

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 4 students. It focuses on:

- identifying the reasons why young people fall from their bicycles or other wheeled devices
- identifying ways to reduce or prevent riding injuries
- identifying safer places to ride
- road rules applicable to cyclists including bicycle helmet laws
- recognising the need to wear a correctly fitted Australian Standards helmet when riding.

Key understandings

- A bicycle is identified as a 'vehicle' in the Road Traffic Code and must therefore meet safety and roadworthiness standards.
- Falls from bicycles and wheeled devices are usually due to the rider losing control.
- Bicycles should be checked and regularly maintained.
- A correctly fitted Australian Standards approved bicycle helmet can reduce injuries when a rider is involved in a crash.
- Cyclists and riders have a responsibility to ensure their own and other road users' safety.
- Cycling and riding wheeled devices can pose significant risks for children.
- Cyclists up to 12 years of age can legally ride on footpaths unless a 'no bicycles' sign has been erected.
- Cyclists must follow the road rules eg ride on the left hand side of the path, give way to pedestrians, ride in single file, use a bell or horn to indicate to pedestrians their presence, and indicate clearly when intending to stop or change direction.
- Always be alert and particularly near driveways, gateways and intersections.
- Cycling and riding wheeled devices are healthy and environmentally friendly activities as well as being convenient modes of transport. There are personal and societal benefits of cycling.
- Peers, friends and family can influence riding decisions and attitudes.
- Appreciate that others may have different opinions about cycling and riding safety.

Key skills to practise






















































- Identify situations that may be unsafe when travelling as a cyclist or rider of a wheeled device.
- Identify safer ways to travel to locations as a cyclist and rider.
- Identify situations and influences that can increase a rider's level of risk.
- Participate in class, group and pair discussions about shared experiences and listen carefully when others speak.
- Identify feelings and thoughts in a traffic-related situation before making a safe decision.
- Make responsible decisions to ensure the safety of all road users.
- Share opinions in oral discussions and written responses.
- Work with a partner or in teams to achieve a goal.
- Reflect on knowledge and understandings, attitudes and values.

General capabilities in the Australian Curriculum








The general capabilities of the Australian Curriculum 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 outlines how this resource addresses these capabilities.

Addressing the Australian Curriculum General Capabilities through Challenges and Choices

Activity		page
TUNING IN		
1 Cycling quiz	    	150
2 Identifying benefits of bicycle helmets	    	151
FINDING OUT		
3 Identifying reasons why riding injuries occur	    	153
4 Checking and fitting bicycle helmets	    	155
5 Active transport options	     	160
6 Identifying safer places to ride	   	161
7 Identifying road rules, signs and signals	    	164
SORTING OUT		
8 Speaking out	    	169
9 Practising using assertive skills	  	173
REFLECTING		
10 Identifying your attitudes	    	177
11 Time to stop and reflect	    	179

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

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, may 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.¹

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 2063 or AS/NZ 2063 label.
- fit and fasten securely to provide the level of protection that 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, front and rear lights and a reflector on the back.²

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.

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.

Adults are permitted to ride compliant power assisted bicycles on shared paths with the power engaged. A powered bicycle is defined as a bicycle only when the power is not engaged.²

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?

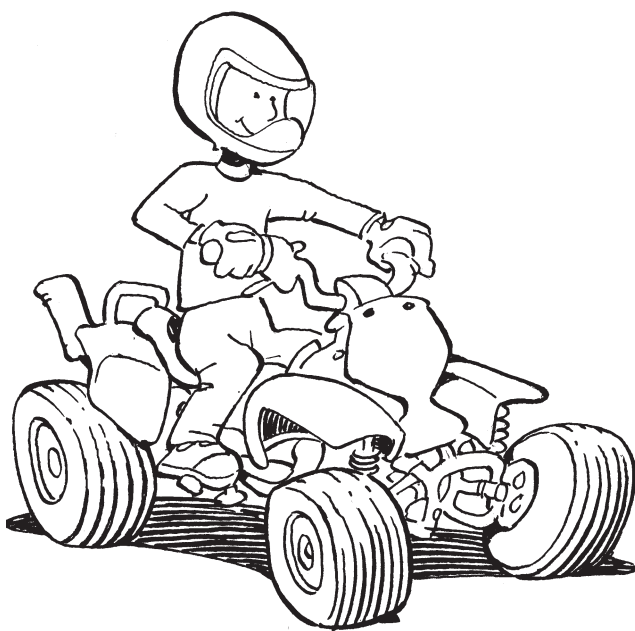
To qualify as a motorised scooter, the device must have a maximum power output of not more than 200 watts, must not be able to travel faster than 10 km/h on level ground and can only have electric motors.

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.

1 Office of Road Safety (website). Retrieved from ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist/cycling-safely

2 Department of Transport (website). Retrieved from www.transport.wa.gov.au/mediaFiles/AT_CYC_P_ChangeBikeRegs.pdf



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.²

Make tracks2school

The make tracks2school program aims to encourage children aged 10-12 years old, and their families, to walk or cycle to school more often. The program was developed in response to the Child and Adolescent Physical Activity and Nutrition Survey (CAPANS) 2003, which found that more than 1 in 4 of Western Australian children and young people were overweight or obese, and only 1 in 3 were walking or cycling to school.

For further program information, contact the Heart Foundation on (08) 9382 5939.

Useful websites

For information on bicycles and scooters and helmets

- Kidsafe WA
<http://www.kidsafewa.com.au/bicyclesandotherdevices.html>
- Office of Road Safety
<http://www.ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist.aspx>
- Department of Transport
<http://www.transport.wa.gov.au/activetransport/24022.asp>

For interactive games

- Bike safety cartoon
<http://www.chp.edu/CHP/Bike+Safety+Cartoon>
- Helmet fitting cartoon <http://www.chp.edu/CHP/helmetfitting> (inform viewers that helmets in Australia must meet Australian Standards).

ACTIVITY 1



Cycling quiz

Preparation

- ▶ A4 paper – one sheet per group
- ▶ Empty tissue box (question box)
- ▶ Strips of paper or small cards
- ▶ Internet access

- Place students in groups of four and conduct a quiz using the following questions. Have groups write their answers on a piece of paper. Check the answers with the class and clarify any questions.

