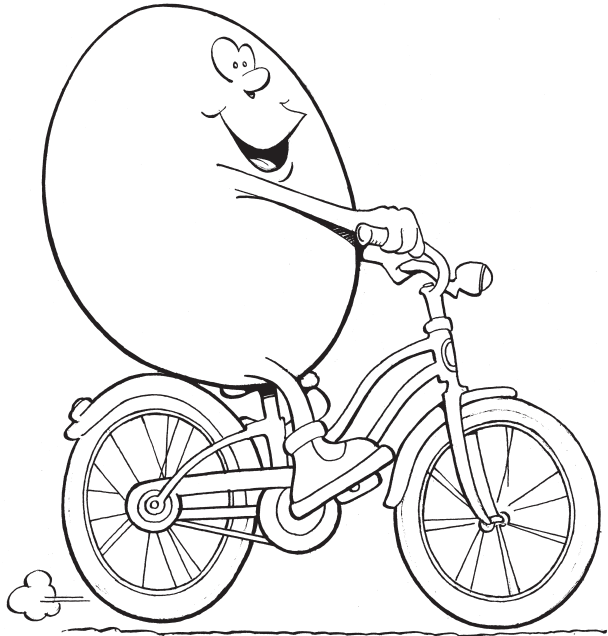
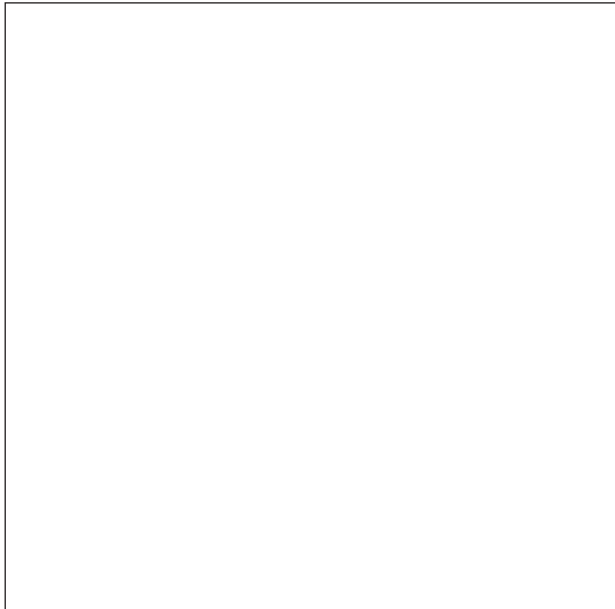
Students test their egg helmets. Discuss the results of the helmet testing as a class.

- Using a drawing program, have students create a cycling safety sticker that includes a slogan such as *Helmets hug your head* or *Cycling to school is cool*.
- Download *Helmets hug your head* at http://www.det.wa.edu.au/ccm-ldn-theme-assets/__ccm__/themes-prod/sdera/flash/road_safety_games/pdf/lzzy02.pdf. Print copies for students to colour in and cut into a jigsaw puzzle to share with younger students or siblings.
- Direct students to the *Ready to ride* game on the SDERA website at http://www.det.wa.edu.au/ccm-ldn-theme-assets/__ccm__/themes-prod/sdera/flash/road_safety_games/index.html

Discuss the different items of clothing and decide which offer better protection to cyclists and scooter riders.

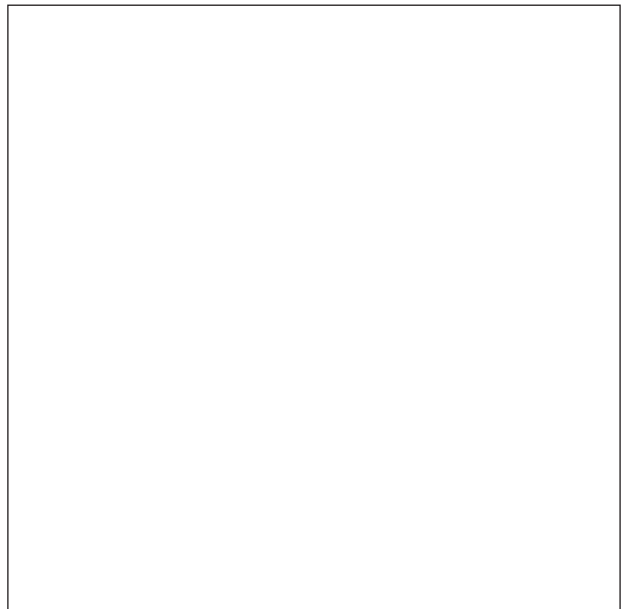
Egg head helmet

Design a helmet that will protect your egg. Draw your design.



How will your helmet protect your egg?

What happened when you tested your egg helmet?



