

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 3 students. It focuses on:

- the key issues for children when cycling and riding other wheeled devices
- identifying how bicycle helmets and protective gear reduce injuries for riders
- identifying safer places to play and ride
- the risks associated with riding near driveways and roads
- road rules applicable to cyclists
- bicycle helmet laws
- selecting a helmet and bicycle that is the right size for the user.

## Key understandings

- All cyclists are required by law to wear a bicycle helmet.
- 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.
- Bicycle helmets and protective guards reduce injuries.
- 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.
- Always ride with an adult and only on footpaths or shared paths.
- Cyclists must ride on the left hand side of the path and always give way to pedestrians.
- Cyclists must use their bell or horn to indicate to pedestrians their presence.
- Travel in single file on all paths.
- 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.
- Cyclists need to follow the road rules.

## Key skills to practise

- Identify situations that may be unsafe when traveling as a cyclist or rider of a wheeled device.
- Identify situations and influences that can increase a rider's level of risk.
- 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.
- Develop strategies to optimise safety while cycling and riding.
- Share opinions in oral discussions and written responses.
- Listen carefully when others speak and for specific things such as the details of a story and an answer to a given question.
- Work with a partner or in 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 below outlines how this resource addresses these capabilities.

### Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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#### Key

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

## TEACHER NOTES

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

The term 'wheeled pedestrian' is used to refer to a pedestrian using some form of wheeled transport and includes bicycles, scooters, skateboard, rip-sticks, rollerblades, roller skates and tricycles.

### Bicycle crashes

The most common injuries for child 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.

### 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.<sup>1</sup>

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.

### 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 path 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
- cyclists 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.

<sup>1</sup> Office of Road Safety (website). Retrieved from [ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist/cycling-safely](http://ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist/cycling-safely)

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.

### 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, and lights and reflectors on the front and back.

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

### Safer places to ride and play

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

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

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

### Power assisted bicycles

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

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

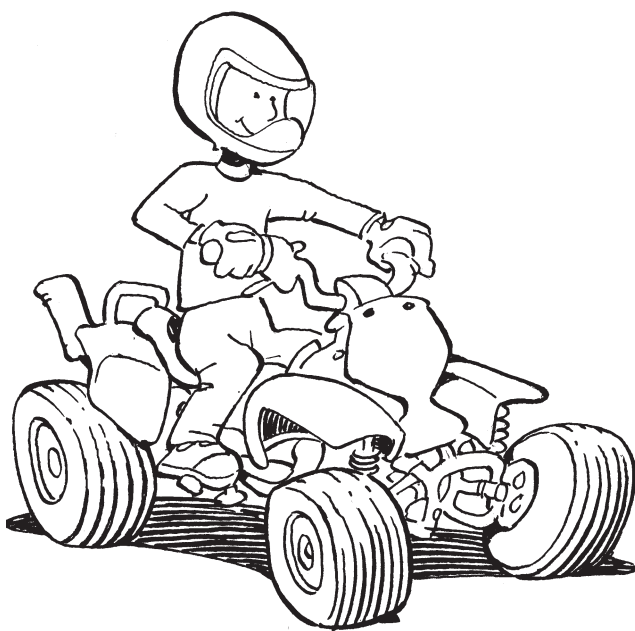
The *WA Traffic Code 2000* does not allow for power assisted bicycles to be ridden on a shared path with the power engaged. A powered bicycle is defined as a bicycle only when the power is not engaged.

### 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.<sup>2</sup>

### 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.<sup>2</sup>

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 bicycles and scooters and helmets

- Kidsafe WA  
<http://www.kidsafewa.com.au/bicyclesandotherdevices.html>
- Office of Road Safety  
<http://ors.wa.gov.au>

### For interactive games

- Izzy's road safety games  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)
- Helmet fitting cartoon <http://www.chp.edu/CHP/helmetfitting> (inform viewers that helmets in Australia must meet Australian Standards)
- Bike safety cartoon  
<http://www.chp.edu/CHP/Bike+Safety+Cartoon>

<sup>2</sup> Office of Road Safety (website). Retrieved from [ors.wa.gov.au/Demographic-Pages/I-am-a-Parent/motorised-Scooters](http://ors.wa.gov.au/Demographic-Pages/I-am-a-Parent/motorised-Scooters)



## ACTIVITY 1

### Safety on wheels

#### Preparation

- ▶ **Activity sheet** *Safety on wheels* – photocopy one per student
- ▶ Blue pen or pencil – one per student
- ▶ *The Amazing Bike Ride* by Lorin Nicholson (Wombat Books, 2010)

- Distribute a copy of *Safety on wheels* to each student. Read through the statements together then working individually, students record their responses using a blue pen or pencil.
- Form two concentric circles and have students sit facing a partner. Conduct a **circle talk** (refer to page 192) using the following questions to enable students to share their knowledge and opinions about bike safety. After posing each question have the students sitting in the outside circle, stand and move on two or three positions to meet a new partner. Repeat the process with the next question or ask the same question again to allow students to hear a range of opinions from their peers.

#### Circle talk questions

*Why should you wear a helmet when you are riding a bike?* (It is the law and helmets can reduce injuries if involved in a crash.)

*Do you only have to wear a bike helmet if you are riding on the road?* (No. Helmets should be worn on shared paths, footpaths, cycle paths and any other areas except on private property.)

*Should everyone riding a bike wear a helmet?*

*Should everyone riding a skateboard, scooter, rip-stick or roller blades wear a helmet?* (It is safer but not compulsory.)

*Why might adults choose not to wear a bike helmet?* (eg not cool; mess up hair; don't have one)

*Why might kids your age choose not to wear a bike helmet?* (same as above)

*What might encourage kids to wear a bike helmet?*

*Should kids who live on farms or in country areas wear helmets when they are riding quad bikes, motorbikes or bicycles? Why?*

*Does learning to ride a bike take time and skill?* (All new skills require practice.)