Quiz questions

1. In Australia all cyclists must wear an approved bicycle helmet when riding their bicycle.
True. Cyclists must always wear a bicycle helmet that meets Australian standards AS 2063 or AS/NZ 2063 when riding.
2. A cyclist must have at least one hand on the handlebars while riding.
True.
3. Are all riders in the Tour de France required to wear a bicycle helmet?
Yes.
4. Which country produces the most bicycles?
130 million bicycles are sold every year globally and 66% of them are made in China.
5. Who was the first Australian to win the Tour de France?
Cadel Evans in 2011.
6. Who is thought to have created the first designs for a bicycle?
Leonardo da Vinci in the 15th century.
7. Is a penny farthing the name of a bike or a firecracker?
A bike that has a very large front wheel and a much smaller rear wheel.
8. What age do children have to be to legally ride on the footpath?
Under 12 years of age.
9. You must get off your bike and wheel it across the crosswalk or traffic lights.
True. Cyclists must walk their bicycle across these pedestrian facilities.

10. You must ring your bell when approaching a pedestrian from behind.

True. Cyclists when approaching a pedestrian from behind must ring their bell at least 30 metres before reaching the pedestrian.

- Have groups identify any further questions about cycling or riding skateboards, scooters, rip-sticks etc that they would like answered. Each question should be written on a strip of paper and placed in the question box. The questions can be used to plan the content of the classroom program. Select questions at various times throughout this focus area and discuss or provide the class with the answer.
- Access the Department of Transport's website at www.transport.wa.gov.au/cycling and click on 'frequently asked questions'. Students can use the website to answer the following question: *What are five important facts or rules that someone your age should know about cycling?*

Discuss the cycling rules as a whole group. List some on the board to use in future activities. Alternatively, students can create their own cycling quiz and share it with a partner or take it home to quiz their family.

ACTIVITY 2

Identifying benefits of bicycle helmets

Preparation

- ▶ Range of headgear including hard hat, beanie, rain hat, motorcycle helmet, cap, cricket helmet, bicycle helmet
- ▶ Image of Ned Kelly's helmet
- ▶ **Activity sheet** *Comparing helmets* – photocopy one per student
- ▶ Internet access

- Show students the range of headgear and talk about the design and purpose of each type (eg material, weight, protection from injury, shade and warmth). Explain that headgear has been used throughout the years for a range of purposes including: protection from the weather; from injury in battles; for religious and cultural reasons; for work; playing sport; and fashion.

Show students a photo of Ned Kelly's metal helmet using images from the internet. Discuss why the helmet was made from metal and the problems Ned may have faced wearing the helmet (eg weight, lack of ventilation, difficult to see out of the slot).

Identify situations where helmet use is compulsory such as driving racing cars, BMX competitions, batting in a cricket game, and working on building sites.

- Distribute copies of *Comparing helmets*. Explain students are to compare the two helmets shown on the activity sheet and record any similarities and differences.
- Survey the class to find out how many students ride a bicycle, skateboard, scooter, rip-stick, motorbike, quad bike, BMX or other wheeled devices. Record the information on the board.

Next to each type of cycling or riding activity, survey the level of helmet wearing by asking the following questions.

Ask

How many of our class wear a helmet every time they ride a (insert name of wheeled device)?

How many of our class sometimes wear a helmet when they ride a (insert name of wheeled device)?

How many of our class never wear a helmet when they ride a (insert name of wheeled device)?

Discuss the finding of the survey. If the common response by students was to not wear a helmet, discuss why this is their preferred behavior.

Ask

Do you have to wear a helmet when you are riding a bicycle? (Explain that Australia was the first country to bring in bicycle helmet laws. Western Australia introduced the laws in 1992. The Australian Road Rules state that, 'The rider of a bicycle must wear an approved bicycle helmet securely fitted and fastened on the rider's head, unless the rider is exempt from wearing a bicycle helmet under another law of this jurisdiction.' The law also requires helmet use by bicycle passengers.)

What are some of the possible consequences (with the law, money, your health, friends and family) of not wearing a helmet? (eg injury to the brain, fined by police, in trouble with parents)

What are some reasons to wear a helmet when riding a bike? (eg protect your head and brain, comply with the law, don't get injured and need your family to look after you)

- Use a **thumbs up, thumbs down** (refer to page 201) to discuss the following statements and check students' understanding. Allow time for students to share their opinion with the class. Clarify any student misconceptions about bicycle helmet rules.

Statements

- ⊙ You only have to wear a bike helmet when you ride on the road.
- ⊙ You only have to wear a bike helmet until you get to high school.
- ⊙ You don't have to wear a bike helmet in your own backyard.
- ⊙ You don't have to wear a bike helmet when you are riding in the park or out in the bush where there are no cars.
- ⊙ Bike helmets are ugly and most kids don't want to wear them.
- ⊙ There is a right and a wrong way to wear a bike helmet.
- ⊙ It is okay to put your bike helmet on over the top of your cap.
- Students can research bicycle helmets to find out:
 - ⊙ How bicycle helmets are manufactured.
 - ⊙ Materials used in the manufacturing of bicycle helmets.
 - ⊙ The weight of a bicycle helmet.
 - ⊙ The different types of bicycle helmets on the market.

Comparing helmets



CRICKET
HELMET



BIKE
HELMET

What is the purpose of the bike helmet?

What is the purpose of the cricket helmet?

Write 3 ways these helmets are the same.

1. _____
2. _____
3. _____

Write 3 ways these helmets are different.

1. _____
2. _____
3. _____

What do you think is the most important safety feature of both helmets? Why?

Does knowing this important safety feature encourage you to wear a bike helmet? Why?

ACTIVITY 3

Identifying reasons why riding injuries occur

Preparation

- ▶ A3 paper –one sheet per group
- ▶ **Activity sheet** *Injury survey* – A3 photocopy

- Place students in groups of four. Conduct a **placemat** (refer to page 194) to have students respond to the following question: Why do children fall off their bikes, skateboards and scooters? Answers could include:

- ◉ Learning to ride
- ◉ Lack of balance
- ◉ Going too fast
- ◉ Lose control of bike
- ◉ Hit a kerb
- ◉ Mucking around.

Groups review their ideas and decide on the five most common reasons to write in the centre of their placemat. Listen to feedback from the groups. Remind students of the 'no name' rule when retelling experiences.

Explain to students that most causes of crashes can be grouped into three categories:

1. Lack of skills or knowledge
2. Unsafe behaviour
3. A hazard in the environment.

Ask groups to review the ideas written in the centre of their placemat and group each idea into one of the three categories.

- Conduct a survey to develop a bike injury profile of the class. Display an A3 copy of *Injury survey* and read through the data to be collected. Students anonymously write their responses on the sheet. Discuss the findings of the survey with the class.

Ask

Did the number of injuries surprise you? Why?

