

**FOCUS AREA 5**

# Safety on Wheels



# INTRODUCTION

This focus area provides the explicit teaching of content and skills related to cycling or riding of wheeled devices such as skateboards and scooters for Foundation students. It focuses on:

- how cyclists and riders of wheeled devices such as scooters, can protect themselves from injury (eg wearing a bicycle helmet or other protective gear including knee and wrist pads)
- identifying and choosing safer places to ride and play
- the dangers of playing in driveways.

## Key understandings

- A bicycle is identified as a 'vehicle' in the Road Traffic Code and must therefore meet safety and roadworthiness standards.
- Wheeled devices refer to foot-propelled scooters, skateboards, rip-sticks, roller skates, in-line skates and tricycles.
- All cyclists are legally required to wear a bicycle helmet on paths and roads.
- Cyclists up to 12 years of age can legally ride on footpaths unless a 'no bicycles' sign has been erected.
- Cyclists must always give way to pedestrians on footpaths and other shared paths.
- Cyclists must use their bell to indicate to pedestrians their presence.
- Driveways and roads are not places where children should play.

## Key skills to practise

- Identify situations that may be unsafe when travelling as a passenger.
- Make responsible decisions to ensure their own safety and the safety of others.
- Listen for specific things such as the details of a story and an answer to a given question.
- Listen to, remember and follow simple instructions.
- Participate in class, group and pair discussions and share experiences.
- Cooperate and communicate effectively with others.
- Participate in informal situations, for example play-based experiences which involve the imaginative use of spoken language.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.
- Express and share opinions and ideas with others.
- Reflect on knowledge and understandings, attitudes and values.

## 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 safety on wheels 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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<b>TUNING IN</b>		
1 Ready to ride	    	141
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6 Make a decision	  	155
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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 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](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 crash (viewed ORS website June 2011).

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 Australian Standards AS/NZS 2063 label.
- 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 6 point 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.

### 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 and can occur 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 watts.

## 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.

## 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

For information on cycling, helmets and other wheeled devices:

- 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/>

For interactive games:

- Izzy's road safety games  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)
- Bike safety cartoon  
<http://www.chp.edu/CHP/Bike+Safety+Cartoon>

## ACTIVITY 1

### Ready to ride

#### Preparation

- ▶ **Activity sheet** *Izzy* or *Izzy* slideshow – cue the CD-Rom
- ▶ *Izzy at the park* storybook (SDERA, 2012)



- ▶ *Cycling and riding* slideshow – cue the CD-Rom
- ▶ Art paper and drawing materials
- ▶ Bicycle helmet, safety gear such as wrist, knee and elbow pads, bright or fluorescent clothing
- ▶ **Family information sheet** *Helmets hug heads* – photocopy one per student
- ▶ **Family information sheet** *Check your helmet* – photocopy one per student
- ▶ **Activity sheet** *Don't forget* – 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.
- Show students the cover of *Izzy at the park* then flick through the illustrations inside the book.

#### Ask

- What do you think the story might be about?*
- Can you guess the title?*
- What characters are in the story?*

Read the story. Focus students on the safety messages included throughout the story by asking questions such as:

- Why did Nana Sue make Izzy put a helmet on?*
- Why did Izzy ride in the park and not on the road?*
- Why did Nana Sue go with Izzy to the park?*
- What protected Izzy when the big bike crashed into him?*

- Place students in groups of three. Have students talk about their experiences with cycling and riding other wheeled devices.
- Use the *Cycling and riding* slideshow to discuss the following key messages for young cyclists and riders:
  - Always wearing a bicycle helmet even when riding other wheeled devices
  - The protection a bicycle helmet gives the wearer
  - Wearing a bicycle helmet when sitting in a carrier on a bicycle
  - Wearing protective clothing and gear
  - Riding on footpaths, in the park and on shared or cycle paths.
- Sing these cycling and helmet songs with the class.

#### My helmet

(Sung to the tune of *Pop goes the weasel*)

Round and round the cycle path

I always wear my helmet

No matter where I ride my bike

I put on my helmet.

#### Izzy put your helmet on

(Sung to the tune of *Polly put the kettle on*)

Izzy put your helmet on,

Izzy put your helmet on,

Izzy put your helmet on, to hug your head inside.

Izzy put your helmet on,

Izzy put your helmet on,

Izzy put your helmet on, now we're off for a ride.

#### The wheels on my bike

(Sung to the tune of *The wheels on the bus*)

The wheels on my bike go round like this, round like

this, round like this,

The wheels on my bike go round like this, all day long.