Write 2 things you can do to protect your head and body when you ride a bike, skateboard or scooter.

1. _____
2. _____

ACTIVITY 4

Bike and helmet check

Preparation

- ▶ Students' helmets and bikes
- ▶ Parent helpers or older students
- ▶ **Activity sheet** *Bike parts* – one photocopy and cut into labels
- ▶ **Activity sheet** *Bike and helmet check* – photocopy one per student
- ▶ Internet access
- ▶ **Family information sheet** *Buying the right bike helmet* – photocopy one per student
- ▶ **Family information sheet** *Bike helmet safety check* – photocopy one per student
- ▶ **Family information sheet** *Bikes and kids* – photocopy one per student

- Pass a bicycle helmet around the group and talk about the function of each part of the helmet.

Ask

Why does the helmet have a foam liner? (The foam absorbs the impact of a crash.)

Why is the outside made of plastic? (The plastic shell maintains the integrity of the helmet.)

How do you use the straps and buckle? (The straps should fit over the ears and then under the chin. The straps can be tightened. To check if the straps are not too tight, the wearer should be able to open and close their mouth comfortably.)

Why does the helmet have an Australian Standards label? (All helmets sold in Australia are tested to ensure they meet safety standards.)

Using a student volunteer and by following the following steps, show the class how to check that a helmet is the correct size for their head.

1. Place the helmet on the student's head checking that it fits snugly – not too tight or too loose.
2. Put the straps over the student's ears then close the buckle. Check that the straps are securely fastened and the student can still open and close their mouth.
3. Check that the helmet is sitting straight and there is room for two fingers to be inserted between the student's eyebrows and the helmet.

4. Place your palm at the front of the helmet and push up and back. The helmet should not move. If there is some movement, suggest the student use the pads provided by the manufacturers to adjust their helmet.

- Stand a bike in front of the class. Have students attach each label from the *Bike parts* sheet to the corresponding component of the bike. Discuss the function of each part of the bike.

Using a student volunteer, show the class how to check that a bike is suitable for their size. For example, check that the student can place both feet on the ground, reach the handlebars, and has a 2.5cm and 7cm gap between themselves and the bar.

Talk about the importance of maintaining a bicycle's roadworthiness. Show students how to check the tyres and brakes.

- Have students carry out a check of their helmet and bike with a parent helper or older student. Results can be recorded on a copy of *Bike and helmet check*.

If students discover through completing the checklist that their bike is not roadworthy, talk about the repairs that can be carried out with assistance from an adult. Remind students that a bike needs to be regularly checked and maintained and stored out of the weather.

- Direct students to the cycling safety games and activities at <http://talesoftheroad.direct.gov.au/cycling-safety.php> and http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html
- Send home a copy of *Buying the right bike helmet*, *Bike helmet safety check* and *Bikes and kids* with each student to share and discuss with their family.

Send a note home to advise families about the bike and helmet checking day.

For health reasons, students should only wear their own helmet.

Bike and helmet check

Use this list to check your helmet.

TO DO

- My helmet has an Australian Standards label (AS 2063 or AS/NZ 2063).
- The helmet sits snugly on my head and will not move when I turn my head from side to side or up and down.
- I can fit two fingers between my eyebrows and the helmet.
- My helmet has not been in a crash.
- The foam on the inside doesn't have any dents.
- The plastic shell on the outside isn't buckled or cracked.
- My helmet isn't too tight or too loose.
- The chin strap isn't broken or frayed.
- The buckle clips together.

Use this list to check your bike.

TO DO

- My feet can reach the ground.
- My hands can reach the handlebars.
- The seat is the right height and doesn't move.
- The wheels do not turn when the brakes are on.
- My bike has a bell or a horn that works.
- My bike has reflectors on the back of the bike and a light at the front.
- The tyres are pumped firm and don't have any cracks.
- The chain is clean, oiled and moves smoothly.



Bike parts

handlebars

bell

wheel

brake

tyre

reflector

chain

light

seat

horn

spokes

frame





Buying the right bike helmet

When it's time to buy your child a bike helmet there are several things you need to know.



- All bicycle helmets sold in Australia are tested for their safety. If a bike helmet meets the safety standard it will display a (AS 2063 or AS/NZ 2063) sticker.
- It is essential to buy a helmet that is the correct fit. Do not buy a helmet for a child to 'grow into'. A helmet that does not fit correctly is unsafe as it may move or slip off in a fall or crash.
- Bike helmets come in a variety of shapes, sizes and colours. Some shapes will fit different heads better than others. Let your child choose the helmet that they like as they will be more likely to wear it.



Wearing a well-fitting bike helmet greatly reduces the severity of head injury. It's also the law. Here are some tips on getting the fit right.