*Where should kids your age learn to ride a bike or scooter?*

(In a flat area which is away from traffic.)

*Should kids your age ride on the road?* (No. Children up to 12 years of age are legally allowed to ride on the footpath and should do so. Children at this age are still developing the physical and hazard assessment skills required to cycle safely.)

After discussing the questions, process the circle talk using the following questions.

#### Ask

*How did you feel sharing your opinion with your partner?*

*Did your partner always have the same answer as you?*

*Why?*

*How did you show your partner you were listening carefully to their answer?*

*Did listening to your partner change your mind about bike safety? How?*

For students requiring literacy support, the above activity can be conducted using **feelings continuum** cards (refer to page 200). Make a continuum card for each student. Read out each statement and have students move their peg along the continuum to represent their opinion before sharing with a partner or the class. Or alternatively, read out each statement to the class then have students tick the appropriate box on their activity sheet.














































- Store the activity sheets as students will be asked to review their responses and answer the statements again using a different coloured pen in Activity 9. This will allow students to see any changes in their knowledge and understandings and opinions about cycling and riding.

Read *The Amazing Bike Ride* to illustrate the importance of having goals in life.



# Safety on wheels

Read each sentence. Tick the box that shows best how you feel.

	I AGREE	I'M NOT SURE	I DISAGREE
1. A helmet will protect your head if you fall off your bike or skateboard.			
2. Cyclists must wear a helmet. It is the law.			
3. You need to find a place that is away from traffic when you are learning to ride.			
4. A helmet won't work properly if you put it over your cap.			
5. The straps and buckle help to keep your bike helmet secure.			
6. If your helmet gets damaged you need to get a new one.			
7. Kids will only wear a bike helmet if it looks great.			
8. I feel brave enough to tell my friends that I want to wear a helmet.			
9. I am old enough to ride my bike on the road.			
10. Kids my age are allowed to ride their bike on the footpath.			
11. I know what to say if my friend tells me wearing a helmet is silly.			
12. Kids who ride bikes, quad bikes or motorbikes on farms or in the bush should always wear a helmet.			
13. Parents should check their kids bikes and scooters.			
14. Kids my age need to know the road rules.			
15. Riding a bike is a great way to exercise.			

## ACTIVITY 2



## Cycling and riding

## Preparation

- ▶ **Activity sheet** *Izzy* (refer to page x) or *Izzy slideshow* – cue the CD-Rom
- ▶ *Cycling and riding slideshow* – cue the CD-Rom
- ▶ A3 paper – one sheet per group
- ▶ Internet access

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

## Ask

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

*Do people from cultures that wear headdresses have to wear a bike helmet? (In Australia, Sikhs may be granted an exemption for wearing bicycle helmets on religious grounds, but not for riding motorbikes.)*

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

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

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

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

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

- In small groups, have students draw a **Y chart** (refer to page 199) on an A3 sheet of paper and label the sections – looks like, sounds like, feels like. Write 'a responsible and safe rider' on the board. Explain that each group is to write responses that describe a responsible and safe cyclist on their Y chart.

Listen to the ideas generated by the class and capture some of the main ideas on the board. Read through the list then rank the ideas from highest (being those that would contribute the most to a cyclist's safety) to the least.

- **Brainstorm** (refer to page 190) a list of cycling safety messages. Students use a drawing software package to create a poster showing Izzy cycling in a safe way.
- Direct students to the SDERA website and visit *Izzy road safety games* 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) to play the safety on wheels games.

## ACTIVITY 3

### Bike and helmet check

#### Preparation

- ▶ Students' helmets and bikes
- ▶ Parent helpers or older students
- ▶ **Activity sheet** *Bike and helmet check* – photocopy one per student
- ▶ **Family information sheet** *Buying the right bike helmet* – photocopy one per student
- ▶ **Family information sheet** *Does this helmet need replacing?* – photocopy one per student
- ▶ **Family information sheet** *Is this bike safe to ride?* – photocopy one per student
- ▶ **Family information sheet** *Looking after a bike helmet* – photocopy one per student

- Pass a bicycle helmet around the group and discuss the function of each part of the helmet using the following questions. Check that students understand the importance of the straps being fitted correctly and buckled.

#### 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 are labelled AS 2063 or AS/NZ 2063.)*

*Is the colour of a bike helmet a safety feature? (No however light and fluorescent colours are more noticeable in the traffic environment especially at night or in wet weather conditions.)*

*What colours might be easier to see? (See above.)*

Advise families of the date and purpose of the bike and helmet checking day. If students do not have a bike helmet or bike they can complete the activity with a partner who does.

- Ask for a student volunteer. Follow the steps below to show the class how to check their bicycle helmet.
  1. Place the helmet on the student's head checking that it fits snugly – not too tight or too loose.
  2. Put the straps over the student's ears then close the buckle. Check that the straps are securely fastened and the student can still open and close their mouth.
  3. Check that the helmet is sitting straight and there is room for two fingers to be inserted between the student's eyebrows and the helmet.
  4. Place your palm at the front of the helmet and push up and back. The helmet should not move. If there is movement, suggest the student use the pads provided by the manufacturers to adjust their helmet.

- Stand a bike in front of the class. Identify the different parts of the bicycle and discuss the function of these eg the chain, gears, brakes, wheels and handlebars. Point out how to maintain these parts of the bike and that as a bicycle is termed a 'vehicle' they are required to be roadworthy.

Have a volunteer student sit on a bike. Explain how to check if the bike is the right size ie if the student can place both feet on the ground, reach the handlebars and has between 2.5cm and 7cm gap between themselves and the bars.

- Explain that each student, with the assistance of a parent helper or older student is to carry out a check of their helmet and bike and record their results on a copy of *Bike and helmet check*.

Students can write a list of 'things to do' if any problems were identified during the bike and helmet check. Have students tick the things they can do themselves (eg clean their bike and helmet) and draw an asterisk next to the things that require help from an adult. Suggest students take their list home and discuss with their family the bike maintenance that is required and any issues with their helmet.