My feet on the pedals go round like this...

My finger on the bell goes ding, ding, ding...

The light on my bike goes flash, flash, flash...

The brakes on my bike make it stop, stop, stop...

**Humpty Dumpty**

(Sung to the tune of *Humpty Dumpty*)

Humpty Dumpty looked at his bike.

Humpty Dumpty said, 'This is what I like.'

He put on his helmet and buckled it tight,

Thank goodness 'cause Humpty fell off his bike!

**Ride, ride, ride your bike**

(Sung to the tune of *Row, row, row your boat*)

Ride, ride, ride your bike

Carefully down the street

Ring your bell and say look out

To everyone you meet.

- Have students paint a picture of Izzy riding then write, or have scribed, a message about cycling safety. Alternatively download the colouring in sheet *Helmets hug your head* at [http://www.det.wa.edu.au/ccm-ldn-theme-assets/\\_\\_\\_ccm\\_\\_\\_/themes-prod/sdera/flash/road\\_safety\\_games/pdf/Izzy02.pdf](http://www.det.wa.edu.au/ccm-ldn-theme-assets/___ccm___/themes-prod/sdera/flash/road_safety_games/pdf/Izzy02.pdf)
- Place the bicycle helmet, safety gear and bright coloured clothing near the outdoor play area. Encourage students to wear the clothing and helmets when playing.
- Give each student a copy of *Helmets hug heads*, *Check your helmet* and *Don't forget* to take home and share with their family.

Izzy

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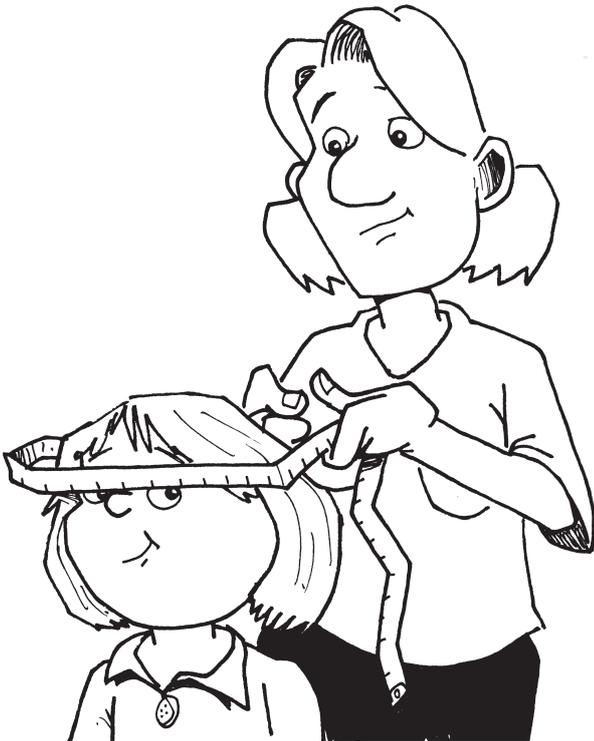
Helmets hug  
your head.



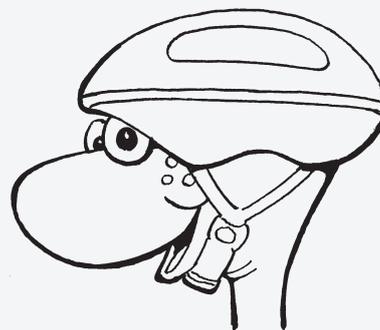
# Helmets hug heads

**When it's time to buy your child a bike and helmet – don't buy one for your child to 'grow into', buy one that fits your child now. If it's too big and loose, it can move or slip off when your child falls off their bike or hits something.**

**Follow these steps to help you buy a helmet that is the right size for your child**



- Place your palm under the front of the helmet and push up and back. The helmet should not move. If there is a 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 models can vary.
  - Check the bicycle helmet you have selected has been approved and is displaying the Australian Standards AS/NZS 2063 sticker.
- If you've ticked all of the above – your child's set to go!**
- Be a good role model and always wear your helmet when you go out riding with your child. The earlier young children learn why it is important to wear a bike helmet the more likely they are to continue wearing them as they grow older.
- Be firm in laying down the 'no-helmet-no-bike' rule and set a good example by wearing a helmet yourself.
- 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.
  - Place the helmet on your child's head checking that it fits snugly – not too tight or too loose.
  - Check the helmet is lightweight – not too heavy for your child's head and neck to carry.
  - Adjust the straps and do up the buckle. It should sit straight on your child's head.