- Carefully measure your child's head using a tape measure. The tape measure should sit just above their eyes and ears.
- Check the helmet sizes listed on the display boxes. Find a helmet that best suits your child's head measurement. Check the helmet is lightweight – not too heavy for your child's head and neck to carry.
- Place the helmet on your child's head checking that it fits snugly – not too tight or too loose.
- After closing the buckle with a click, adjust the straps so the helmet is securely fastened with only enough room for two fingers to be inserted between the chin and strap. It should sit straight on your child's head and just above the eyebrows.
- Place your palm under the front of the helmet and push up and back. The helmet should not move forward. If there is slight amount of movement the pads provided by manufacturers can be attached to the inside of the helmet. Use the thicker pads to get a snug fit then as your child grows replace these with the thinner pads. If you find the pads do not give a snug fit, try another helmet design as model can vary.
- Check the bicycle helmet has been approved and is displaying the Australian Standards AS/NZ 2063 sticker.



Thank you for playing a vital role in your child's road safety education.



Bike helmet safety check

Once a helmet has been in a crash or collision or has been dropped from a height, it must be thrown away. Even if it shows no sign of external damage – replace it!



Buckle and strap

Check the straps. Are they worn, faded or is any of the stitching beginning to fail? If the straps break on impact the helmet will do little to save your child's head. The helmet is only of value if it stays on.

Check the buckle. Are the plastic blades that lock into the female side still there? The buckle will hold together weakly with one blade but will fail in a crash.

Outer shell

The outer shell of a helmet is important to hold it together in a crash. Look for cracks or abrasion on the surface. Small cracks around the edges or anywhere else on the shell tell you it needs to be replaced.

Foam liner

The inner styrofoam of a helmet is the most important part for protecting your child's skull and brain if they have a fall or crash. Remove the fitting pads if they come out and inspect the foam liner carefully for any signs of cracks or compressed foam. If you discover any cracked or crushed foam, replace the helmet. Even if you find no damage, if you know the helmet has taken an impact you should replace it because the foam that was compressed will not perform well in the next crash.

Correct size

Helmets will not last forever. Once the helmet no longer fits your child, it should be replaced with a larger helmet.



Thank you for playing a vital role in your child's road safety education.



Bikes and kids

Sometimes parents want to buy a bike for their child to grow into because bikes are expensive. But bikes that are too big for your child aren't safe.

Check!

- Can your child stand straddling the top bar (boy's bike) so that both feet are flat on the ground? There should be 2.5 to 7 centimetres of space between your child and the top bar.
- Can your child reach the handlebars without having to stretch their arms?

If your answer is 'yes' to each of the questions, then the bike is the right size for your child.



Do the 8 step check

Bikes are fun to ride but they're also legally considered vehicles. The minute your child rides their bike on a pathway, a footpath or on a road, it is not a toy – it is a vehicle and must be safe to ride.

To make sure that a bike is in good working order, show your child how to do the '8 step check'.

1. Seat is adjusted to suit your child's height.
2. Tyres are firm, with no bald spots or patches.
3. Chain is well oiled and not loose.
4. Handlebars are straight and the handlebar ends are covered by hand grips.
5. Brakes work correctly.
6. Pedals spin easily.
7. Reflectors and lights are clean and secure.
8. Bell or horn can be heard clearly.



Thank you for playing a vital role in your child's road safety education.

ACTIVITY 5

Know your rules and signs

Preparation


- ▶ *Road signs and signals* slideshow – cue the CD-Rom
- ▶ **Activity sheet** *Road signs* (page 99 Focus area 3) – photocopy and cut out two sets of cards per group
- ▶ *Road sign pack*
- ▶ A4 paper – one sheet per group
- ▶ Paper plates – one per student
- ▶ Large poster paper – one sheet per pair
- ▶ Black crayons or textas – one per student
- ▶ Drawing and construction materials – class set

- Conduct a **word splash** (refer to page 180) to generate a list of the road signs and signals that students already know or have previously seen in the local area. Write the names of these signs and signals on the board.

Build on the word splash discussion by showing the *Road signs and signals* slideshow. Point out the road users who are complying with the signs and signals eg pedestrians crossing during the green 'walk' sign phase at traffic signals.

Circle the signs and signals that are relevant to cyclists eg give way, stop, keep left, shared path, roundabout, traffic signals and a pedestrian crossing.

- Have students form small groups. Give each group a sheet of A4 paper. Model how to draw and label a **T chart** (refer to page 189) with the headings as shown.

Signs	This sign means...
	

Explain that cyclists and other road users must understand what each sign and signal means ie what rule applies. For example, a stop sign requires the road user to stop behind the white line and not proceed until it is safe to do so; a cyclist riding on a shared path must stay to the left and give way to pedestrians.