- 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.

## Bike and helmet check

### Use this list to check your helmet.

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

### Use this list to check your bike.

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





# Buying the right 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 an AS/NZ 2063 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 that they like as they will be more likely to wear it.

**Wearing a well-fitting helmet can greatly reduce 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 that 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 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 model can vary.
- ☐ Check the bicycle helmet has been approved and is displaying the Australian Standards AS/NZ 2063 label.

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!**

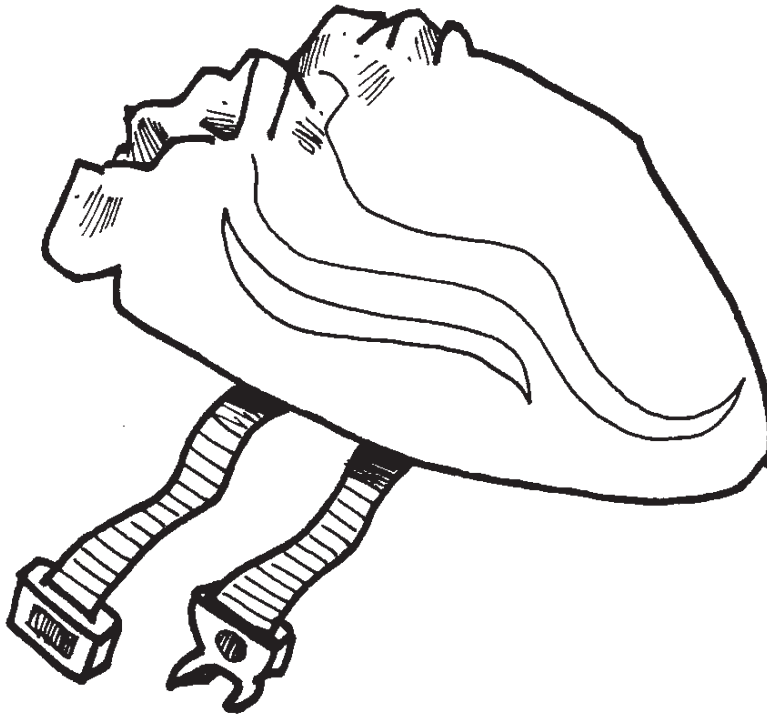
## Buckle and strap

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.

## 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.



## 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.

## Correct size

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







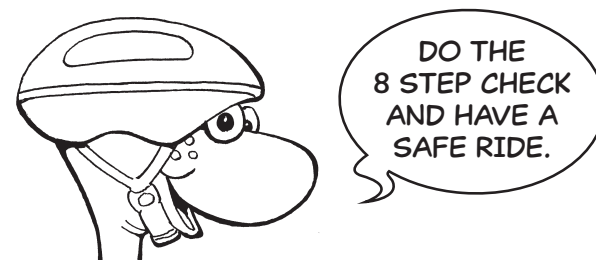
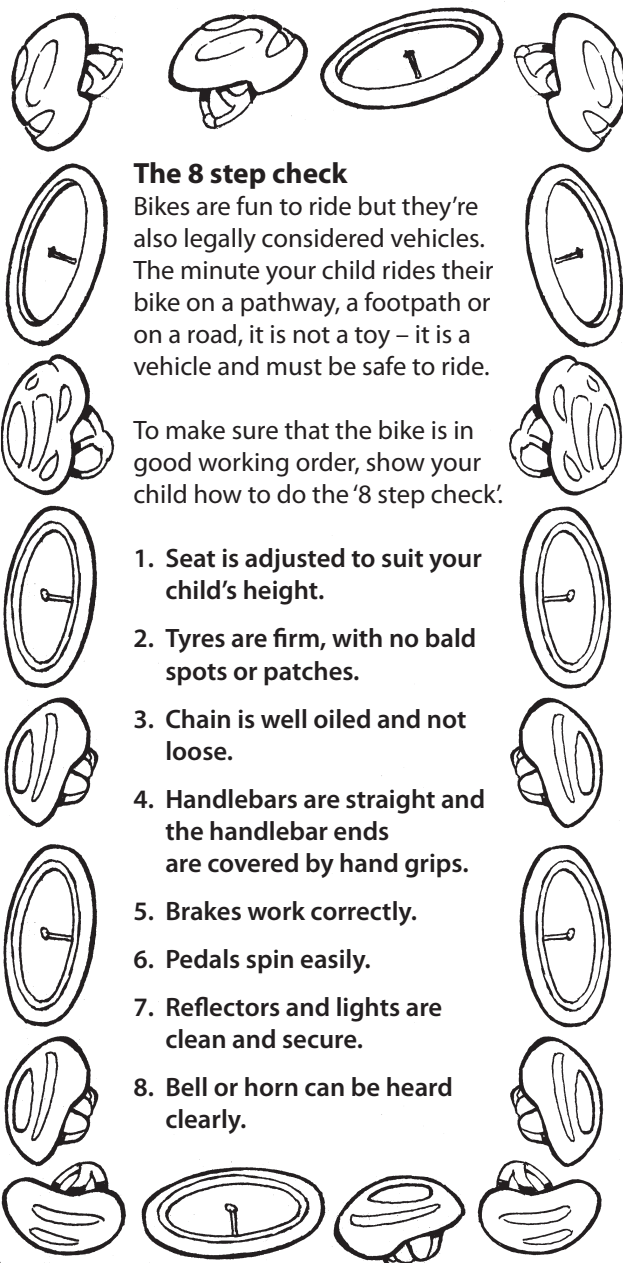
# Is this bike safe to ride?

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



- ☐ 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.