Download a *Helmets hug your head* colouring sheet at [http://www.det.wa.edu.au/ccm-ldn-theme-assets/\\_ccm\\_/themes-prod/sdera/flash/road\\_safety\\_games/pdf/lzzy02.pdf](http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/pdf/lzzy02.pdf)

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



# Check your helmet

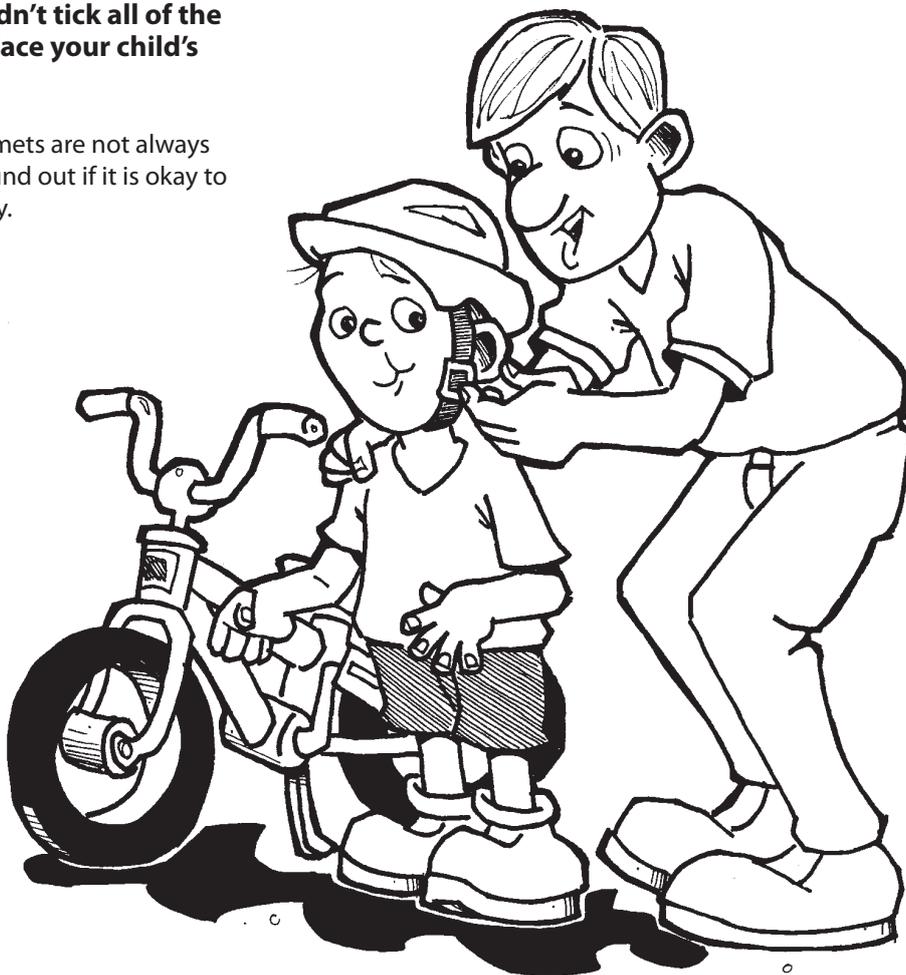
**A helmet that is worn correctly and fits properly can help to protect your child's head if they fall off their bike. Help your child to check that their helmet is the right size and okay to wear.**

## Checklist

- The helmet isn't too tight or too loose. It should be snug and not move around.
- The buckles can be clipped together.
- The helmet has not been in a crash.
- The foam on the inside doesn't have any dents.
- The plastic skin on the outside isn't buckled or cracked.
- The chinstrap isn't broken or frayed.

**How did you go? If you couldn't tick all of the boxes then you need to replace your child's helmet.**

Sometimes 'hand-me-down' helmets are not always safe to use. Use the checklist to find out if it is okay to wear or needs to be thrown away.



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

# Don't forget

Please take the time to read this *Izzy* story with your child.



