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 5 students. It focuses on:

- identifying road rules relevant to cyclists
- identifying road signs, signals and markings in the traffic environment
- making decisions in road user situations
- selecting safer places to ride when using a bicycle, skateboard or scooter
- types of bicycle injuries and developing safer riding skills.

Key understandings

- Cycling and riding wheeled devices are healthy and environmentally friendly activities as well as being convenient modes of transport.
- Cycling and riding wheeled devices can pose significant risks for children.
- 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.
- Peers, friends and family can influence riding decisions and attitudes.
- Others may have different opinions about cycling and riding safety.
- Cyclists need to learn how to cycle in a range of contexts.
- Cyclists need to follow the road rules.
- Cyclists need to plan ahead.

Key skills to practise

- 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.
- Make decisions that reduce the level of risk as a cyclist or rider of wheeled devices.
- Share own opinions and attitudes about safety on wheels.
- Develop plans and strategies to optimise safety while cycling and riding.

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 foot-powered scooters, skateboards, inline skates, roller skates, rip-sticks 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

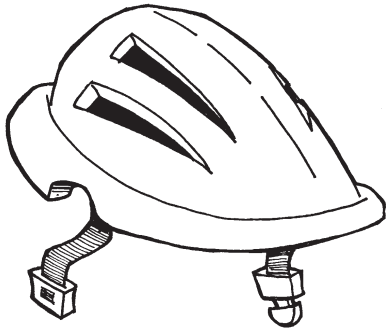
Under the Road Traffic Code:

- 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, 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 is has been designed to offer the wearer in the event of a crash
- not move backwards, sideways and/or forwards on the user's head
- not be too tight, just comfortable.

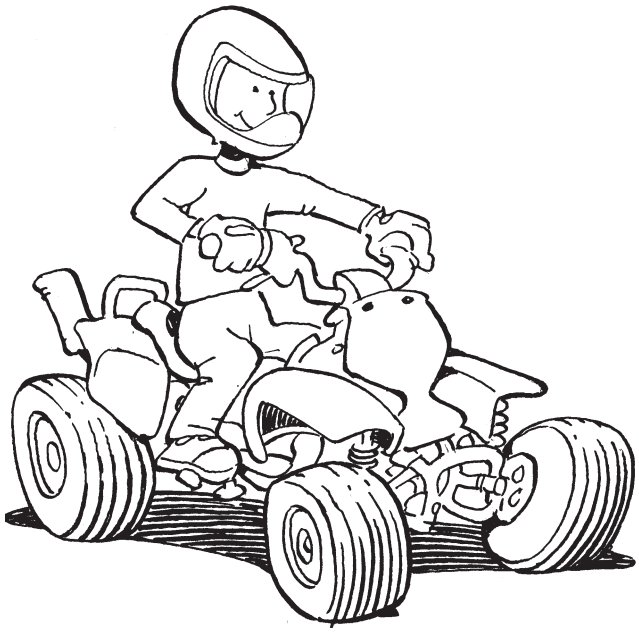
Selecting a bicycle

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

Bicycle maintenance

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

A 6 point safety check should be conducted each time the bicycle is used and includes the bells, brakes, reflectors, chain, tyres and pedals.



Safer places to ride and play

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

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.

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

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

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

Motorised scooters

What is a motorised scooter?

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

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

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

Road rules for motorised scooters

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

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

Small, motorised scooters can be used:

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

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

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

Gophers

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

Carrying children on motorcycles and bicycles

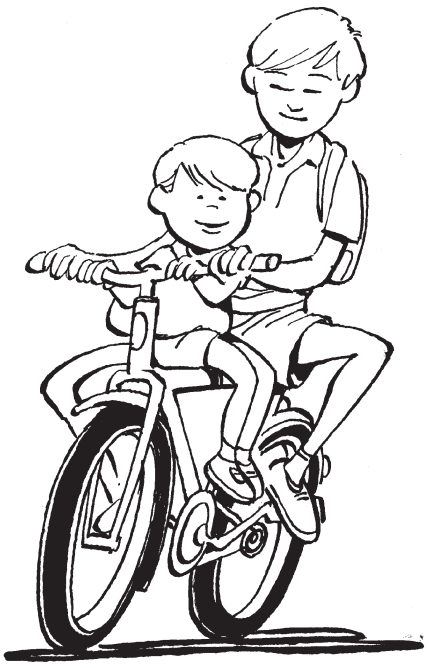
The rider of a motorcycle is not permitted to ride on the road with a passenger who is not yet 8 years of age. In this road rule, the motorcycle does not include a two wheeled motorcycle with a side-car attached to it that is supported by its own wheel, or a motor vehicles that has three wheels and is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

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

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.



Suggested literature

The Amazing Bike Ride by Lorin Nicholson (Wombat Books, May 2010): There are only a few things stopping a courageous young boy from riding his bike to the beach... it's too far, the mountains are huge and he's almost blind! This is a true story of determination and inspiration.

Useful websites

- 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
- Cycling WA
  www.wa.cycling.org.au
- Bicycle Helmet Safety Institute
  www.bhsi.org
- TravelSmart
  http://www.transport.wa.gov.au/activetransport/24605.asp
- Bike safety cartoon
  http://www.chp.edu/CHP/Bike+Safety+Cartoon
- Helmet fitting cartoon (inform viewers that helmets in Australia must meet Australian Standards)
  http://www.chp.edu/CHP/helmetfitting

ACTIVITY 1

Bike helmets and protective gear

Preparation

- One large sheet of paper or an A3 photocopy of **Activity sheet** *What do I think?*
- Dot stickers – two per student
- Internet access
- A bike helmet
- **Family information sheet** *Bike helmets* – photocopy one per student

- Ask students to reflect and share early cycling or riding experiences with the class highlighting feelings, skill level, where they learnt to ride, and who helped them learn or master the cycling skills.

  Explain that cycling and riding other wheeled devices such as scooters, rip sticks, skateboards and roller blades are healthy and environmentally friendly activities but they can pose significant risks for children. Stress that falls from bicycles and wheeled devices are usually due to the rider losing control.

- Display an A3 copy of *What do I think?* or write the same information on a large piece of paper. Give each student two dot stickers. Read the introductory statement and ask students to place their dots to indicate their opinion. Students may choose to place one dot next to two statements or two dots next to one statement when **dot voting** (refer to page 202).

  Discuss the voting results as a class. Ask students to share and justify reasons behind their voting.

  Explain that on average each year in Western Australia around 500 children are admitted to hospital after falling from a bicycle and 300 children from rollerblading, roller skating or skateboarding incidents. Point out Australia was the first nation to legislate for compulsory wearing of bicycle helmets by cyclists (1990). Stress that while wearing a correctly fitted Australian Standards bicycle helmet cannot prevent all injuries, it decreases the risk of head injury by up to 85%.

- Have students view the video clip *How to fit your bike helmet* video at **http://www.youtube.com/watch?v=vzPlRHsPOMk** . Demonstrate the fitting process using a student volunteer and their helmet. (For health reasons the helmet should only be fitted to the head of the student who owns the helmet.)