# 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.



## ACTIVITY 4

### Road rules for cyclists and other riders

#### Preparation

- ▶ Internet access
- ▶ Paper – one sheet per student
- ▶ **Activity sheet** *Road rules quiz* – photocopy one set of cards per group
- ▶ Access to computer or drawing materials – class set
- ▶ **Family information sheet** *Quad bikes and kids* – photocopy one per student
- ▶ **Family information sheet** *Scooters* – photocopy one per student

- Access the cartoon *How to ride a bike* at [http://www.youtube.com/watch?v=oZ3C2\\_0BZG4&feature=related](http://www.youtube.com/watch?v=oZ3C2_0BZG4&feature=related). Divide the class into three groups – A, B and C. Explain that Group A are to watch the cartoon and write down the 'rules' for cyclists. Group B are to identify the things that Goofy does wrong. Group C are to note any other topics shown in the clip such as choosing a bike and accessories, and learning how to ride a bike.

After watching the cartoon, have students form groups of three. Check that a student from Group A, B and C is represented in each of the groups. Explain that students are to take turns sharing the information they gained from the cartoon with their group.

- Use the following questions to focus on the road rules relevant to cyclists and riders of other wheeled devices.

#### Ask

*What rules did Goofy need to know to be a cyclist?*

(eg ride with the flow of the traffic; know your hand signals; be visible at night time; respect other cyclists; put your helmet on)

*Are there road rules for cyclists?* (Yes. A bicycle is defined as a vehicle under the Road Traffic Code 2000 and cyclists must comply with the road rules. Road rules are designed to keep all road users safe.)

*Are there rules for scooter riders or skaters?* (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. Riders of scooters, rollerblades, inline skates and skateboards can use local roads that do not have white lines or median islands and with speed limits of 60km/h and within daylight hours.)

*What road rules didn't Goofy know?*

*Do cyclists in WA have to use hand signals?* (Yes)

*Are cyclists allowed to ride in groups?* (No. Cyclists should ride in single file.)

*What might happen if no-one followed the road rules when riding a bike?*

- Place students in groups of four. Distribute a set of *Road rules quiz* cards to each group. Have groups turn their cards face down and place in a stack. Within each group, students choose a partner ie two pairs per group, for the quiz.

Explain students are take to turns asking the other team a question. If the answer is correct the team is given another question. This continues until the answer given is incorrect and the other team takes over. The team with the most cards wins the quiz.

Discuss the road rules and clarify any questions raised by students.

- Have students use a design program to create a brochure that persuades cyclists to follow the road rules. Discuss some of the elements that could be included in the brochure such as images, a slogan or heading, text areas, and links to relevant websites.

Display the finished work in areas where other students can access the information.

- Encourage students to access the website [http://www.dangerrangers.com/kids\\_safety\\_topic.php?id=42#](http://www.dangerrangers.com/kids_safety_topic.php?id=42#) and watch the safety on wheels cartoons and complete the *Wild wheels* jigsaw puzzle.
- Send home the information sheets if they are appropriate for students in the class. Place extra copies in the office area or resource centre to inform other parents in the school.

The information sheets can also be used to create 'road safety snippets' in the school newsletter.



## Road rules quiz

<p><b>Cyclists must wear a helmet.</b></p> <p><b>TRUE</b></p> <p>All cyclists must wear a helmet. It is the law.</p>	<p><b>A bicycle must be safe to ride.</b></p> <p><b>TRUE</b></p> <p>A bicycle is like any other vehicle. It must be in good condition and safe to ride.</p>
<p><b>Children under 12 years of age are not allowed to ride on the footpath.</b></p> <p><b>FALSE</b></p> <p>Children under 12 years of age are allowed to ride on the footpath.</p>	<p><b>Children are allowed to ride quad bikes and motorbikes on farms.</b></p> <p><b>TRUE</b></p> <p>Children under 16 years of age are permitted to ride quad bikes and motorbikes on private property.</p>
<p><b>Cyclists must always give way to pedestrians.</b></p> <p><b>TRUE</b></p> <p>Cyclists must always give way to pedestrians.</p>	<p><b>Cyclists are allowed to double dink a friend.</b></p> <p><b>FALSE</b></p> <p>It is against the law to double dink.</p>
<p><b>A bicycle does not need to have a light.</b></p> <p><b>FALSE</b></p> <p>A bicycle must have a white head light and a red tail light. You must also have a red rear reflector.</p>	<p><b>Cyclists must obey the road rules and road signs and signals.</b></p> <p><b>TRUE</b></p> <p>Just like drivers, cyclists must obey all the road rules, signs and signals.</p>
<p><b>Cyclists must get off their bike and walk it across a crosswalk or at the traffic lights.</b></p> <p><b>TRUE</b></p> <p>It is against the law to ride a bike across a crosswalk or at the traffic lights.</p>	<p><b>Cyclists must ring their bell to let pedestrians know they are near.</b></p> <p><b>TRUE</b></p> <p>Cyclists must use their bell or horn to let pedestrians know they are near. It is also courteous to call out 'coming by'.</p>
<p><b>Skateboard and scooter riders are allowed to ride on footpaths and bike paths.</b></p> <p><b>TRUE</b></p> <p>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.</p>	<p><b>Cyclists must keep to the left on a path.</b></p> <p><b>TRUE</b></p> <p>Cyclists must keep to the left except when they are overtaking. They must give way to any pedestrians on the footpath, laneways or places where the path crosses the road.</p>







# 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 hazardous, dangerous riding.**

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

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 maneuver a quad bike that has multiple speeds and controls.