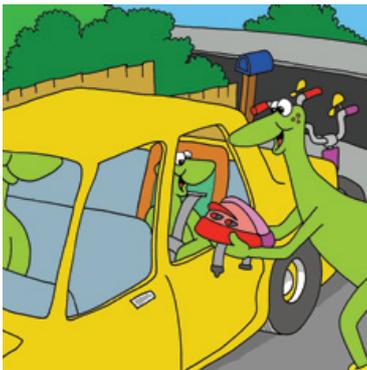
Izzy and Dad are checking their bikes. *Ting-a-ling. Ting-a-ling.*



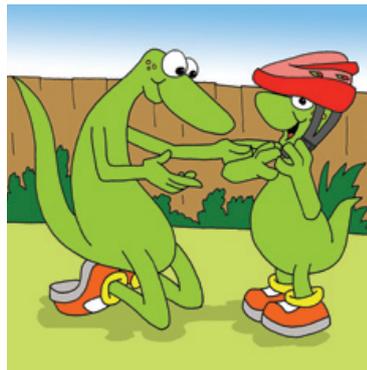
"Don't forget the brakes, Dad!"



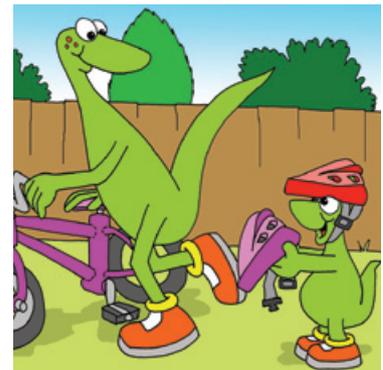
Izzy is waiting on the Safety Spot. *Brrm brrm. Honk! Honk!*



"Don't forget the helmets, Dad!"



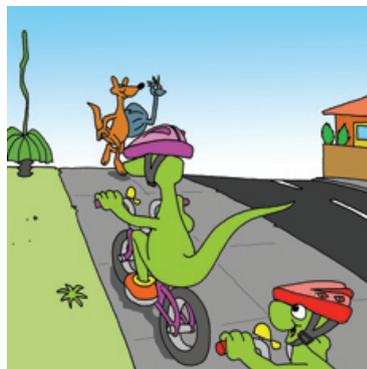
Izzy is putting on his helmet. *Click clack. Snug and tight.*



"Don't forget your helmet, Dad!"



Izzy and Dad are off on their ride. *Whirr, whirr. Round and round.*



"Don't forget to watch me, Dad!"

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

## ACTIVITY 2

### Safe places to play and ride

#### Preparation

- ▶ *When Penny was Mum* by Margaret Wild (1992)
- ▶ A3 paper – one sheet per student
- ▶ Drawing materials – class set

- Show students the cover of *When Penny was Mum* by Margaret Wild then flick through the illustrations.

#### Ask

*What do you think the story might be about?  
Can you guess the title?  
What characters are in the story?*

Read the story to the class. Talk about the places where Penny and her mum went to play that were away from traffic and roads ie the backyard and the park.

#### Ask

*Where were some of the places that Penny let her Mum play?  
Why didn't Penny let her Mum play on the footpath?  
Why isn't it safe to play on the verge, footpath or road?  
What did the adults do to stay safe when they went for a ride? (The adults each wore a bicycle helmet, used the cycle path and had someone supervise them.)  
Where can you play safely at/near your house?  
Where can you go to practise riding your bike?*

- Flick through the story and have students identify the main events in the story. Write these in order on the board.

Show students how to draw a **story map** (refer to page 168) that depicts the sequence of events from the story. Label the places Penny and her Mum played. Include the safety messages appropriate for each section of the story map. For example: *Play in your backyard* or *Put your helmet on*.

Give each student a piece of A3 paper to construct their own story map. Alternatively, students can draw one of the safe places that Penny and her Mum played. Scribe the safety messages for students who require support.

Place students in pairs to share their story map and safety messages.

- Teach students the song *I'm going to play*.

#### I'm going to play

(Sung to the tune of *Here we go round the mulberry bush*)

I'm going to run in my backyard,  
my backyard, my backyard.  
I'm going to run in my backyard,  
where it's safe and fun to play.

I'm going to walk in the park,  
in the park, in the park.  
I'm going to walk in the park,  
where it's safe and fun to play.

I'm going to ride on the cycle path,  
the cycle path, the cycle path.  
I'm going to ride on the cycle path,  
where it's safe and fun to play.

*When Penny was Mum* was distributed in the first edition of *Challenges and Choices*.

## ACTIVITY 3

### Deciding where to play and ride

#### Preparation

- ▶ *When Penny was Mum* by Margaret Wild (1992)
- ▶ Post-it notes or small cards
- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *A safe place to play* and cue the CD
- ▶ Internet access to download Izzy play safely colouring in sheet – print one copy per student

- In groups, have students **brainstorm** (refer to page 163) a list of places where they play and ride (eg park, footpath, backyard, driveway, road, car park, oval). Each idea should be written or drawn on a post-it note (or strip of paper).
- Show students how to draw a **T chart** (refer to page 169) then label one column 'safe' and the other column 'unsafe'. Explain that the groups are to sort their post-it notes by deciding if the play area is a safe or unsafe place to play or ride. The post-it notes are then placed on the corresponding side of the T chart.