What were the most common injuries? (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. Cyclists who do not wear helmets are three times more likely to suffer head injuries in a crash.)

When did most injuries happen?

Do you know how to help someone if they fall off their bike? (Talk about basic first aid for scratches and cuts. Refer to St John Ambulance website at www.stjohn.org.au for further information.)

What are some things you would miss if you were injured and had to stay in hospital for a long time? How would you feel?

- Have students construct a graph showing the results of the survey.
- Discuss ways cyclists and riders of skateboards and scooters can avoid falls and injuries. Examples could include:
 - ◉ Learn how to ride in a safe area.
 - ◉ Wear protection such as a bike helmet and knee and wrist pads.
 - ◉ Ride with an adult.
 - ◉ Ride on cycle and shared paths and footpaths.
 - ◉ Follow the road rules – learn how to use hand signals.
 - ◉ Learn how to brake quickly and keep the bike stable.

If the number of bicycle injuries is low, include other students of the same age in the survey.

Injury survey



Tally	Total
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Have ever ridden a bike

Hit another object when riding		
Fallen from a bike when riding		
Been injured after falling from a bike		
Been injured when riding on a road		
Been injured when riding off the road		
Been injured by a car when riding		

Have ever ridden a skateboard or scooter

Hit another object when riding		
Fallen from a skateboard or scooter		
Been injured after falling from a skateboard or scooter		
Been injured when riding on a road		
Been injured when riding off the road		
Been injured by a car when riding on the road		

Injury

Bruised		
Scratch or cut		
Fracture		
Broken bone		
Face injury		
Head injury		
Leg injury		
Arm injury		
Stomach or chest injury		
Other		

Time injury happened

Morning		
Afternoon		
Night		
Weekend		
On the holidays		

Medical treatment

Given first aid by a family member		
Visited a doctor		
Went to hospital		
Stayed in hospital for a short time		
Stayed in hospital for a long time		

ACTIVITY 4

Checking and fitting bicycle helmets

Preparation

- ▶ Bicycle helmet – one per group
- ▶ Art paper – one sheet per student
- ▶ **Family information sheet** *Checking bike helmets* – photocopy one per student
- ▶ **Family information sheet** *Buying a bike helmet* – photocopy one per student
- ▶ **Family information sheet** *Does this helmet need replacing?* – photocopy one per student
- ▶ **Family information sheet** *Looking after a bike helmet* – photocopy one per student

- Pass a bicycle helmet around the group. Use the following questions to discuss the function of each part of a bicycle helmet and the purpose of wearing a helmet.

Ask

Why do you think the helmet is shaped this way?

Why is there a foam liner inside the helmet? (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.)

What does the Australian Standards label mean? (All helmets sold in Australia are tested to ensure they meet safety standards and carry the AS 2063 or AS/NZ 2063 label.)

What colours might be easier to see in traffic? (Light and fluorescent colours are more noticeable in the traffic environment and at night or in wet weather conditions.)

Why should people wear a helmet when riding?

What types of injuries will a bike helmet prevent? (eg head injuries)

What is the law about wearing a bike helmet? (All cyclists must wear a correctly fitted Australian Standards helmet.)

- Ask for a student volunteer. Show how to check a bicycle helmet is the right size and is being worn correctly using the following steps. Check that students understand the importance of the straps being fitted correctly and buckled.
 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 the straps are securely fastened and the student can still open and close their mouth.
 3. Check 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 movement suggest the student use the pads provided by the manufacturers to adjust their helmet.
- Read through the *Checking bike helmets* sheet with the class and encourage students who own helmets to complete the activity at home with their family. Remind the class that a bicycle helmet will only protect the wearer's head if it is correctly fitted and is in good condition.
- Students create posters illustrating the correct way to wear a bicycle helmet with the parts of the helmet labeled and a brief description of the function of each included eg Styrofoam liner to absorb impact. Further information on helmets can be located on the internet and incorporated into the students' work.
- Send a copy of each information sheet home with students to share with their family. Place extra copies of the information sheets in the foyer and resource centre for other families to access.

Send home a note advising families that the class will be conducting a bike helmet check.



Checking bike helmets

We have been learning about the advantages of wearing a bike helmet correctly. Would you please help your child to check their helmet to make sure it will give them the best protection?

Name _____

Name of person helping you _____



	Check	Score	Points
Size	When shaking the head, the helmet...	Moves Doesn't move	0 1
Position	Is the forehead protected?	No Yes	0 1
Straps	Buckle works?	No Yes	0 1
	Firm under the chin?	No Yes	0 1
	Condition of the straps?	Poor Good	0 1
	Firm around the ears?	No Yes	0 1
Foam shell	Cracked?	No Yes	0 1
	Signs of breaking up?	No Yes	0 1
Plastic cover	Cracked?	No Yes	0 1
	Buckled?	No Yes	0 1
Colour	What colour is it?	Dark Light	0 1
Australian Standards label	Can see AS/NZS 2063 information?	No Yes	0 1
		TOTAL POINTS	

Do I need a new helmet? ☐ YES ☐ NO

How can I improve my helmet score? _____

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

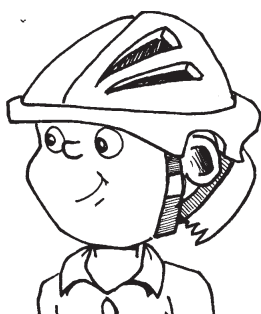


Buying a bike helmet

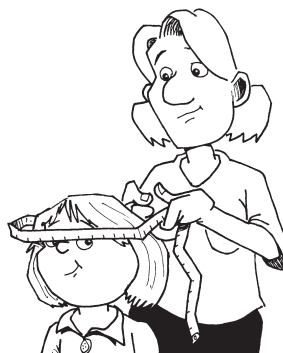
When it's time to buy your child a bicycle helmet there are several things you need to know.



- All bicycle helmets sold in Australia are tested for their safety. If a bicycle helmet meets the safety standard it will display the AS/NZS 2063 information label.
- 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.
- Bicycle 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 they like as they will be more likely to wear it.



Wearing a well-fitting 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/NZS 2063 sticker.

If you've ticked all of the above, you're set to go!

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



Does this helmet need replacing?

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.



Looking after a bike helmet

Bicycle helmets can become quite dirty. Whether it's dirt on the exterior or sweaty grease on the inside, a helmet can be quite a mess.