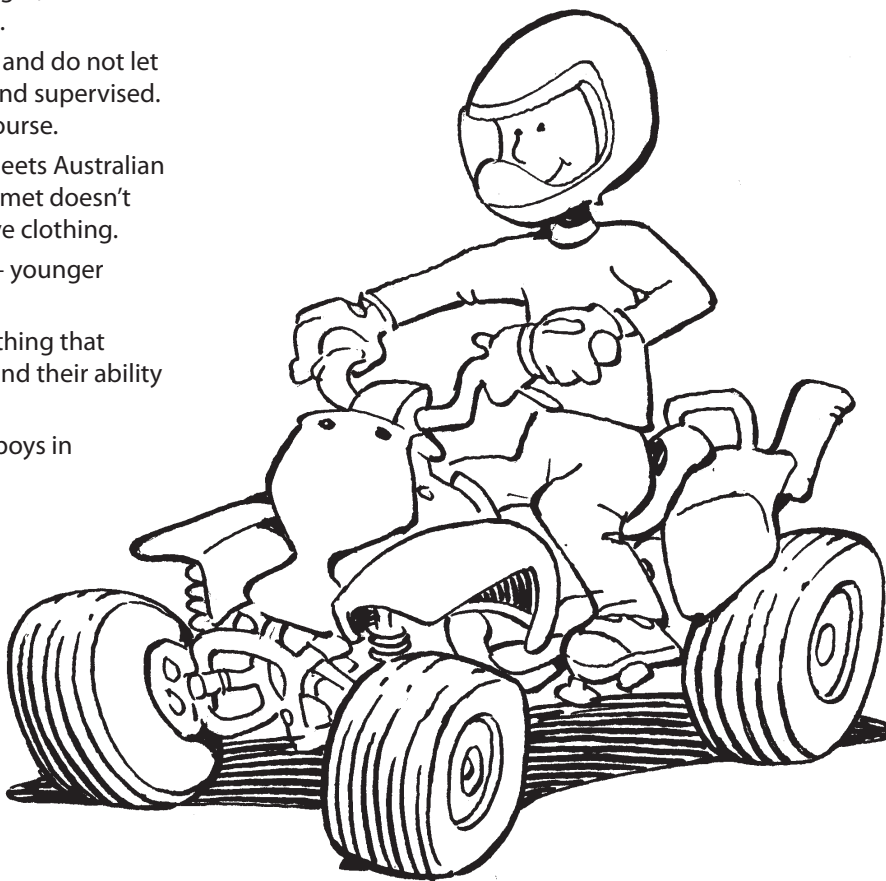
## When your kids are riding quads that are designed specifically for them

- 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 that 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.



# 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.





## ACTIVITY 5

### Riding and road signs in the local area

#### Preparation

- ▶ Parent helpers – one per group
- ▶ Digital cameras – one per group
- ▶ **Activity sheet** *Signs* – photocopy one per student
- ▶ Three hoops (optional)
- ▶ Cyclist, pedestrian and driver label
- ▶ **Activity sheet** *Road signs* – photocopy and cut into individual cards
- ▶ **Family information sheet** *Walk and talk* – photocopy one per student

- Send a copy of the *Walk and talk* sheet home with each student before conducting the local area walk to inform parents of the purpose of the walk and invite them to help out on the day.
- On the day of the walk, have students **brainstorm** (refer to page 190) the safety procedures that need to be followed such as: staying with their partner and adult supervisor; listening for and following all instructions; being ready to stop when told by a parent or the teacher. Write the generated ideas on the board and reinforce these with the class.

Explain the purpose of the walk is to:

- ⊙ locate areas that are designated for use by cyclists and riders of skateboards and scooters
- ⊙ observe the behaviour of cyclists and riders in these areas
- ⊙ identify hazards for cyclists such as uneven paths, and driveways and laneways where traffic may enter and exit
- ⊙ spot road signs and signals relevant to cyclists and pedestrians.

Place students in groups with a parent helper and a digital camera. Brief the parents who will be assisting during the walk on their role and responsibilities.

On the walk have students take photos of cycling and riding areas, and road signs and signals seen along the walk. Use the following questions at relevant times.

To conduct this activity, teachers will need to ensure that the school administration has been notified and all risk management and excursion policies have been followed.

#### Ask when a road sign (or signal) is spotted

*What is the name of this sign?*

*Why is the sign here?*

*Who must obey this sign?*

*What might happen if the sign wasn't obeyed?*

#### Ask when a cyclist is spotted

*Is this cyclist following the rules?*

*What else could the cyclist do to ride safely?*

*Is this a safe area for a cyclist to ride?*

- Back in the classroom, students can upload the photographs to view and discuss as a whole group.

Print and display some of the photographs with messages written by the students about choosing safe places to ride. Use some of the student generated messages in the school newsletter to highlight cycling safety.

- Distribute the activity sheet *Signs*. Students choose three road signs seen during the walk and draw these on the sheet. The road rule that applies to each sign should then be written on the sheet.
- Make a **Venn diagram** (refer to page 202) using three hoops (or draw the diagram on the board). Label the circles – cyclist, driver, pedestrian. Distribute the *Road signs* cards. Explain students are to decide which road user group their road sign is relevant to and place the card in the Venn diagram.

Discuss why some cards were placed in the intersecting areas of the Venn diagram (eg a stop sign applies to drivers and cyclists; a pedestrian crossing applies to drivers, cyclists and pedestrians).

#### Ask

*Which road signs did a driver and cyclist have to obey?*

*Which road signs did a pedestrian and cyclist have to obey?*

*Which road signs were only for cyclists?*

*Were any road signs for cyclists, pedestrians and drivers?*

*Which road signs do you have to obey as a pedestrian/cyclist?*

- Take the class for a walk within the school boundary and identify points where students with bicycles can enter the school grounds. Talk about why it is important to dismount and wheel bicycles in the school grounds.

Show students where bicycles and helmets can be stored. Remind the class of any relevant school rules related to bicycles, scooters and skateboards.



# Walk and talk

Dear family,

On \_\_\_\_\_ (date) our class will be walking around the local area near the school (see the attached map).