When finished, have each group share one safe play area from their T chart. Other groups must listen and tick the idea if it is also listed on their T chart. This avoids duplication and also encourages students to listen when others are speaking.

#### Ask

*Why are some places safer for children to play and ride than others? (The park is safer because it has a fence around it stopping children from chasing balls onto the road. Backyards are safer than driveways because there aren't any cars coming in or going out.)*

*Where are some places to play at/near your house?*

*Where are some unsafe places to play at/near your house?*

- Listen to the song *A safe place to play*. The music score is provided on the activity sheet. Encourage students to mime different ways to play in safe areas while listening and joining in with the song. Prompt students with comments such as: *I can see someone who is throwing a ball...jumping on a trampoline... flying a kite...riding on their scooter.*
- Download Izzy's play safely colouring sheet at [http://www.det.wa.edu.au/ccm-ldn-theme-assets/\\_\\_\\_ccm\\_\\_\\_/themes-prod/sdera/flash/road\\_safety\\_games/pdf/PlaySafelzzy.pdf](http://www.det.wa.edu.au/ccm-ldn-theme-assets/___ccm___/themes-prod/sdera/flash/road_safety_games/pdf/PlaySafelzzy.pdf) Have students take the sheet home to share with their family.

Parent helpers or a buddy class may be needed for the T chart activity.

# A safe place to play

Words and music by Melissa Perrin

With energy (swung quavers) ♩ = 152

**D**

Do you play on the street? (No!) Do you play on the foot - path? (A-ah!)

**G E A**

Do you play on the drive-way? (No way!) So where, tell me where is a safe place to play?

**E A D G**

We play in the back - yard and some-times we go to the park.

**Em A D/A**

We have lots of fun 'cause we've found a place, a

**Adim A7 G7 D7**

safe place to play! Let's wig-gle, whoa, \_\_\_ and let's shake!

**E7 Em7**

Let's crouch down low, then jump so high that we

**A7**

touch the sky! \_\_\_ Wee! Wee! Let's wee!

**1. 2. D.S. 3. D**

*A safe place to play* has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.

## ACTIVITY 4

### Driveway danger

#### Preparation

- ▶ Parked car
- ▶ Art paper and painting or drawing equipment – class set
- ▶ Dot stickers – three per student
- ▶ **Family information sheet** *Driveway danger* – photocopy one per student



- Park a car in an area that is well away from other traffic and preferably inside the centre or school grounds. Take the class or a small group outside to the parked car. Select two or three students to stand at different locations around the side and rear of the car. Have an adult (or child sitting on a cushion) sit in the front seat of the car.

Ask the students to guess which children the driver will be able to see. Have the driver call out the names of the students that can be easily seen. Move the students around, and swap the 'driver' if it is a child, and repeat the activity.

#### Ask

*Could the driver see everyone standing near the car?*

*Why not? (Explain that drivers, even if they turn their heads, still can't see all areas around a car and these are sometimes called 'blind spots'.)*

*What might happen if you were playing in a driveway behind this car?*

*Would it be dangerous to play in a driveway if a car wasn't there? (Driver's steering their car into a driveway may not see a small child playing especially if they are concentrating on the entry manoeuvre.)*

*If you only have a front yard to play in, would it be okay to play in the driveway?*

- For those students who live in on rural properties, discuss the dangers of playing near or behind vehicles such as tractors, 4WDs, trucks and harvesters.
- Have students draw a picture of the front of their house.

Introduce the term 'safety spot'. Explain that this is a place where everyone in their family must stand to avoid being run over in the driveway. Give each child three dot stickers. Ask students to decide where it would be safe to stand at their house then stick the dots onto their picture.

Place students with a partner or in a small group to talk about their house picture and the safety spots.

Have students write a safety spot message on their picture eg *Wave goodbye from the safety spot*. Scribe sentences for those students who require support with writing.