Tip 1: Store bike helmets in a cool, dry place

- Show your child where to place their helmet when they're not wearing it such as on the handlebar of their bike if out playing, or in a special place at home or school.
- Storage should be away from direct heat as it can damage the outer plastic skin of the helmet weakening the foam and its ability to protect. Don't leave helmets in cars like the boot or back parcel shelf, where the sun is likely to heat the interior.
- If the helmet has a removable liner, remove this and rinse with clean water and a mild soap. When you're sure it is dry, replace the liner and store the helmet in a breathable container or a dedicated bicycle helmet cover, and place in a cool dry place.

Tip 2: Cleaning bike helmets

- Always follow the manufacturer's instructions.
- Clean the plastic outer shell with soap or a mild cream cleaner. Never use abrasive or chemically aggressive cleaners like paint thinners or other petroleum based products as they can damage the shell.
- To clean the straps, soak and scrub them with a brush.

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

ACTIVITY 5

Active transport options

Preparation

- ▶ A3 paper – one sheet per group
- ▶ Internet access
- ▶ Local area map or access to Google Earth

- Distribute a sheet of A3 paper to each group. Show the class how to set up an **ABC graffiti** sheet (refer to page 188). Explain that students are to list 26 positive and fun things they and their family can do on a bicycle, each starting with a letter of the alphabet. For example, A – acrobatics, B – BMXing, C – competitions, D – dirt tracks.
- Explain that to make our communities healthier and safer we need to balance the use of the car with other ways of travelling like walking, cycling and using public transport. This type of travel is called ‘active transport’.

Ask groups to circle the ideas written on their ABC graffiti sheet that are linked to active transport.

- **Brainstorm** (refer to page 188) the social benefits of children and adults cycling and riding skateboards, scooters and rip-sticks. Write the ideas on the board under the heading ‘advantages’. For example: physical exercise; fun and leisure; competition; reduce greenhouse emissions; save money on fuel and parking.

Brainstorm some of the reasons why children and adults choose not to cycle or ride and write these under the heading ‘disadvantages’. For example: safety, helmet laws, climate, distances, lack of physical strength and skills, cost of initial purchase, don’t feel safe, haven’t learnt road safety skills.

Compare the two lists and ask the class to decide if the advantages of cycling and riding outweigh the disadvantages. Talk about ways to enable students to cycle or ride. For example if lack of physical strength and skills, and haven’t learnt road safety skills were identified as a disadvantage, suggest that students attend a bicycle education course and set small goals to increase their physical strength.

- Look at a local area map and have the class identify well known landmarks such as the library, shopping centre, police station or park. Draw a circle around the school. Have students mark on the map the routes they take to travel to and from school. Decide which of the routes identified may be safer than others eg quieter roads, crosswalk or traffic warden available, no big intersections or roundabouts. Talk about other issues students have when walking or riding to school eg feel unsafe could be tackled by travelling as a group or part of the Walking School Bus™ if it is available at the school. Remind students that adult supervision is recommended for children their age when walking and cycling or riding.

- Set up a class challenge to encourage students to use active transport to school for the next week. Draw a table labeled ‘Take the challenge’ on the board. Award a tick on the chart for each student who travels to or from school each day. At the end of the week, tally the results and discuss. The challenge could include students in other classes or the whole-school.

Take the challenge

	Tally	Total
Walk		
Cycle		
Ride		
Bus		
Car pool		
Other		

- Students write a goal to increase their use of active transport. Point out the goal must be realistic and achievable. Send the goal home for students to share with their family.

Cycling WA offer the Be Active Cycle Instead - Bike Skills Program to schools. Further information is available at www.wa.cycling.org.au

ACTIVITY 6

Identifying safer places to ride

Preparation

- ▶ Internet access
- ▶ A3 paper – one sheet per group
- ▶ Coloured markers – a different colour for each group
- ▶ Local area map or access to Google maps
- ▶ **Family information sheet** *Teaching your child to ride* – photocopy one per student
- ▶ **Family information sheet** *Cycling on shared paths* – photocopy one per student

- Give each group a map of the local area or show the map on an interactive whiteboard or computer. Identify local landmarks such as the school, major intersections, shops and parks. Highlight places where it would be safe for a student to learn to cycle with adult supervision.
- Send home a copy of *Teaching your child to ride* and *Cycling on shared paths* with each student to share with their family.

- Ask groups to write five things a young person their age should not do when learning how to ride a bicycle, skateboard or scooter. Some examples could include:
 - ⦿ Don't ride down a hill or steep driveway
 - ⦿ Don't ride on the road
 - ⦿ Don't wear shorts or t-shirt
 - ⦿ Don't think you will be able to do it straight away
 - ⦿ Don't get distracted
 - ⦿ Don't go without a helmet.

Listen to the ideas generated by each group and write a list on the board. Have the class switch the 'don't' ideas to 'do' ideas. For example, don't wear shorts or t-shirt would become 'do wear clothes to cover your arms and legs to protect you if you fall off'.

- Distribute a sheet of paper and a coloured marker to each group. Have each group write the heading – *Do learn to ride your bike here* on their **graffiti** sheet (refer to page 192). Explain that groups are to identify places in the local area where someone their age could learn to ride and write these on their graffiti sheet.

After a nominated time, have the groups swap their graffiti sheets. Groups should read the responses written on the graffiti sheet, tick the places identified as safe that they agree with, cross the places they disagree with, and add any others. Continue this process until groups have contributed to all graffiti sheets.

Ask

Which of the places you identified as safe for someone your age to learn to ride bike would be the best? Why?
Where do most children at our school learn to ride?
Did everyone have the same opinion as you about safe and unsafe places for riding? Why?



Teaching your child to ride

Getting their first bike can be very exciting for your child but there are a lot of things to learn and practise before they can ride safely on their own. Here are some tips to help you and your child.



Photo courtesy of Cycling WA

SAFETY TIP 1: ALWAYS WEAR A HELMET

Bike helmets should be worn every time your child gets on their bike – especially when they are first learning to ride. Wearing gloves and knee and elbow pads to protect ‘knock zones’ can also be a good idea especially in warm weather when your child might be wearing a T-shirt and shorts that exposes skin areas. Wear your helmet too – your child is watching.

SAFETY TIP 2: BIKE PARTS

As well as learning how to ride, your child needs to learn what each part of their bike does. Point out the brakes, handlebars, chain, tyres, spokes and lights and explain what each one does. Show your child how to care for their bike.

SAFETY TIP 3: FIND A SAFE PLACE TO PRACTISE

At first your child will not have the skills to keep the bike straight and stop safely. Find an area with a smooth surface and away from traffic where your child can practise. Watch them closely and never allow your child to coast or freewheel down a steep embankment. Tell your child they are allowed to ride on the footpath until they turn 12.