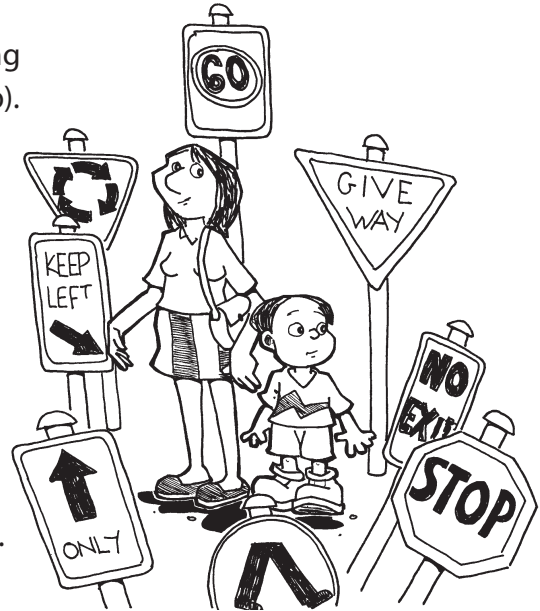
While out walking we will spot any cycling and riding hazards, such as:

- Driveways and laneways
- Paths that are uneven
- Areas without footpaths
- Busy roads and intersections

We will practise:

- Choosing places where it is safer to ride a bicycle, scooter and skateboard.
- Using the stop, look, listen and think steps to cross a road.

We will also talk about the road signs and signals in our local area that cyclists must obey.



We would love you to join us and need \_\_\_\_\_ adults to make sure that every child has an adult's hand to hold.

If you can come on the walk between \_\_\_\_\_ am/pm and \_\_\_\_\_ am/pm, please fill out the form below and return it by \_\_\_\_\_ .

Yours sincerely  
Classroom teacher

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



I give / I do not give permission for my child \_\_\_\_\_ to attend the *Walk and talk* excursion.

- ☐ I am available to help on the excursion.
- ☐ I am not available to help on the excursion.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Signs

Draw a road sign and explain what the sign tells a cyclist to do.

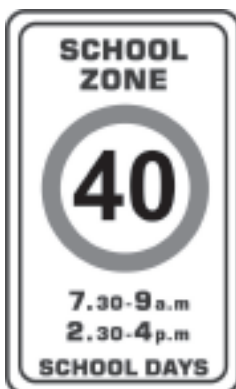
Sign	What it means

Write two road rules for cyclists.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



## Road signs



## ACTIVITY 6

### Identifying safe places to ride

#### Preparation

- ▶ Music CD or Internet access
- ▶ A3 paper – one sheet per group
- ▶ Coloured markers – a different colour for each group
- ▶ Local area map or access to Google maps
- ▶ **Activity sheet** *Riding safely* – photocopy one per student
- ▶ **Family information sheet** *Teaching your child to ride* – photocopy one per student

- Conduct a **music-think-pair-share** (refer to page 200) using the *Bicycle* song by The Jellydots at <http://www.youtube.com/watch?v=tdoUtUy9tjU&feature=relmfu> or another piece of music. Explain that when the music stops students must share with their partner reasons why some people want to learn to ride a bicycle, scooter or skateboard (eg fun, good exercise, a form of active transport, cheap, don't need to use petrol). Continue the music-think-pair-share until the song finishes as this will give students opportunity to listen to a range of ideas.

Seat the class and review the reasons why some people like to ride. Play the *Bicycle* song again to listen to the lyrics and identify any other reasons why people ride.

- Have students share their experiences about learning to ride a bike, skateboard or scooter with a partner.

Write a list of the things that students did to help them learn to cycle. Some examples could include:

- ⊙ used trainer wheels to keep the bike balanced
- ⊙ had mum/dad hold onto the seat and run alongside
- ⊙ practiced in a flat area away from traffic and hills
- ⊙ wore a helmet
- ⊙ learnt how to steer the bicycle in a straight line
- ⊙ practiced putting on the brakes to stop before a marker
- ⊙ found out what each part of the bike does and how to look after the bike
- ⊙ did a lot of practice.

- Distribute a sheet of paper and a coloured marker to each group. Have each group write the heading – *Don't learn to ride your bike here* on their **graffiti** sheet (refer to page 194). Explain that groups are to identify places in the local area where someone their age should not learn to ride a bicycle 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 unsafe 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 unsafe for someone your age to learn to ride their bike would be the most dangerous?*

*Did everyone have the same opinion as you about safe and unsafe places to learn to ride? Why?*

*If a new student started at our school, where would you suggest they do learn to ride their bike? (Write a list of these ideas on the board. Remind the class that children up to the age of 12 are legally allowed to ride on footpaths.)*

- Give each group a local area map (or show the map on an interactive whiteboard). Identify some of the local landmarks such as the school, main roads and intersections, lakes or rivers, shopping areas and parks. Highlight places where it would be safe for a student to learn to cycle with adult supervision.
- Distribute copies of *Riding safely* to the class. Read through the sheet together and then have students complete the activity on their own.
- Send home a copy of *Teaching your child to ride* with each student to share with their family.



## Riding safely

I can ride a ☐ bike ☐ scooter ☐ skateboard ☐ rip-stick ☐ other \_\_\_\_\_ .

I want to ride because \_\_\_\_\_

\_\_\_\_\_ .

Write 2 places where it isn't safe for you to ride your bike, scooter or skateboard.

1. \_\_\_\_\_

2. \_\_\_\_\_

I wear my helmet when I \_\_\_\_\_

\_\_\_\_\_ .

I like my helmet because \_\_\_\_\_

\_\_\_\_\_ .

Write 2 places where it is safer to ride your bike, scooter or skateboard.

1. \_\_\_\_\_

2. \_\_\_\_\_



Write 2 things the boy in the photo is doing to be a safe rider.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Teaching your child to ride

Getting their first bike can be very exciting for your child. Here's a few tips to help teach your child how to ride.



## 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.

## Safety tip 2: Find a safe place to practise

At this age your child does not have the skills to keep the bike straight and stop safely. Find an area where your child can practise on a smooth surface and away from traffic. Watch them closely and never allow your child to coast or freewheel down a steep embankment.

## Safety tip 3: 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 along side which will let you correct the lean of the bike. Another way is to hold your child gently by their shoulders.

You can also teach your child the basics of riding by having them use a smaller bike than normal and without training wheels. The seat should be pushed down to the lowest setting so your child can place their feet flat on the ground while they are sitting on the seat. Have your child scoot around with the bike this way until they have learned to balance.