Ask

Why is it important to wear a bike helmet that fits snugly and covers your forehead? (A helmet that is too loose or fastened incorrectly may slip off if they fall off their bike, scooter etc. Head injury may be a result of not wearing a helmet correctly if involved in a crash. A helmet that does not cover the forehead and temples does not provide sufficient protection.)
Why have Australian Standards been created for bike helmets? (They ensure that the helmet has passed safety tests and meets the standard required by Australian Road Rules. Have students locate the AS/NZS 2063 sticker on the bicycle helmet.)
What is the component in a bike helmet that cushions your head and absorbs the impact in a crash? (The foam shell which is usually made of expanded polystyrene foam absorbs the impact. This foam is similar to that found in Styrofoam coolers.)
Why should you replace your helmet if you have been involved in a heavy fall or crash? (Helmets are designed to take only one impact as the foam doesn't spring back and take the impact as well again. The foam shell of a helmet damaged by sun or heat should also be replaced.)
Why is it the law in WA that all cyclists must wear an approved bicycle helmet on roads, bike paths and other public places such as car parks and parks? (Research shows that a helmet can reduce the risk of head injury by up to 85% and brain injury by up to 88%. Broken bones mend but when brain cells are damaged, they die.)
Why is it important to wear a helmet every time you ride a bike, skateboard, scooter, rip stick or roller blades?
Why should you always ride with an adult? (Children up to 10 or 11 years have peripheral vision and hearing that is still developing; are still mastering the skills of cycling; are not clearly visible to drivers.)
Why should children your age never ride on the road? (as above)
Where is it safer for someone your age to ride? (eg parks, shared paths and footpaths, backyards)
What responsibilities come with being a safe rider? (Knowing and using cycling laws correctly; always wearing a correctly fitted bicycle helmet; being courteous to pedestrians and other riders.)

- In pairs, ask students to identify the excuses young people might use for not wearing a helmet or protective gear when riding a bicycle or wheeled recreational devices such as a scooter, skateboard or rip stick. Some may include:
  - You look stupid.
  - My friend doesn't wear a helmet.
  - It makes my hair go flat.
  - I won't get caught.
  - I can't afford to buy a helmet.
  - My parents don't wear a helmet.
  - There isn't a law about wearing helmets when you're skateboarding or rip sticking.
  - Your head gets too hot.
  - Nobody wears protective gear.
  - Protective gear takes too long to put on.

  Have students share their ideas then discuss what might change these young people's opinion about bicycle helmet and protective gear use.

- Ask students to write:
  - three things they have learnt about how to correctly fit a bike helmet
  - three things they have learnt about safer riding.

- Students can design a prototype for a trendy or acceptable bicycle helmet that young people their age would choose to wear every time they rode a bike or wheeled device.

- Send a copy of *Bike helmets* home with each student to share with their family.

Students could bring their helmets to school and conduct a fitting session to check for correct 'fit' with a partner. Students without helmets would need to be paired with students who have these items.

Name

ACTIVITY SHEET

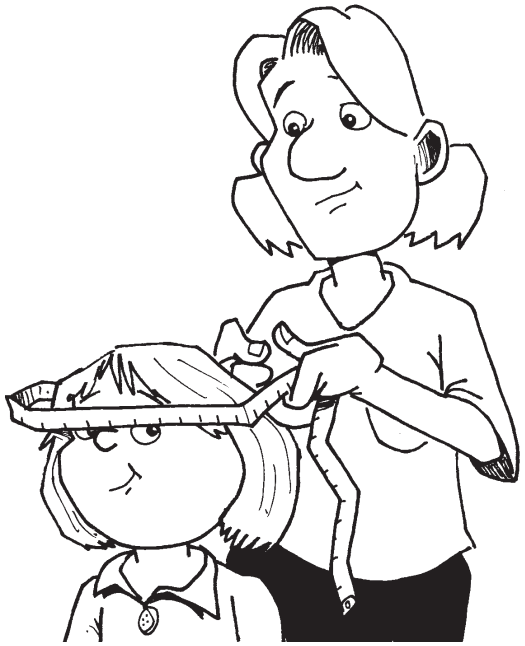
What do I think?

The number of cycling, skateboard, scooter and rip stick injuries for kids could be reduced if…

Kids always wore a bike helmet and protective gear.	
Kids were fined more often for not wearing a bike helmet.	
Kids were only allowed to ride in parks or off-road areas.	
Kids my age were taught the skills either at home or school that would make them safer riders.	
Kids my age knew why they are at risk when riding.	

Bike helmets

Research shows that wearing a correctly fitted helmet can reduce the risk of head injury by up to 85% All helmets sold within Australia need to display an Australian Standards mark which means the helmet has been tested and approved. Remember, not all helmets meet this standard and you should check for the mark on the helmet before making your purchase.