SAFETY TIP 4: STOP AND BALANCE

Take the pedals off your child’s bike and get them to practise balancing, steering and stopping. When they can do this put the pedals back on and see how they go. Once your child is able to stay up with ease and use the brakes without trouble, you can go out together in a safe area.

SAFETY TIP 5: STARTING TO RIDE

The ‘running method’ is simple and one that many parents use. Once your child is on their bike you run along next to them giving simple instructions. Some parents hold onto the seat of their child’s bike and run alongside which will let you correct the lean of the bike. Another way is to hold your child gently by their shoulders.

SAFETY TIP 6: SUPERVISE AND KEEP YOUR CHILD CLOSE

Either walk or ride behind your child so you can see them at all times and they are within earshot. Make sure your child is in the habit of listening to your instructions and knows to follow warnings just in case you need to get them to stop in a hurry.

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



Cycling on shared paths

Shared paths can be used by cyclists and pedestrians, and are an ideal place for children to ride and avoid other traffic.

Here are some cycling rules that your child needs to know

- Children under 12 years of age may ride on any footpath unless a 'no bicycles' sign has been erected.
- Cyclists over 12 years of age are not permitted to ride on a footpath.
- Cyclists must keep left on shared paths and footpaths unless overtaking.
- Cyclists must give way to pedestrians at all times. When approaching a pedestrian from behind, a cyclist should ring their bell about 30 metres before reaching the pedestrian.
- At path intersections, cyclists must signal their intention to turn and give way to motor vehicles entering or exiting an intersecting road. Look in all directions before proceeding across the road and onto the path on the other side.
- Cyclists must only travel in single file on all paths.
- Cyclists can travel two abreast on a road.
- Under the Road Traffic Code 2000, it is an offence to ride carelessly or recklessly which includes riding at a speed that places other path users at risk.



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

ACTIVITY 7

Identifying road rules, signs and signals

Preparation

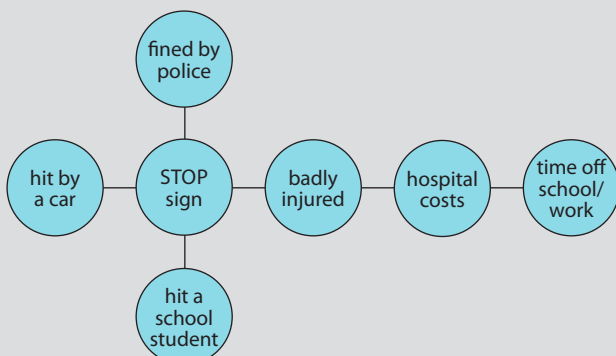
- ▶ **Activity sheet** *Road rules, signs and signals* – photocopy and cut into individual cards
- ▶ A3 paper – one sheet per group
- ▶ **Strategy sheet** *PNI* – photocopy one per group
- ▶ Digital camera (optional)
- ▶ **Family information sheet** *Is your child's bike safe to ride?* – photocopy one per student
- ▶ **Family information sheet** *Scooters* – photocopy one per student

- Explain that in Western Australia all road users, including cyclists, are required to comply with the Australian Road Rules. The rules are designed to ensure that all road users interact in the traffic environment in a similar way and by complying with the rules, minimise involvement in road crashes. For some of the road rules a sign, signal or marking is placed in the traffic environment as a reminder to road users (eg a stop sign or speed sign) and these remain consistent throughout Australia.
- Give each group a set of cards from *Road rules, signs and signals* and an A3 sheet of paper. Ask groups to draw a **T chart** (refer to page 198) on the paper and label one column 'sign or signal' and the other column 'rule'.

Explain that groups are to read the road rule clue and find the matching road sign or signal card, and place the cards together on the appropriate side of their T chart.

Check that students have matched the cards correctly and clarify any questions about the road rules. Ask students to identify the road signs or signals on the T chart that can be found in the local area near the school.

- Construct a **mind map** (refer to page 193) by choosing one road rule and identifying all the harms or consequences that might occur if a road user did not follow the rule. An example is provided.



Ask

Are road rules easy or hard to follow? Why?
Do road users only follow rules so they don't get fined?
Why or why not?
How do you feel when you see another road user not doing the right thing?
Is it your responsibility to do the right thing and follow the rules?
Is it the community's responsibility to do the right thing and follow the rules?

- Conduct at **PNI** (refer to page 195) using one of the following statements.

Statements

- ◉ All cyclists including children over 6 years of age will have to pass a practical and road rules test before being allowed to cycle.
- ◉ The bicycle helmet laws are going to change and only children under 12 years of age will have to wear a helmet.
- ◉ Cyclists who do not follow the road rules will have their bicycle confiscated.

Have groups share and justify their PNI ideas.

- Have students take photographs of road signs and signals in the local area and around the school, and if possible photographs of cyclists complying with the signs and signals. Display the photos with the related road rules.
- Play games such as Snap and Concentration using the road rules, signs and signals cards.
- Send home *Is your child's bike safe to ride?* and *Scooters* with each student to share with their family.

Access the Department of Transport website at <http://www.transport.wa.gov.au/activetransport/24949.asp#25068> and download the Cycling and the law brochure.

Road rules, signs and signals



Cyclists must stop at this sign and give way to traffic coming in all other directions.

When the road is clear and safe, cyclists can move on.



This sign lets cyclists know there is a roundabout ahead.

Hand signals should be used to indicate when a cyclist intends to move out of the roundabout.



Pedestrians and cyclists can cross here. Cyclists must dismount and wheel their bikes across.



This signal controls all traffic, cyclists and pedestrians and usually has boom gates which come down and/or flashing lights and bells that continue until the train has passed.

At railway crossings that only have a stop sign, cyclists must always stop, look, listen and think before wheeling their bike across.



Road rules, signs and signals



Cyclists are allowed to ride on this path. They must keep to the left of the path, ride behind each other, and give way to pedestrians.



Cyclists must slow down at this sign and check for other traffic. If there is no other traffic, the cyclist can ride through the intersection.

If there is other traffic, the cyclist must let it pass before riding on.



Cyclists must not ride into a street where this sign is shown. This is because it is a one-way street.



This sign tells cyclists that the traffic only goes one way. Cyclists are not allowed to ride the wrong way up a street.



Road rules, signs and signals



This path is only for cyclists' use.



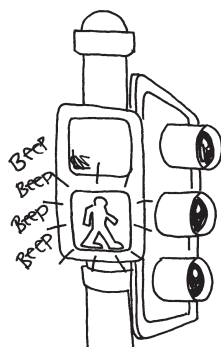
When the traffic warden has blown their whistle and is holding out the flags to stop all other traffic, cyclists can wheel their bike across the road.