## Safety tip 4: Stop and balance

Sometimes parents attach training wheels to their child's bike as the wheels give some stability and help children learn to keep their balance. 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. Either walk or ride behind your child but within earshot. Make sure you have developed a system of communication should you need to warn your child of danger.

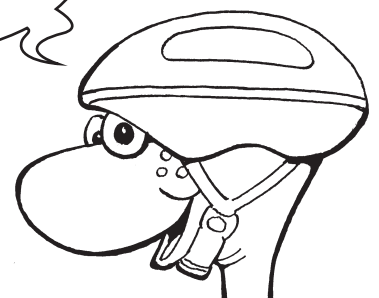
## Safety tip 5: Bike parts

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.

## Safety tip 6: Supervise and keep your child close

Either walk or ride behind your child so you can see them at all times. 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.



## ACTIVITY 7

### Practising making cycling and riding decisions

#### Preparation

- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Make a decision* – photocopy one per group
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group

- Ask the class to think of situations when they were encouraged by their friends or peers to do something that was unsafe. Prompt the students to explain the feelings they experienced when being encouraged to act in an unsafe way. List these feelings on the board and talk about how some people may feel one way in a situation and others may feel differently in the same situation. (Remind the class of the 'no name' rule when retelling their experiences.)

Explain that students may find themselves in situations where they will need to make decisions about their own safety and the safety of others, and that sometimes a trusted adult may be required to help deal with the problem.

#### Ask

*Is 'dobbing' or telling on someone the same as asking for help? (No. Dobbing is when you are trying to get someone into trouble. When you ask for help you are trying to solve a problem.)*

*Will you have to be brave to ask a teacher or adult for help when someone is doing something unsafe or dangerous? (Yes. It is often easier to ignore when someone is acting unsafely but sometimes we have to be brave or do something 'that bit extra' to follow the rules and 'do the right and kind thing'.)*

*Who would you ask for help if you were being asked to do something unsafe?*

- Place students in groups of four with a sheet of A3 paper. Conduct a **placemat** (refer to page 196) to brainstorm strategies and responses that can be used when students are asked to do something that is unsafe.

#### Ask

*What could you say and do if your friend asked you to do something that you thought wasn't safe?*

List the strategies and responses identified by groups on the board. Some examples may include walking away, seeking help from an adult or telling them 'no'. If students suggest using assertive statements such as 'You

*might think it's okay but I don't want to do that'*, highlight how the use of 'I' statements can be empowering.

Have students read through the list then rank the strategies and responses from 'most useful' to 'least useful'.

#### Ask

*Will the most useful strategy always be the best strategy to use? (Students need to understand that the effectiveness of a strategy may change depending on the situation. However, there will be some strategies that will be useful in all situations such as seeking help from a trusted adult.)*

- Give each group a copy of *Make a decision* and a **decision-making model** (refer to page 193). If the class have not previously used a decision-making model, select one of the scenarios and work through the model explaining each step.

Allocate a scenario for each group to explore using the decision-making model. Remind students that considering the outcomes of a decision is an important part of decision-making.

Have groups read aloud the scenario they discussed and the decision they made. As a class, decide how effective the strategy chosen by each group to cope with the situation would be. Students can vote on the strategy using a **thumbs up, thumbs down** (refer to page 201) to indicate the level of effectiveness ie thumbs up – would be useful, and thumbs down – would not be useful.

#### Ask

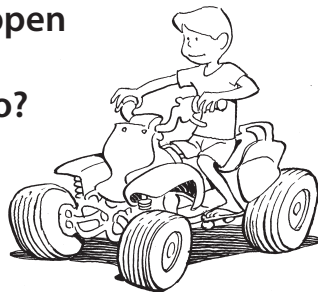
*What would you do if you were in an unsafe situation and the way you chose to deal with it wasn't working? (eg try another strategy, leave the situation, seek help)*

- Students choose one of the scenarios and practise using the strategies previously identified in a **role-play** (refer to page 196). Encourage students to use responses that demonstrate assertive communication such as: I know you think it is okay but I don't think it is safe and I don't want to do it. I think we should ride in the park because it isn't safe to ride on the road.
- Write the following sentence starters on the board for students to copy and complete.
  - ⊙ If my friend asked me to do something that I thought was unsafe I could ...
  - ⊙ I would say to my friend...
  - ⊙ If I needed help I would ask ...

# Make a decision

Your friend has invited you to visit their farm. Your friend has a quad bike and knows how to ride it. 'Here have a go. We can go over the jumps in the paddock,' says your friend.

**What might happen if you do this?**  
**What will you do?**



Your friend has a new bike and is learning to ride. 'Sit on the handlebars and I'll give you a ride,' says your friend.

**What might happen if you do this?**  
**What will you do?**



You are riding your skateboard on the footpath with your friend. 'Let's go down the road. You go faster!' says your friend.

**What might happen if you do this?**  
**What will you do?**



Your friend has ridden their bike over to your house. 'Come on everyone's going to meet at the shops. Let's ride our bikes there,' says your friend. You're only allowed to ride your bike at the park with your parents.

**What might happen if you do this?**  
**What will you do?**



Your friend has given you a skateboard for your birthday. Your friend has a skateboard and has been skating for ages. 'Come on I'll teach how you to skate. Let's go outside on the road,' says your friend.

**What might happen if you do this?**  
**What will you do?**



You're riding your bike with your friend. You notice your friend hasn't put on their helmet. 'It'll be okay,' says your friend.

**What might happen if you do this? What will you do?**



## ACTIVITY 8

### Standing by your decisions

#### Preparation

- ▶ **Activity sheet** *No helmets* – photocopy one per student

- Distribute a copy of *No helmets* to each student. Ask the students to identify Kylie's problem and two choices Kylie could make in this situation. Responses should be written on the activity sheet.