Explain that groups are to select several signs from the word splash and draw these on the left side of the T chart, then write the rule (or their understanding of) for each sign on their sheet. If students do not know, encourage them to guess.

Listen while groups share their responses. Clarify the meaning and rules if the students were incorrect.

- Have each student divide a paper plate into eight segments then colour the outside rim in black. Explain that the black rim represents a bicycle tyre and the lines are the spokes of the wheel. Ask students to draw and label a picture showing a cyclist following a road rule in each segment of the paper plate eg riding on the left, riding single file, using hand signals, stopping at the stop sign, and ringing a bell to warn pedestrians they are approaching.

Place students with a partner to show and share ideas.

- Working with a partner, have students make a poster by attaching their two paper plates near the bottom of a large sheet of poster paper. The paper plates (the wheels) are then to be incorporated into a drawing of a bike.

Generate a class list of cycling safety slogans such as Wheelie good ideas, Be bike safe or Riders rule! Students then use a computer design program to create and print a slogan to attach to their poster.

- Students can use the road sign activity cards to play Concentration, Snap and a barrier game.

Snap

Distribute a set of cards to each group. Have students play a round of snap. Introduce a rule where to keep a pair the student must say the name of the sign or what the sign indicates to cyclists and other road users.

Barrier game

In pairs, students erect a barrier. Each student lays out a set of cards on their side of the barrier. The first player selects one card and describes it to their partner. The partner listens and decides which card is being described. After guessing, the roles are swapped and the game continues.

- Display the cycling safety posters and sets of the road sign cards in the school resource centre or share with another class. For those interacting with the display, include a set of instructions on how to play the games.

Display the signs from the road sign pack which was distributed with the first edition of *Challenges and Choices*.



ACTIVITY 6

Getting ready to ride

Preparation

- ▶ **Activity sheet** *Goldilocks' goals* – photocopy one per student
- ▶ **Activity sheet** *Goal setting* – photocopy one per student

- Explain that a goal is something a person wants to do or make happen, and that having a goal helps us to make our life the way we want it to be. Achieving a goal can also make a person feel happy.

Identify the goals that students may have already achieved (eg riding a bike, saving up for a special toy). Use the following questions to focus the class on the skills that are required to achieve a goal.

Ask

- What did you do to achieve your goal?*
- Did you make a plan?*
- Did you practise a lot?*
- Did you reach your goal straight away?*
- How did you feel when you reached your goal?*

- Give each student a copy of *Goldilocks' goals*. Read the instructions together. Draw a table on the board (as shown) and use the following questions to generate ideas to complete the table.

Ask

- What goal does Goldilocks want to achieve? (Goldilocks wants to be able to ride her bike safely to Izzy's house.)*
- What will Goldilocks need to do before she can ride to Izzy's house? Why?*
- What will Goldilocks need to do while she is riding to Izzy's house? Why?*
- What will Goldilocks need to do once she has arrived at Izzy's house? Why?*
- What will Goldilocks need to do when she rides back to her house? Why?*

Before	During	After
Learn how to ride a bike. Ask an adult to help check her bike. Put on a bike helmet and do up the buckle. Wear closed in shoes. Ask an adult to ride or walk with her.	Follow the road rules. Ride on the footpath or cycle path. Keep to the left. Ring her bell to warn other pedestrians or cyclists. Keep her helmet on.	Put her helmet away – not in the sun. Store her bike out of the weather. Check her bike.

Using the ideas generated in the discussion, students complete their activity sheet.

- Write the following questions on the board. Use the example of learning to ride a bike or purchasing a new computer game to show students how a goal can be achieved through planning ahead.

Goal planning	Goal	Goal
What is my goal?	Ride a bike without trainer wheels.	Buy a new computer game.
When do I want to achieve my goal?	Before my next birthday.	By the end of the month.
What do I need to do?	Go for a bike ride every day. Ask Dad to help me. Use my trainer wheels.	Choose the game and find out how much it costs. Ask my parents if I can do some jobs to earn pocket money. Save my birthday money.
Do I need help? Who can help me?	Dad or Mum. Ask my friends what they did.	No, I need to do it myself.
How will I know if I have achieved my goal?	Be able to ride my bike, without trainer wheels, at least once around the park.	I will have enough money to buy the game.