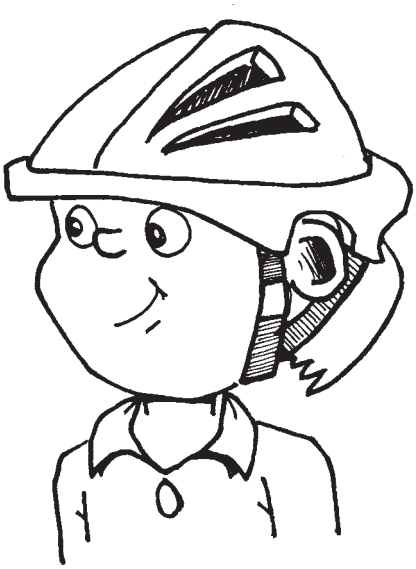


How do I know what size helmet my child needs?

- ☐ 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.
- ☐ A helmet should fit the head snugly. A helmet that is too small will not protect the head adequately, so within reason purchase the next size helmet.
- ☐ Manufacturers provide pads that 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.

Checking if the helmet fits

- ☐ Place the helmet on your child's head checking that it fits snugly – not too tight or too loose.
- ☐ Adjust the straps and do up the buckle.
- ☐ Place your palm under the front of the helmet and push up and back. It shouldn't move.
- ☐ Place your palm on the top of the helmet and try to move it side to side. It shouldn't move.



For maximum protection the helmet must fit well.

If a helmet is loose it will not give your child maximum protection.

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

ACTIVITY 2

Visibility and safety

Preparation

- A dark coloured t-shirt or jacket
- A light coloured t-shirt or jacket
- A fluorescent jacket (or piece of fabric)
- A parked car
- Student bikes, scooters or rip sticks

- Explain not being able to be seen by drivers places cyclists and riders of other wheeled devices at risk, and even though children up to the age of 12 years are encouraged to ride on the footpath rather than the road, they can still be at risk of not being seen by drivers when they cross roads, driveways or are riding near car parks.

  To illustrate a the areas around a car where a driver may have a difficulty seeing, park a car in an area such as the oval or staff car park. Have several students stand with their bicycles, scooters or rip sticks in a semi-circle behind the car. Ask the 'driver' to use the rear and side mirrors and call out the names of students who can be seen. This will identify the driver's 'blind spots'. Have students move to a different position. Ask the class which riders they think are still in the driver's 'blind spot' before the driver calls out the names of students that they can see.

  Now ask students to stand at the front and at either side of the car. Ask the driver to call out the names of the students who are not completely in clear view, due to driver's front 'blind spot' created by the front panels between the windscreen and the front side windows.

  Allow students to sit in the car and have a go at spotting the riders in the front and back 'blind spots'. A pillow might be needed to boost the student's height.

- Display three sets of clothing:
  - a dark coloured t-shirt or jacket
  - a light coloured t-shirt or jacket
  - a fluorescent jacket (or piece of fabric).

  Ask students to rank the outfits in order of visibility.

  Discuss observations and the implication of these in relation to increasing visibility in the traffic environment not only as a rider but as a pedestrian, especially at night and in wet weather. Ask student volunteers to wear the clothing and stand with their bikes or devices at the front and rear of the car. Ask the driver to call out the names of the students who appear more visible. Allow students to sit in the driver's seat to observe the visibility of the different types of clothing.

Ask

What are some things that might stop you from always wearing light or fluoro clothing when you are riding?
Which other road users should know about wearing light or fluoro clothing to improve visibility? (eg pedestrians, road workers, motorcyclists)
What type of clothing would be most visible for adults who may cycle at night? (eg jackets, shoes, bicycle helmets, gloves and backpacks with reflective strips)
What other parts of a bike help make you more visible? (The front and back wheel and pedal reflectors and a bike light.)
Can you think of any other part of your bike that helps you let pedestrians and drivers know you are nearby? (A bell or horn. These are also legally required on a bicycle.)
Why should you always ring your bell when you are about to pass a pedestrian or slower rider on a footpath or shared path? (eg indicate your approach and enable the pedestrian or rider to move to the left)

- Students **brainstorm** (refer to page 193) a vocabulary list relevant to cycling and wheeled devices as a class and use as a spelling list. Words could include: traffic, bicycle, cycle, cyclist, high-visibility, fluorescent, reflective, safety, practise, helmet, protective gear, active transport, campaign, road sign, hazard, warning, directions, signal, crash, incident. The words could also be used to create a word sleuth at **http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp**

Enlist the help of a teacher or parent to act as driver in the blind spot activity. Ensure that all risk management procedures have been followed when taking students into car parks.