Pedestrians must also follow the traffic warden's instructions.



Cyclists must not cross when the red 'don't walk' man is flashing.

If the don't walk signal starts to flash while a cyclist is crossing, they must complete their crossing as quickly as possible, either to the median island or to the side of the road (whichever is closer).



Cyclists must dismount and wheel their bike across when the green 'walk' sign is flashing.





Is your child's bike safe to ride?

Sometimes parents want to buy a bike for their child to grow into, but bikes that are too big aren't safe.



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 the 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.

Check your child's bike

- ☐ Can your child straddle the top bar (boy's bike) so that both feet are flat on the ground? There should be 2.5 to 7cms 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 both questions, then the bike is the right size for your child.



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



Scooters

Scooters are a popular toy but many children are injured riding these wheeled toys. It is important for your child to understand the potential dangers of riding a scooter and how to protect themselves from injury.



Teach your child

- Show your child how to ride and control their scooter in a safe learning area – well away from roads and driveways.
- Scooters have small wheels, a low clearance and the braking system is not always reliable which means that losing control is quite likely particularly if your child is riding on rough surfaces. Show your child how to use the braking system.
- The folding mechanism can sometimes give way under pressure. Make sure your child knows this and regularly checks their scooter.
- Falls can happen at any time and are very common for children riding scooters. Check that your child wears their bike helmet, and wrist, elbow and knee guards, every time they ride their scooter – even in the backyard.
- Do not allow your child to ride their scooter near the road or down steep hills and driveways.
- Explain the road rules. Make sure that your child always gives way to pedestrians on footpaths and shared paths.
- Supervise your child, especially when they are riding on cycle paths or in the park, and make sure that safety is a priority.

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

Preparation

- Suggest to students that at times they may find themselves in situations where they feel pressured to do something they don't want to do or would like to do but feel it is not safe to do so. Read the following scenario to the class.

Ryan is riding his skateboard on the footpath near his home and notices some of his friends skateboarding on the road. Ryan's friends ask him to join them.

- doesn't want to get hurt
- might fall off and look silly
- might get into trouble from a family member
- knows it is dangerous.

- thinks it will be fun
- might want to show his friends what a great skateboarder he is
- doesn't want to be left out
- likes his friends and thinks that his friends might drop him if he doesn't skateboard with them.

Ask

Which reason do you think would make Ryan decide not to skateboard with his friends? Why?

- Display a copy of *Bulldog, panda, mouse* sheet and discuss the three styles of communication – assertive, passive and aggressive (refer to page 189). Explain the style of communication a person uses can greatly influence the outcome of an interaction with others and assertive communication usually has the best outcome for all.

Give each student a copy of *Being assertive* and split the class into small groups. Explain that groups are to brainstorm what they think being assertive looks like, sounds like and feels like and write these on their activity sheet. Point out that being assertive can be through both verbal and non-verbal behaviours. Some examples could include:

Looks like	Sounds like	Feels like
<ul style="list-style-type: none"> • Looking the other person in the eye • Standing still • Feet solidly planted • Appear relaxed • Walking away • Get help from a friend • Ignoring the pressure • Confident 	<ul style="list-style-type: none"> • Clear and confident voice • Reasonable tone • Firm • Doesn't change their mind • Speaks from their own viewpoint • Uses 'I' statements 	<ul style="list-style-type: none"> • Strong • Calm • In control • Doing what you want to do • Positive • Standing up for what you believe

Discuss the ideas generated by the class and correct any responses that may be bordering on passive or aggressive behaviours. Have students add ideas to their own activity sheet.

Emphasise that students can use assertive behaviours all the time and not only when faced with a pressure situation. Also point out that sometimes it is more effective not to do or say anything, just get on and do it. For example in Ryan's situation:

- Say: 'I want to skate on the footpath' and skateboard on the footpath.
- Do: Ride on the footpath.

- Distribute copies of *Speaking out* to groups. Explain students are to choose the responses or 'comebacks' they would use in situations where peers are encouraging unsafe riding behaviour.

Discuss the responses the class identified as most useful. Explain having a few assertive responses in an invisible backpack is very useful however it is only with practise that these responses will become easier to say in pressure situations.

- Place students with a partner. Nominate one student to role-play the character of Ryan and the other to be a friend. The students role-playing Ryan are to practise using assertive responses including some of the responses they chose on the *Speaking out* activity sheet. Ask the students who are playing the role of Ryan's friend to try and influence Ryan (their partner) to change his mind. Allow time for all students to play the character of Ryan.

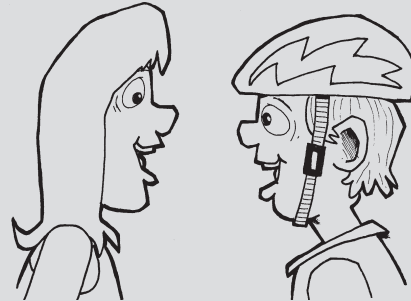
Ask

How did you feel when you spoke assertively? (Students may describe feeling uncomfortable or wanting to change their mind. Explain that with practise it will become easier.)

Was it hard to make a quick response?

Were you happy with your response?

How can you get better at being assertive? (Like any new skill it requires a lot of practise.)



- Students write two assertive responses to use in situations where they felt their safety was an issue. Remind students to include 'I' in their responses.

Name

ACTIVITY SHEET

Being assertive

feels like



sounds like

looks like

Speaking out

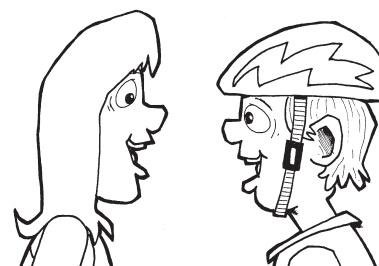
Tick the responses you would use if a friend told you to do something unsafe. Explain why you would or wouldn't use each response.

✓	Response or comeback	I would say this because ...	I wouldn't say this because ...
	My parents say I have to wear a helmet.		
	I know that you think skateboarding on the road is fun but I think it's dangerous. I'm going to stay on the footpath.		
	I'll be grounded for a week if my parents see me skateboarding on the road.		
	I don't want to hurt myself and end up in a wheelchair.		
	You don't have to wear your helmet but I'm going to wear mine.		
	No way. I don't want my head cracked open.		
	My parents will sell my bike if they find out I was riding without a helmet.		
	A helmet won't do my head any good hanging on the handlebars.		
	I'm going to ride on the footpath.		
	I have to go home now.		
	My helmet doesn't bother me.		
	How about we ride our scooters around the track at the park.		