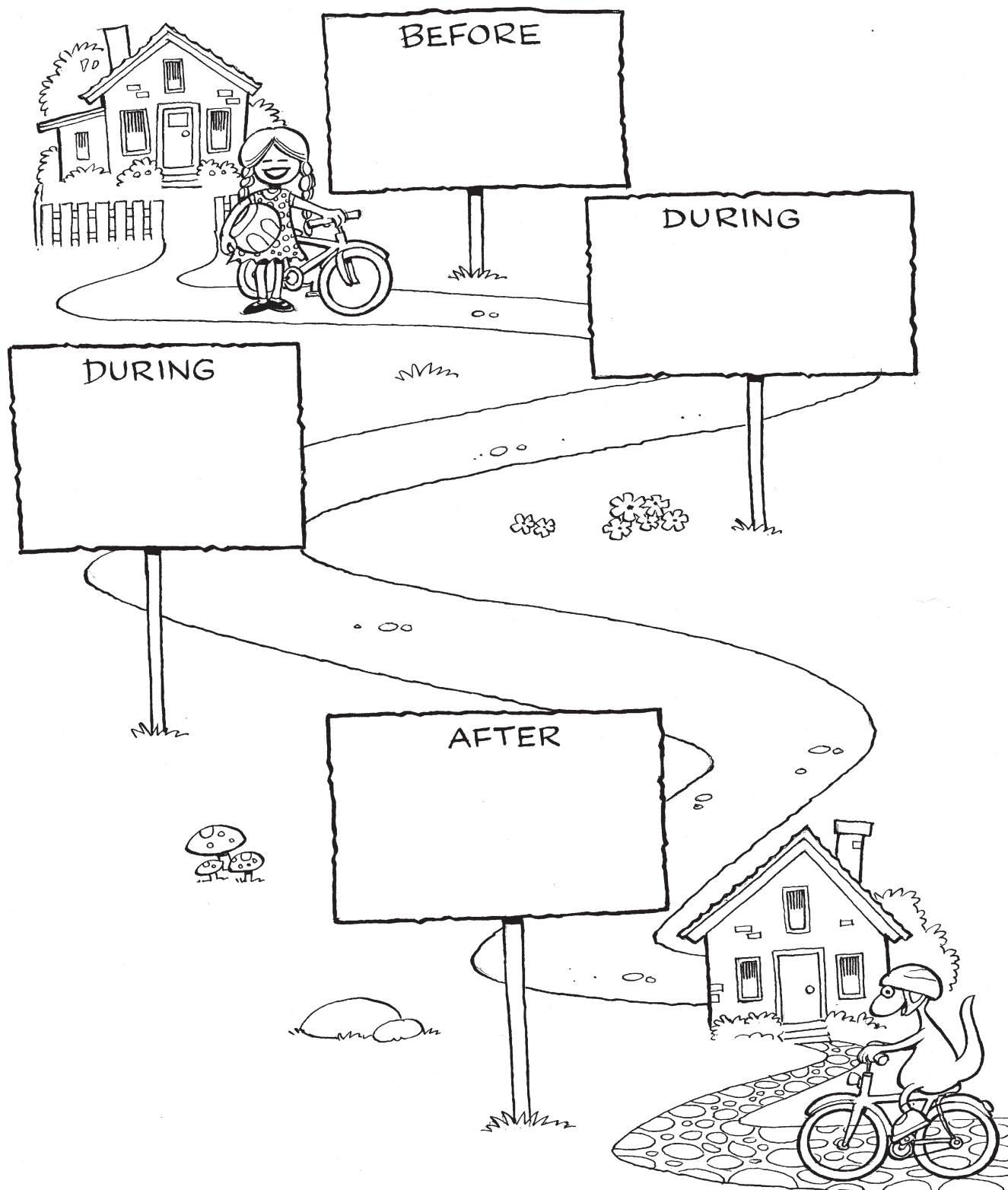
Give students a copy of *Goal setting* to complete and share with a partner.

Ask

- Do you need to make a plan to achieve your goal?*
- Are goals always easy to achieve?*
- Do some goals take a long time to achieve?*
- Do most goals need you to get help from someone else?*

Goldilocks' goals

Goldilocks wants to ride her bike to Izzy's house. Write two things Goldilocks must do before, during and after her ride to make sure she travels safely.





Goal setting

What is my goal?	
When do I want to achieve my goal?	
What do I need to do?	
Do I need help? Who can help me?	
How will I know if I have achieved my goal?	



ACTIVITY 7 

Franklin rides a bike

Preparation

- ▶ *Franklin rides a bike* by Paulette Bourgeois (1997, Scholastic printing)
- ▶ **Strategy sheet** *Shark and dolphin thoughts* – one A3 photocopy
- ▶ Digital camera
- ▶ Portrait photograph of each student
- ▶ Scissors, glue, art paper and drawing materials – class set

- Conduct a **shared reading** (refer to page 188) of *Franklin rides a bike*. The story highlights the effectiveness of using helpful thoughts to achieve a goal.

Ask

What was Franklin's goal? (To ride a bike without trainer wheels like his friends.)

Was Franklin using helpful or unhelpful thinking? Why? (Franklin was using unhelpful thoughts eg I'll never be able to ride without trainer wheels.)