FINDING OUT

ACTIVITY 3

Cycling laws quiz

Preparation

- Die – one per group
- **Activity sheet** *Cycling laws quiz* – photocopy one per student
- Internet access
- **Family information sheet** *Rider rules* – photocopy one per student

- Write the following questions on the board.
  1. What are three important safety rules to remember when riding a bike on a cycle path or footpath?
  2. Why do you think children under 12 years old are allowed to ride on the footpath?
  3. Do you think boys are more likely to take risks while cycling than girls? Why?
  4. Why is it important for children under 10 years to ride with an adult at all time and always off the road?
  5. What things do you think would encourage children to wear bike helmets every time they ride a bike, scooter or rip stick?
  6. Do you think it would be easy to organise to ride to school a couple of days each week? Why? Why not?

  Place students in groups of six. Explain how groups are to conduct a **toss a die** strategy (refer to page 201) using the six questions. Make sure students do not interrupt others when they are offering their response.

  Ask
  What did you learn from other students in your group?
  Do people have different opinions about these cycling issues?
  How did you feel sharing your opinions about these issues?

- Explain cyclists have the same rights and responsibilities as other road users. In pairs, have students write their answers to the *Cycling laws quiz* in the 'before' column of the activity sheet. Using the Department of Transport's website link **http://www.transport.wa.gov.au/activetransport/24949.asp#25068**, students can locate the correct answers and write these in the 'after' column and mark their quiz.

  Using the website, each pair of students write:
  - Five important facts or rules that someone your age needs to know before riding to school.
  - Five important facts or rules an adult would need to know before riding their bike on the road.

  Students share their findings with another pair and negotiate to decide on their five most important facts or rules for each category. Groups then report these back to a whole class discussion.

  Ask
  Should there be fewer or more road laws in relation to cyclists?
  Should people rather than governments be given the right to choose to wear a bike helmet?
  Should cyclists be required to take a test to get a licence or register their bikes before riding on the road?
  Should cyclists lose demerit points when they disobey the laws when cycling?
  Should cyclists riding bikes on farm properties be required to wear a helmet at all times because they are in close contact with other vehicles such as tractors, trucks and utes?
  Do you still have any questions going around in your head about laws relating to cyclists?

- Send the *Rider rules* sheet home with students to share with their families.

Students can access the Department of Transport website link to make up their own quiz questions and answers. The questions and answers could be collated and used as a whole class quiz. Students could also use the website to research the answers to each quiz question. The pair with the most correct answers is the winner.

Name **ACTIVITY SHEET**

Cycling rules quiz

Write your answer to each question in the 'before' column then check your answers using the Department of Transport website at **http://www.transport.wa.gov.au/activetransport/24949.asp#25068**. Write the correct answer in the 'after' column.

BEFORE you research answer	Question	AFTER you research answer
	1. Up to what age can you ride your bike on the footpath?	
	2. A bike must have at least how many brakes to be legal?	
	3. Do you have to wear a bike helmet if you are riding on a cycle path or footpath?	
	4. Can you use electric powered bikes or scooters on cycle paths?	
	5. What must a cyclist do when they get to a children's crossing, a pedestrian crossing or marked foot crossing.	
	6. What types of warning devices must all bikes have on them to be legal?	
	7. What is the law about hands on the handle bars?	
	8. What are some special rules for shared paths and footpaths?	
	9. A bike must have a red reflector fitted to the rear of the bike to be legal. True or false?	
	10. How old does someone have to be before they can cycle and have a child in a child carrier seat?	
	11. Does a child in a child carrier seat have to wear a bike helmet?	
	12. Is it illegal to ride in a pedestrian mall, square or plaza?	