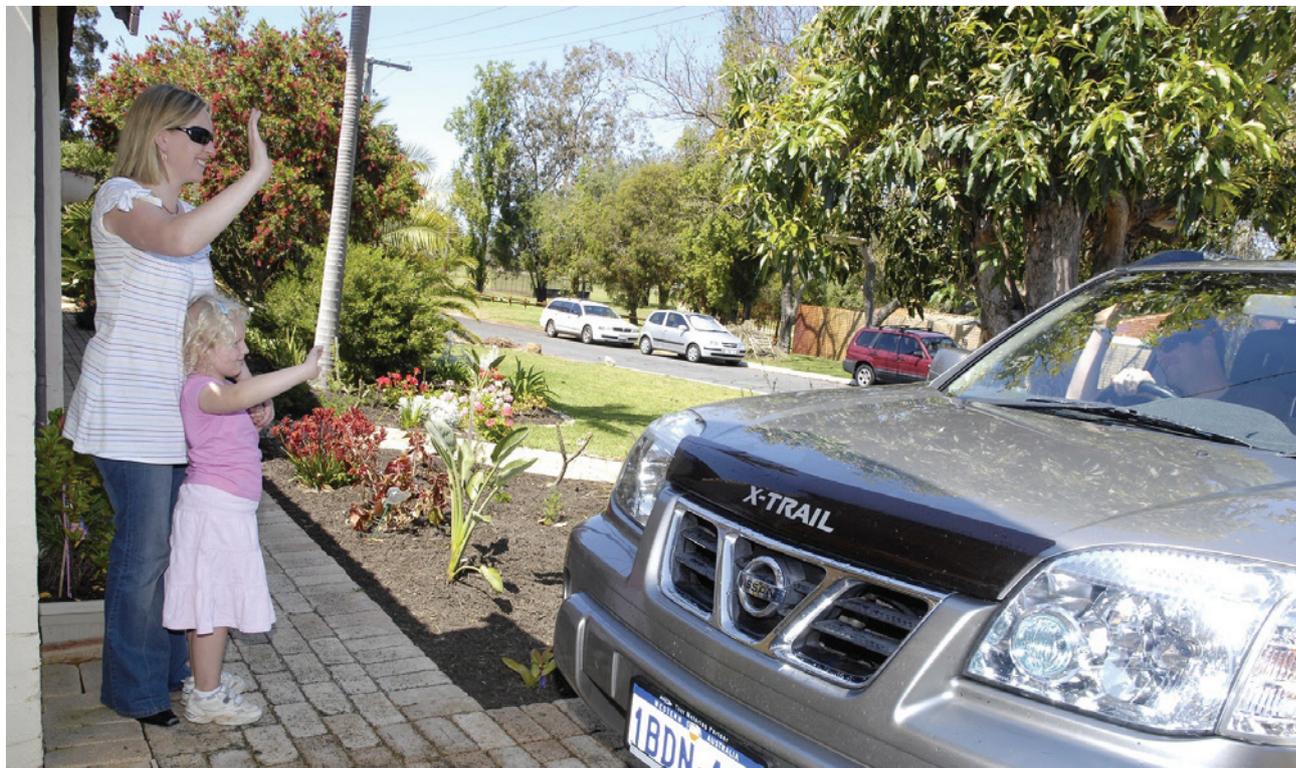
- Send home a copy of *Driveway danger* with each child to share with their family. Encourage students to complete the at home activity and return the photo to school. The photos could be compiled into a book or PowerPoint to promote driveway safety.

A set of Izzy statues which are the same size as a young child is available for loan from SDERA. Use the statues to demonstrate driveway safety.



# Driveway danger

Know where your child is before you or anyone else drives into or out of your driveway.



Children are fast and unpredictable and can move out of your sight and into danger in an instant. It is important to have a family rule about where your child stands when cars are coming in or out of your property. Make sure other adults who care for your child know about this family rule.

If you are the only adult around and need to move the car, put your child in the car, safely restrained, before you move it.

## Safety spot

Find a safe area where your child must stand – the verandah, the front steps or maybe the letterbox – when cars are leaving or coming into your property. Call this the 'safety spot'.

Talk to your child about the safety spot and explain why and when they must stand there

## Use these safety messages with your child

- Don't play in the driveway or near the road.
- Stand on the safety spot to wave goodbye to our family and visitors.
- Everyone stands on the safety spot until an adult says it's okay to move.

## At home activity

Take a photo of your child using the safety spot at your house. Send the photo to school for your child to share with their class.



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

## ACTIVITY 5



### Bikes and helmets

#### Preparation

- ▶ Pop sticks – one per student
- ▶ Markers or crayons – class set
- ▶ **Activity sheet** *Silly Billy and Silly Gilly* and cue the CD
- ▶ **Family information sheet** *Beginning bikers* – photocopy one per student

- Distribute one pop stick to each student. Show students how to draw a smiley face on one side of the pop stick and a sad face on the other side.