How was Franklin feeling? (eg upset, embarrassed, frustrated, angry)

Was Franklin feeling this way because of how he was thinking? (Yes. Unhelpful thinking will often make a person feel worse.)

What did Franklin do when he was feeling angry? (eg stayed away from his friends)

What could Franklin have done to make himself feel better? (eg used helpful thoughts, talked to someone else, asked for help)

What did Franklin's friends do to make Franklin feel better? (Franklin's friends tried to encourage him by using statements such as 'don't give up'.)

If you can't do something the first time does that mean you won't be able to do anything else the first time?

How did Franklin solve his problem? (Franklin made a plan and wore knee and elbow pads while practicing riding without training wheels.)

- Display the **shark and dolphin thoughts** (refer to page 188). Introduce the skill of 'helpful thinking' which is thinking that makes people feel better when they have a problem or are feeling sad or worried. Explain that when people have helpful thoughts they can feel better and tend to behave in a more positive way.

Show the dolphin thought card and read out the examples of helpful thoughts. Explain that helpful thinking means not jumping to conclusions, checking facts, remembering that everyone has bad things

happen to them at some time, and not thinking the worst about yourself and everyone around you.

Ask the class to suggest examples of helpful thoughts that Franklin could have used. Write the examples on the dolphin thought card.

- Show the shark thoughts card and read out the examples of unhelpful thoughts. Explain that unhelpful thinking means jumping to conclusions, not checking facts, forgetting that bad things happen to everyone at some time, and thinking the worst about yourself and everyone around you.

Ask students to identify the unhelpful thoughts that Franklin used in the story. Write these ideas on the shark thought card. Highlight to students that when people feel better they are more likely to behave or act in a better way towards others.

- Sit students in two concentric circles facing a partner. Ask students to think of a situation when something didn't go the way they thought it would eg getting selected for a sports team or entering a competition.

Ask

Tell your partner how you felt.

Tell your partner one helpful thought you said to yourself.

Tell your partner how you solved the problem. (Remind students that some problems may require help from another person or adult.)

Encourage students to share their 'learning to cycle' experiences with the class. Talk about the need to practice cycling with an adult in a safe area away from traffic.

- Students use a digital camera to take portrait photographs of each other. Print the photographs and have students cut out their face shape.

Students can paste their face cut out onto a sheet of paper and then draw the rest of the picture to show themselves riding a bike, skateboard or scooter. Encourage students to add safety equipment to the picture eg bike helmet, knee pads, wrist pads and light coloured clothing.

Have students write a short story to accompany the picture. When finished, encourage students to read their story to a younger sibling or friend.

ACTIVITY 8

Practising making decisions about riding

Preparation

- ▶ **Activity sheet** *Silly Billy and Silly Gilly song* – cue the CD
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group
- ▶ **Activity sheet** *Can you decide?* – photocopy one card per group
- ▶ Art paper or access to computer drawing program
- ▶ **Activity sheet** *Wanted* – photocopy one per student
- ▶ **Family information sheet** *Quad bikes and kids*

- Listen to the *Silly Billy and Silly Gilly song* on the CD provided with this resource. Discuss the safety messages included in the lyrics.
- Read the following scenario then have students identify the problem.

Scenario

Billy has gone to visit his friend Gilly on the farm. Gilly has a special place where she likes to ride her bike over jumps but she never wears a helmet. Billy has only just started learning how to ride his bike and the rule at his house is – no helmet, no ride. What should Billy do?

Write the problem in a circle in the middle of the board. Ask students to put on their **magic glasses** (refer to page 183) and predict two or three things Billy might do eg ride without his helmet and hope his parents don't see; tell Gilly that he wants to wear his helmet; or suggest they just ride around in the backyard of Gilly's house. Write each idea in its own circle.

Discuss the options identified by the class and identify the positive and negative outcomes for each. For example, if Billy rides without his helmet:

- ⊙ positive outcome – Billy gets to ride with Gilly
- ⊙ negative outcome – Billy's parents see him and he gets into trouble.

Ask students to consider the outcomes for each option. Conduct a **thumbs up, thumbs down** (refer to page 190) to determine the option that students feel Billy should choose. If the option chosen by the class is unsafe, discuss this further.

- Place students in groups of three or four. Distribute a **decision-making model** (refer to page 181) and scenario card to each group. Explain the decision-making model if students have not previously used this strategy. Allow time for groups to work through their scenario and make a decision.

Have groups share their scenario and explain how they reached a decision. If the decision identified does not promote acting safely, discuss this further with the group.