Listen to the choices identified by the class and write these on the board. Explain that for each choice Kylie makes there may be positive (good) and negative (not so good) outcomes. Identify the outcomes for each choice. For example if Kylie rides without her helmet: a positive outcome could be that Kylie's friends think she is cool; and a negative outcome could be that Kylie's parents see her and she loses her bike for a week.

Ask the class to consider the choices and identify how Kylie might be feeling. For example, if her choice is to tell her friends that she doesn't want to go for a ride, she might feel very proud of herself for standing up for what she believes is right. Kylie might also feel worried that her friends won't want to be her friend any more.

Ask students to consider the two choices written on their sheet and decide what might happen and how Kylie might feel. The responses should be written on the sheet.

Place students in a small group to share their responses and decide what Kylie should do. While groups are sharing, wander around the room and listen. If a student's response seems unsafe, set aside some time later to discuss the risks associated with the student's decision.

Listen to the decisions made by the class.

- Set up a **circle talk** (refer to page 192). Tell students standing in the outside circle they are to role-play being Kylie who believes that everyone should wear a helmet when they ride their bicycle. Tell students standing inside the circle, they are Kylie's friend who is trying to persuade her to ride without her bicycle helmet. Allow a few minutes for students to role-play the situation then swap roles.

Process the activity by asking the following questions.

#### Ask

*How did you feel telling your friend that you didn't want to ride without your helmet?*

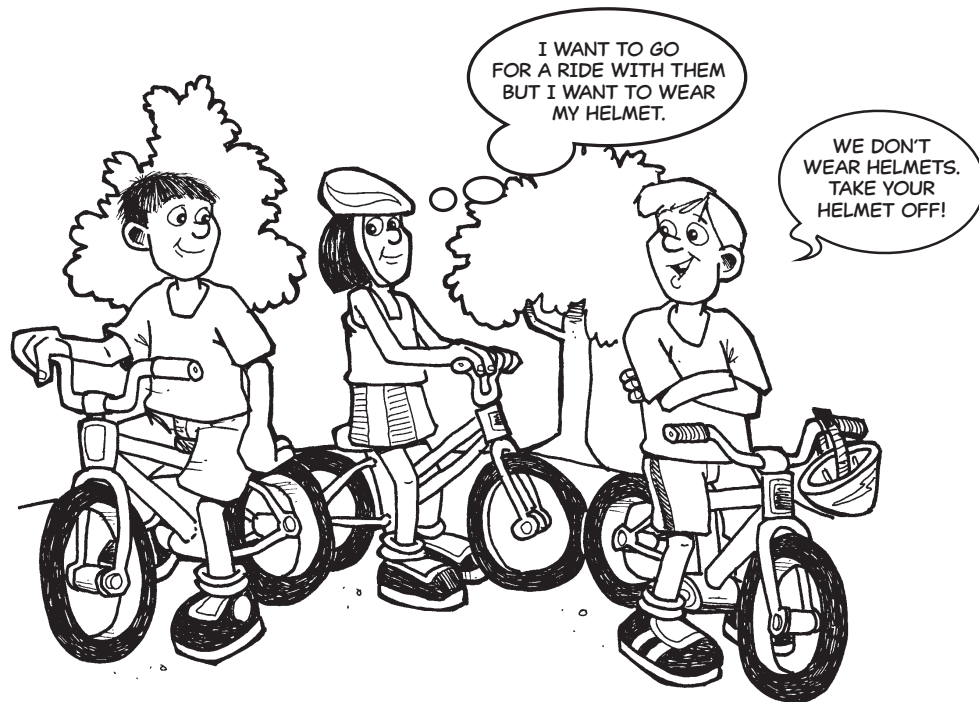
*Did anything your friend say make you think you should change your mind?*

*Do you need courage to say 'no' to your friends? (Remind students that 'courage' is standing up for what you believe is right.)*

*Do you think you could tell a real friend that you don't want to do something unsafe?*

*What would you say?*

## No helmets



What is Kylie's problem? \_\_\_\_\_

Choice 1

Choice 2

What might happen and how would Kylie feel if she decides to use Choice 1?

What might happen and how would Kylie feel if she decides to use Choice 2?

What decision do you think Kylie should make? \_\_\_\_\_



## ACTIVITY 9

### Time to stop and think

#### Preparation

- ▶ **Activity sheet** *Safety on wheels* completed in Activity 1 page 161
- ▶ Internet access or music CD
- ▶ Large sheet of paper or **Strategy sheet** *ABC graffiti* – one per group
- ▶ A4 paper – one sheet per student

- Distribute the *Safety on wheels* sheet (completed in Activity 1). Have students record a response for each of the statements (using a different coloured pen to the first time) and without sharing their thoughts with others in the class.
- Play the *Bicycle* song by The Jellydots at <http://www.youtube.com/watch?v=tdoUtUy9tjU&feature=relmfu> and conduct a music-think-pair-share (refer to page x) using the following questions. Remind students to find the person nearest to them when the music stops.

#### Ask

*Tell your partner why you think some of your answers stayed the same.*

*Tell your partner why you think some of your answers were different.*

*What is the most important thing you have learnt about being a cyclist?*

*Is it useful to take the time and stop and think about what you have learnt? Why?*

*What do you still want to know about being a cyclist?*

- Place students in groups of three or four with a large sheet of paper. Explain groups are to use an **ABC graffiti** (refer to page 190) to help recall the vocabulary and information gathered from the activities in this focus area. Nominate a time frame for groups to complete the graffiti sheet.

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

Have groups circle five key words of pieces of information recorded on the graffiti sheet then write a summary statement using these.

Listen to each group's statement. Give all groups a 'round of applause' by clapping hands in a circle.

- Show students how to make a **natty notebook** (refer to page 195) using an A4 sheet of paper. Label each page with a different topic eg bike helmets, road rules, bikes, road signs etc.

Students then complete their natty notebook by writing about each topic using the graffiti sheets and summaries as a reference.

If Activity 1 was not conducted, use the activity sheet on page 161 to help students reflect on their learning.