Practise using the responses you ticked with a partner.

Make sure you use your assertive skills.

- Look your partner in the eye
- Stay calm
- Use a clear and confident voice
- Stand still and strong
- Smile when you talk
- Don't change your mind
- Use 'I' to start your sentences eg I want to wear my helmet



ACTIVITY 9

Practising using assertive skills

Preparation

- ▶ **Activity sheet** *Talking tactics* – photocopy one card per group
- ▶ **Activity sheet** *Being assertive* (refer to Activity 8)
- ▶ Poster paper or access to a computer – one per student
- ▶ **Family information sheet** *Quad bikes and kids* – photocopy one per student
- ▶ **Family information sheet** *Child safety on rural properties* – photocopy one per student

- Students make up an acronym for being assertive such as STAND – strong, treat with respect, always calm, never change your mind, don't shout. Have students create a poster using the acronym. Send the posters home for students to discuss with their families and put on their fridge to act as a reminder.
- Send home a copy of *Quad bikes and kids* and *Child safety on rural properties* if appropriate for students and their families.

- Students will need to refer to their *Being assertive* Y chart sheet which was completed in Activity 8.

Place students in groups of three. Give each group a scenario card from *Talking tactics*. Nominate two students in each group to **role-play** (refer to page 195) their scenario. The other students are to be the 'checkers'. Their task is to watch and tick the assertive behaviours listed on their *Being assertive* sheet and are being used during the role-play.

Swap roles within the groups to allow students to all practise using assertive behaviours.

Invite groups to perform their role-play for the class then use the following questions to process the activity.

Ask

What assertive responses were the easiest to use?

How did you feel when you responded assertively?

(Assure students when first learning how to use assertive behaviours it may feel uncomfortable however with practise this feeling should disappear.)

What did you notice about your body when you were responding assertively? (Ask the checkers to describe the body language they noticed.)

What might stop you from responding assertively if you were really faced with one of these situations?

Why is it sometimes difficult to be assertive with your friends or peers?

What could you do to make it easier to be assertive with your friends or peers? (Be prepared with some responses that can be used in a range of situations such as, 'I don't want to do that'.)

If you were repeatedly under pressure to do something you didn't want to, what else could you do? (Seek help from a friend or trusted adult, or just walk away.)



Talking tactics

This is the first time your dad has let you ride your bike on your own. Wearing your helmet, you ride to the local park where you meet up with a friend. Your friend isn't wearing a bike helmet. She asks you to ride to her house but you are feeling worried because you don't know what your friend will say if you decide to wear your helmet.

What would you say or do?

Your friend rides their bike to your house and wants you to go for a ride with them. You haven't ridden for ages and your bike helmet is too small for your head. You tell your friend that you would rather do something else because your helmet is too small. Your friend says, 'Don't worry about it, just hang it on your handlebars.'

What would you say or do?

You're riding your bike on the BMX track. You see one of your friends has made a jump in the bush near the track with some old logs on a steep hill. You think the hill is really steep and the jumps are too big. Your friend calls out, 'Come on, you've got your helmet on, give it a go!'

What would you say or do?

You and your friend ride home from school every day but just lately some high school kids have started calling out names and teasing you about wearing your bike helmet. You feel uncomfortable and nervous and are worried they might do something else to you.

What would you say or do?

You are visiting your friend who lives on a farm. Your friend has found the keys to his dad's motorbike and says, 'Let's take it for a ride.'

What would you say or do?

You have just been given a scooter for your birthday and you are learning how to ride it. You are wearing knee and wrist pads in case you fall off. A friend from school sees you and says, 'Nobody wears them, don't be a baby.'

What would you say or do?

Your dad has finally allowed you to ride the farm quad bike but he has a rule – no riding without a helmet. When your friend from the nearby farm arrives on his quad bike, you notice he isn't wearing a helmet. You think your friend might laugh if you wear a helmet.

What would you say or do?





Quad bikes and kids

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 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.

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 as they lack the physical ability and mental skills to safely manoeuvre a quad bike that has multiple speeds and controls.

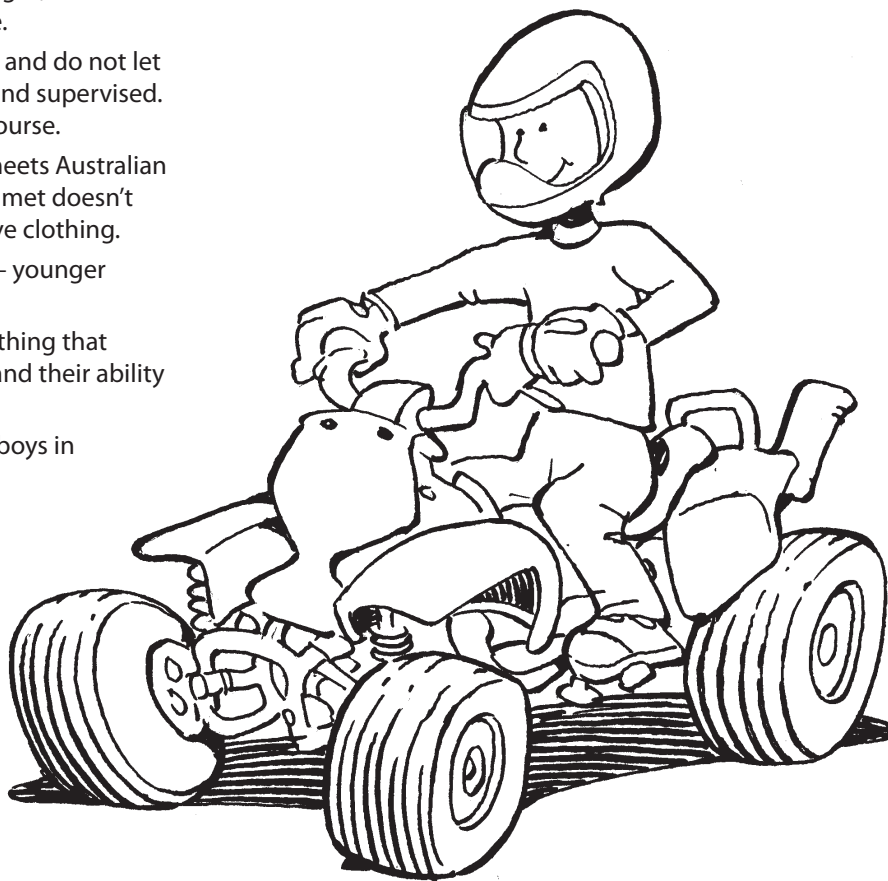
When your kids are riding quads that are designed specifically for them

- 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. Ideally, get them to do a riding course.
- 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 they can ride over.
- 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 there are no other children especially young ones near where they are riding.