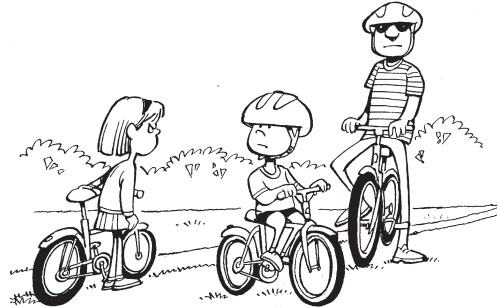
- Have students create a poster that describes a cyclist or rider of a wheeled device that is 'wanted' for breaking the road rules and riding unsafely. Information should include the person's name and description, what crime the person has committed, and details about reporting the person or rewards. An activity sheet has been provided however students could use a computer drawing program to design the poster.
- The *Quad bikes and kids* sheet has been provided for families in rural settings where quad bikes are being ridden by children.

Use a decision-making model rather than the magic glasses strategy.

A pair of glasses with the lenses removed and the frame decorated could be worn by students when predicting what might happen.

Can you decide?

You want to go for a ride on your bike but you left your helmet at school. Your family rule is 'no helmet, no ride'. Should you go for a ride?



Your friends want you to skate around the block but your mum only lets you skate at the park. What will you do?



You are visiting your friend's farm and want to ride the motorbike but you don't know how. Your friend says it's easy and just jump on. What will you do?



You live at the top of a hill and on a busy road. Your big brother always rides his skateboard down the hill. He says he will watch you. Will you skate down the hill?



You are walking home from school and see your friend being double dinked by a Year 7 kid. You know that it's not safe and are worried about your friend. What will you do?





Wanted

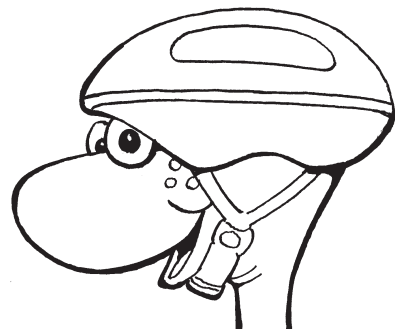
WANTED

NAME _____

WANTED FOR _____

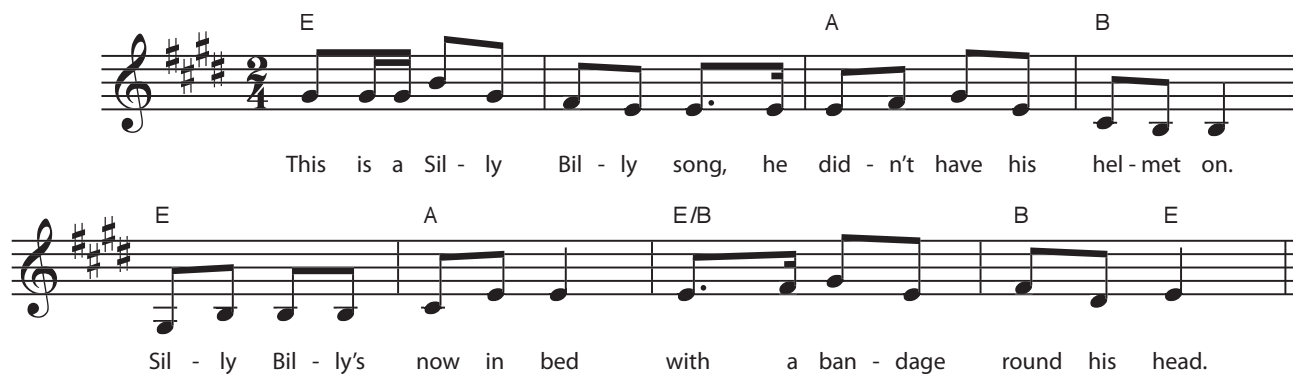
DESCRIPTION _____

IF FOUND _____



Silly Billy and Silly Gilly

Words and music by Franciscus Henri



This is a Sil - ly Bil - ly song, he did - n't have his hel - met on.

Sil - ly Bil - ly's now in bed with a ban - dage round his head.

Billy went for a skateboard ride
Left his helmet home inside,
Didn't see the fence ahead
Fell off his board and broke his head.

This is a Silly Gilly song
She didn't have her helmet on.
Silly Gilly's now in bed
With a bandage round her head.

Gilly left her helmet home,
Rode her bike and hit a stone.
Hit the ground with a terrible bump
On her head she has a lump.

This is a Silly Billy song
He didn't have his helmet on.
Silly Billy's now in bed
With a bandage round his head.

I ride my bike and skateboard too,
But I know what I have to do.
Wear a helmet on my head,
Or I might end up in bed.

This is a Silly Gilly song
She didn't have her helmet on.
Silly Gilly's now in bed
With a bandage round her head.