Rider rules

As riding a bicycle continues to become a popular way to travel in our community it is important that your child has a sound knowledge of the laws and their responsibilities when cycling.

Check the rules

- ☐ Cyclists must always wear a bicycle helmet.
- ☐ Always ride on the left and go with the flow. Never ride against traffic. Cars will not be expecting to find a cyclist when they round a corner or go over a hill.
- ☐ Ride single file. When passing other cyclists or pedestrians let them know your position by ringing your bell.
- ☐ Stop at all STOP signs and traffic lights.
- ☐ Always signal before making a left or right turn. When cyclists want to stop, turn right or left, they must signal for long enough to warn other road users.
- ☐ Cyclists must get off their bikes and wheel them across crosswalks, children's crossings and at traffic signals that have pedestrian phasing (ie walk and don't walk lights).
- ☐ Don't double dink. Dinking makes it hard for a cyclist to see the road and they might lose control of their bike.
- ☐ Always have at least one hand on the handlebars.
- ☐ Give way to pedestrians on footpaths and shared paths. Ring your bell to let them know you are approaching.
- ☐ Your bicycle must be roadworthy and legal. That means it needs to have brakes in working order, reflectors front and back, tyres in good condition etc.
- ☐ Cyclists up to the age of 12 are allowed to ride on footpaths.

Please take the time to talk about the rules your child needs to follow when cycling.

More information on cycling and the road laws are available on the Department of Transport website at **http://www.transport.wa.gov.au/activetransport/24022.asp**

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

FINDING OUT

ACTIVITY 4

Signs and signals for cyclists

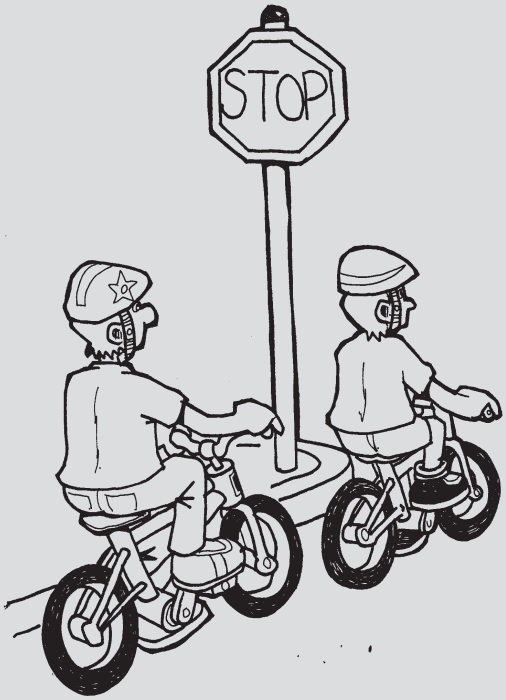
Preparation

- *Road signs and signals* **slideshow** – cue the CD-Rom
- **Activity sheet** *Signs and signals* – photocopy one per group
- Scissors – class set

- Show students the slideshow of road signs and signals. Briefly discuss the images using the follow questions.

Ask

Is it only cyclists who must follow these road signs or signals? (Many of the road signs and signals apply to all road users. For example a 'stop' sign applies to motorists and cyclists.)
Where in our local area have you seen these signs or signals?
Which road signs and signals do kids your age need to know about when they are cycling or skating or riding a rip stick? Why?
What might happen if cyclists don't comply with the road signs and signals when cycling?



Explain that road signs and signals are installed along the roads to make them a safer place for all road users, including cyclists and pedestrians, and that signs fall into four main categories:

- Regulatory signs – these signs control the traffic; are generally red, black and white in colour and need to be obeyed eg stop sign, give way sign.
- Warning signs – these signs warn of possible dangers and are generally yellow or orange with black lines, writing or numbers eg school sign, signals ahead.
- Guide signs – these signs help us find our way around eg no through road, form one lane signs.
- Signs for special purposes – these signs are used to warn road users about road works and temporary hazards eg detour, left lane closed signs.