Suggestions for children visiting your property

- Do not allow visiting 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.



Child safety on rural properties

Children living on rural properties can be at risk when around working farm machinery and vehicles, and riding motorcycles and quad bikes or ATVs.



Complete the checklist to see how well you are managing the risks on your property.

- | | |
|--|--|
| <input type="checkbox"/> Do you follow manufacturer's recommendations and prevent children under 16 from riding a quad bike or ATV? | <input type="checkbox"/> Do you prevent children from riding as passengers on tractors and other farm machinery? |
| <input type="checkbox"/> Do you prevent passengers from riding on quad bikes or ATVs? | <input type="checkbox"/> Are keys kept out of reach of children when vehicles are not in use? |
| <input type="checkbox"/> Do you train and supervise your child when they are learning to ride a motorbike or quad bike? | <input type="checkbox"/> Is there a safe and fenced play area which is separated from farm machinery and vehicles? |
| <input type="checkbox"/> Do you insist that your child always wears a correctly fitted motorcycle helmet, long pants, and sturdy footwear when riding farm motorbikes or quad bikes? | |
| <input type="checkbox"/> Have you designated an area where your child is permitted to ride? | |

Adapted from Farmsafe Australia Inc flyer *Child safety on rural properties*.



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

ACTIVITY 10

Identifying your attitudes

Preparation

- ▶ **Activity sheet** *Values voting* – A3 photocopy
- ▶ Dot stickers – two per student

- Conduct a **dot voting** (refer to page 201). Display a copy of *Values voting* and give each student two dot stickers. Explain that the statements relate to cycling and riding of other wheeled devices such as skateboards, scooters and rip-sticks, and also off-road vehicles such as quad bikes and motorbikes.

Read the introductory statement and each of the accompanying statements. Ask students to place their dots on the statement or statements they agree with the most. For example, a student may decide to place both stickers on one statement or one sticker on two statements.

Discuss the voting results as a whole group using quantitative statements such as the majority of our class thought that having an age limit would reduce injuries and very few thought making helmet and protective gear compulsory would reduce injuries.

- Ask the class to suggest any other ideas they think might reduce the involvement of children in cycling and riding injuries. Discuss these ideas.

Ask

Why do you think we all had different opinions about reducing cycling or riding injuries? (eg experiences, influences from peers or family, different views on risk levels)

How did it feel to share your opinions with others?

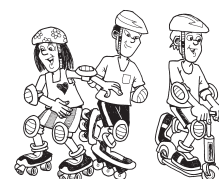
Has hearing other students' opinions and thoughts changed how you feel about cycling or riding safely?

Why?

- Students transfer the values voting results into a bar graph.

Values voting

There would be fewer cycling and riding injuries for children if:



It was compulsory to wear a bike helmet and protective gear when riding a scooter or skateboard.	
Scooters and skateboards were only allowed to be ridden in parks and off-road areas.	
Cyclists had to be at least 12 years of age.	
Kids my age were taught the skills that would make them safer riders.	
Everyone had to have a cycling licence – just like drivers.	
Parents were given ideas on how to teach their kids to ride.	
There were special places for kids my age to ride.	
There were special roads just for cyclists.	
Everyone was concerned about their own safety and the safety of other people.	

ACTIVITY 11

Time to stop and reflect

Preparation

- ▶ **Activity sheet** *Safe rider quiz* – photocopy one per student

- Distribute copies of the *Safe rider quiz* for students to complete on their own. Mark the quiz and clarify any questions raised by the class.

Alternatively, have the class develop their own quiz questions about cycling and riding and compile the questions in a quiz sheet.

- Have students reflect on their learning during this focus area by writing responses to the following questions.

Ask

If you had to tell someone else your age two important things to know about staying safe while riding, what would they be?

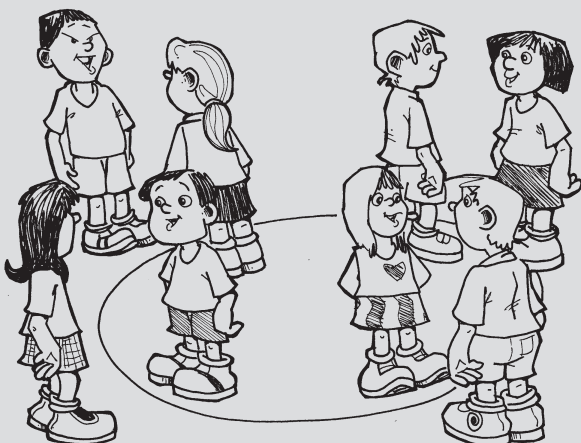
If you had to tell someone older than you two important things to know about staying safe while riding, what would they be?

What is one road safety rule you know about being a cyclist?

What is the most important thing to know when you buy a bike helmet?

What is one thing you will change when you next go out riding?

- Set up a **circle talk** (refer to page 190) and have students share their responses to each of the above questions with several partners. This will allow students to hear a range of ideas.



Safe rider quiz

Are you a safe rider? Read each question and tick the answer you think is correct.

1. Helmets must be worn:

- ☐ by everyone riding a bicycle
- ☐ only when you cycle on the road
- ☐ only by adults.



2. This sign means:

- ☐ only for cyclists
- ☐ a path for cyclists and pedestrians
- ☐ leave your bike here.

3. Cyclists must:

- ☐ shout at pedestrians to get out of the way
- ☐ ring their bell when coming up behind a pedestrian
- ☐ ride past pedestrians very quietly.

4. Children under 12 years of age:

- ☐ are not allowed to ride a bike
- ☐ are not allowed to ride on the road
- ☐ are allowed to ride on the footpath.

Write one cycling safety message.

5. When cyclists want to cross at a crosswalk or traffic signals with pedestrian lights:

- ☐ they must wheel their bike across and then continue cycling
- ☐ ride slowly across and look out for pedestrians
- ☐ ride their bike behind any pedestrians.

6. Cyclists must:

- ☐ always give way to pedestrians
- ☐ wear a fluoro vest
- ☐ ride on the footpath.

7. The law says:

- ☐ cyclists must have a roadworthy bike
- ☐ cyclists must ride a white bike
- ☐ cyclists must not ride after dark.