Have students find a partner. Explain that students will use the **pop stick faces** (refer to page 169) to show their partner what they think or feel about cycling and riding other wheeled devices. A smiley face indicates the student agrees and the sad face indicates the student disagrees to a statement.

Read one of the following statements aloud. Ask students to decide which face on their pop stick best represents their feeling about the statement. Students then show the pop stick face to their partner and share the reasons that made them make that decision.

Repeat the process using another statement.

#### Statements

- ⊙ Riding a bike or scooter is good exercise.
- ⊙ All kids know how to safely ride a bike or scooter.
- ⊙ It's okay to ride my bike around the backyard without a helmet on.
- ⊙ Kids up to 12 shouldn't have to wear a helmet because they're too young to ride on the road.
- ⊙ Only adults should be allowed to ride a bike.
- ⊙ Scooters are safer than bikes.
- ⊙ It's okay to ride your bike in a cul-de-sac or quiet street.
- ⊙ Country kids are better at riding bikes than city kids.

- Process the activity using the following questions.

#### Ask

*Did you listen carefully when your partner was speaking?*

*How did you know your partner was listening to you?*

*Did your partner always choose the same pop stick face as you? Why or why not?*

*How did you feel when your partner chose a different pop stick face to you?*

*Did listening to your partner's reasons for choosing their pop stick face change your opinion?*

- Listen to the song *Silly Billy and Silly Gilly* then discuss the safe riding messages included in the lyrics ie wear a helmet when riding a bike and skateboard.
- Have students draw a picture of Izzy being a safe rider. Scribe a safety message to accompany each student's work.
- Send home a copy of *Beginning bikers* with each student to share with their family.

Change partners after each vote to give students the opportunity to hear a range of opinions.

# 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.



# Beginning bikers

Choose a bike that is the right size for your child.



It's tempting to buy a bike for your child to grow into but a bike that is too big will be hard for your child to control. So do this simple check to see if the bike is right.

- Can your child stand straddling the top bar (boy's bike) so that both feet are flat on the ground? There should be 2 to 7cms of space between your child and the top bar.
- Can your child reach the handlebars without having to stretch their arms?

## Beginning cycling

Young children should start out learning to ride their bikes in a safe spot where they won't hurt themselves or others. A paved school yard on the weekend, the footpath or a path in the local park would be best.

Watch your child as they practise riding their bike even in these relatively safe areas.

Make sure your child learns to turn and stop properly. Children should ride slowly and look ahead for cars pulling out of driveways as motorists are not expecting bicycles on footpaths. Teach them to watch out for pedestrians and other footpath users.

## Show your child how to look after their bike

- Make sure the seat, handlebars and wheels fit tightly.
- Check and oil the chain regularly.
- Check the brakes to make sure they work well and aren't sticking.
- Check the tyres to make sure they have enough air and the right amount of tyre pressure.

Show your child how to play the *Safe 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](http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html)



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

## ACTIVITY 6

### Make a decision

#### Preparation

- ▶ **Strategy sheet** *Decision-making model* – A3 photocopy
- ▶ **Activity sheet** *Finger puppets* – photocopy one per group
- ▶ Desk or commercial puppet theatre
- ▶ **Activity sheet** *A safe place to play* (refer to page 149) and cue the CD

- Read the following scenario to the class.

#### Scenario

Izzy was invited to a party at the local park. Everyone brought along their bikes, scooters and trikes. Some of the other kids weren't wearing a bike helmet. Izzy knew it was a good idea to wear his helmet just in case he fell off his bike but he was worried that the other kids might make fun of him. What should Izzy do?

Place students with a partner to decide what Izzy might do to solve his problem.

Bring the class together. Ask students to share the choices they identified in discussion with their partner. Write these on the board. When these have been recorded, read through the list then ask the class to decide which two choices would best fit the situation.

Using those choices, work through the **decision-making model** (refer to page 164). Students need to be aware that a decision can have both positive and negative outcomes and that these need to be considered when making a decision.

- Using the finger puppet characters on the activity sheet, model how students can **role-play** (refer to page 165) the scenario and practise speaking assertively. Include 'I' statements in the role-play, for example: *If you don't want to wear your helmet that's your decision but I am going to wear mine. I don't want to get hurt.*

Place students in groups of three. Distribute a copy of the finger puppets activity sheet to each group to cut out and use in their role-play. While groups are rehearsing the role-play, wander around the room listening to students' dialogue and encourage the use of 'I' statements.