Quad bikes and kids

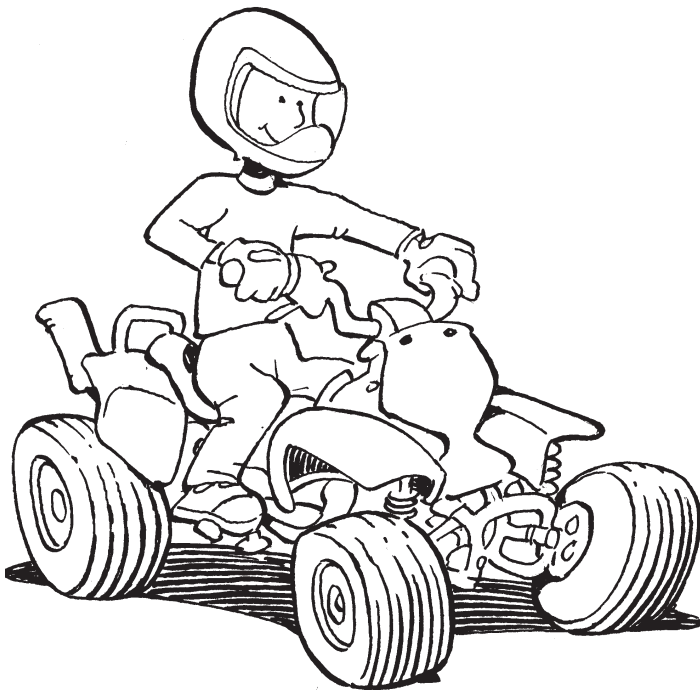
Quad bikes look exciting to kids. However kids under 16 years of age shouldn't be allowed to ride an adult sized farm quad bike. They lack the physical ability and mental skills to safely manoeuvre a quad bike that has multiple speeds and controls.

Quad bikes are popular on farms because they are tough and versatile. However, they are also a leading cause of accidental death and injury in rural Australia.

Most injuries or deaths are caused by rider inexperience, lack of helmet or other protective equipment and hazardous, dangerous riding.

Contrary to their common name – all-terrain vehicles (ATVs) – quad bikes are not suitable for use in all terrains. Inexperienced quad bike riders assume that the four wheels offer better stability than a two-wheeled motorbike.

However, at moderate speeds and on slopes, this isn't the case. Quad bikes are prone to tipping and rolling and this can occur at low speeds.



When your kids are riding quads that are designed specifically for them

- Think seriously about whether they have the appropriate weight, height, strength, skill and judgment to operate a quad bike.
- Caution them about the dangers and do not let them ride until they are trained and supervised.
- Make them wear a helmet that meets Australian standards and goggles if the helmet doesn't have a visor, boots and protective clothing.
- Don't let them carry passengers – younger kids or their mates.
- Don't let them carry loads or anything that might affect the quad's balance and their ability to handle the quad.
- Place a speed restriction (young boys in particular love to hoon).
- Restrict where they can ride and the type of terrain.
- Do not let them go out riding alone.
- Start teaching them good habits now. Bad riding habits are hard to break.
- Teach them to check that there are no other children especially young ones near where they are riding.

Suggestions for children visiting your property

- Do not allow children to ride a quad bike unless they have been trained and are supervised.
- Make sure children know to keep well clear of the quad bike when someone else is riding it.

Thank you for playing a vital role in your child's road safety education.

ACTIVITY 9

Time to stop and think

Preparation

- ▶ **Activity sheet** *Agree or disagree* Activity 1 (page 150) – photocopy one per student
- ▶ Large sheet of paper or **Strategy sheet** *ABC Graffiti* – one per group
- ▶ A4 paper – one sheet per student

- Distribute a copy of *Agree or disagree* to each student. Explain that students are to complete the activity sheet by ticking the column that best represents their opinion.

Hand out the *Agree and disagree* activity sheets completed in Activity 1. Ask students to compare the responses on their two sheets and share their findings with a partner.

Ask

Did you place your ticks differently this time?

Why do you think your opinion about cycling and riding safety changed/stayed the same?

What have you learnt about being a safe rider?

What is one thing you would tell a child your age about being a safe rider?

- Place students in groups of three or four.

Use an **ABC graffiti** (refer to page 180) to help students recall the vocabulary and information gathered from the activities in this focus area.

When finished, nominate one group member to go 'shopping'. This student is to visit other groups and find new words and information that can be added to their group's graffiti sheet.

- Have groups circle five key words or phrases recorded on their graffiti sheet then write a summary statement using this information. Listen to each group's statement.

Give all groups a 'round of applause' by clapping hands around in a circle.

- Show students how to make a **natty notebook** (refer to page 184) using an A4 sheet of paper. Label each page with a different topic eg bike helmets, road rules, bikes, road signs etc.

Students then use the graffiti sheets and summary statements as a reference to write about each topic in their natty notebook.

- Send the natty notebooks home for students to share with their family.