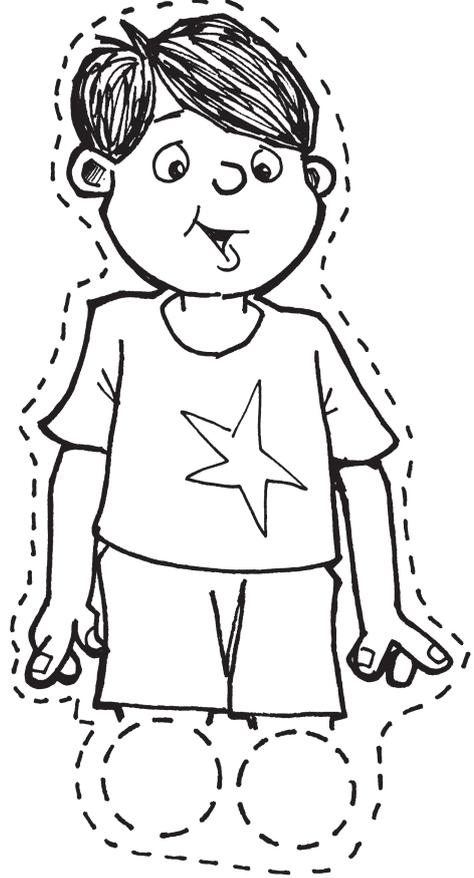
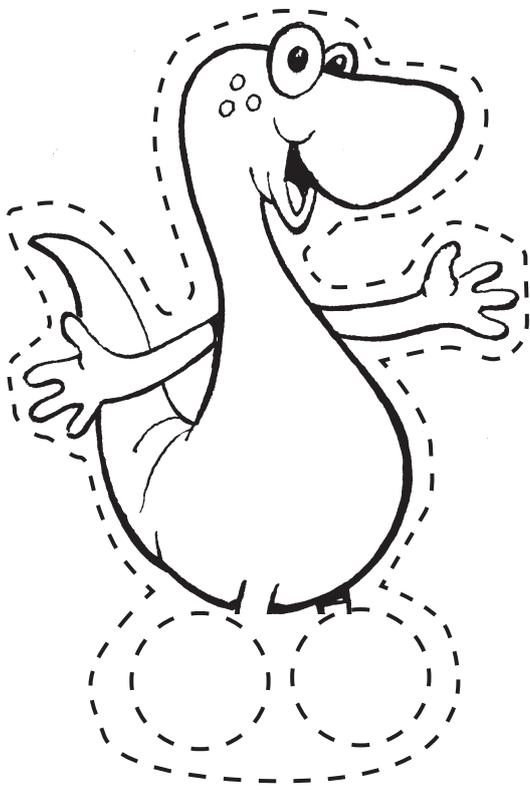
Set up a puppet theatre by turning a desk on its side for students to sit behind and perform their role-play.

- Listen to the song *A safe place to play* and ask students to identify the play safety messages in the lyrics eg play in the backyard, go to the park, don't play in the driveway.

Use double-sided tape to stick the puppets onto the students' fingers.



# Finger puppets



## ACTIVITY 7

### Time to think

#### Preparation

- ▶ **Activity sheet** *Izzy, Izzy what do you see?* – photocopy one per student

- Sitting in a circle, give students one or two minutes to think about the things they have learnt about cycling, riding and playing safely. Help students by listing some of the activities completed during the focus area.
- Explain that each student is going to share one thing they know about playing and riding safely using a game called *Izzy, Izzy what do you see?* Model the game two or three times before students join in. An example is provided. Have students stand up until they have had a turn. This will help students to choose the next person in the game (ie anyone left standing).

#### **Izzy, Izzy what do you see?**

Izzy, Izzy what do you see?

I see Bao riding on the path and looking at me.

Bao, Bao what do you see?

I see Julie standing on the safety spot and looking at me.

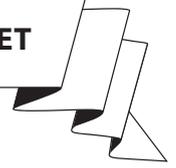
Julie, Julie what do you see?

I see Marco wearing his helmet and looking at me.

Marco, Marco what do you see?

I see Rohan in his backyard looking at me.

- Using an A3 copy of the activity sheet, explain the task then read the text with the class. Model how to finish the sentence then have students complete their own activity sheet. For example:  
Izzy, Izzy what do you see?  
I see *Mrs Peters riding on the footpath* looking at me.



# Izzy, Izzy what do you see?

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Izzy, Izzy what do you see?

I see \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ looking at me.