- Ask students to form small groups and distribute the *Signs and signals* activity sheet to each group. Have groups cut up their activity sheet and spread the signs and signals cards out on the desk and place the explanation cards in a pile on the desk. Students take turns to choose a card from the pile and match it to the corresponding sign or signal card.

Check the answers as a whole group and correct any misconceptions. Matching cards are placed together on the activity page.

Ask

What signals must cyclists use themselves to let other road users know they are turning left or right? (eg turning left: fully extend your left arm and hand; turning right: fully extend your right arm and hand)
What signals must cyclists use themselves to let other road users know they are about to stop? (Extend the left arm horizontally, bending upwards at the elbow. Hand should be open with the palm forward.)
What signals must cyclists use themselves to let other road users know they are about to pass them on a footpath or shared path? (Use your bike bell to signal a warning.)

- Have students choose the five most important road signs and signals for riders and compile a PowerPoint slideshow or set of posters for younger students.

Children at this age should be encouraged to ride on the footpath.

Name

ACTIVITY SHEET

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.	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 traffic it is a one-way street.
		
Pedestrians and cyclists can cross here. Cyclists must wheel their bikes, not ride them.	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 railways crossings that only have a stop sign, cyclists must always stop, look, listen and think before wheeling their bike across.	This sign tells cyclists that the traffic only goes one way. Cyclists are not allowed to ride the wrong way up a street.

Name

ACTIVITY SHEET

Road rules, signs and signals

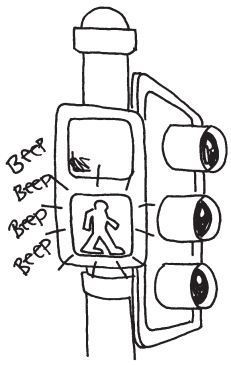
Cyclists are allowed to ride on this path. They must keep to the left of the path, ride behind each other, and give way to pedestrians.

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.

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 get off their bike and then walk across when the green 'walk' man is showing.

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).

This sign indicates that that the path or lane is only for cyclists.

ACTIVITY 5

Safer places to ride

Preparation

- **Activity sheet** *Safer places to ride* – photocopy one per student
- Access to Google Maps or an A3 photocopy of local area per student
- Highlighters or markers – class set
- **Family information sheet** *Do the 3 minute safety check* – photocopy one per student
- **Family information sheet** *Scooters* – photocopy 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

- In pairs, have students **brainstorm** (refer to page 193) places that are safer for cyclists and riders (eg not on roads, away from traffic and driveways, in a fenced-off park, close to adult supervision) and unsafe areas (eg near parked cars, on footpaths near busy roads, car parks, driveways) and list these on a **T chart** (refer to page 200).

  Suggest to students that most crashes can be attributed to one or more of the following factors:
  K – insufficient knowledge
  L – lack of skill
  U – unsafe behaviour
  E – environment

  Ask
  Which of the KLUE factors do you think is the greatest cause of riding crashes? (In most cycling crashes involving children at this age the causal factors are lack of skill, insufficient knowledge and unsafe behaviour.)
  Why is it important for children and young people to know about the KLUE factors?
  Why do you think kids your age choose to ride in unsafe places?
  What information might change their riding behaviour? Why?

  Explain to students that because children up to the age of twelve are still developing the skills that are required to ride safely (ie judging of speed and distance, peripheral vision and directional hearing) it is important to practise riding in safer areas and with adult supervision.

- Ask students to choose one of the unsafe locations for cyclists and riders identified in the brainstorm and then with a partner, apply the KLUE factors to identify how these may further contribute to the rider's level of risk in each of the unsafe riding places. For example:

  Unsafe place - driveway
  K – unaware of sounds and sights that indicate a car is reversing or entering, unaware of the time it takes a motor vehicle to stop quickly
  L – braking skills still developing,
  U – riding in a driveway
  E – driveway that may have a slope which would increase the speed of the rider

- Have students locate their home and school on Google Maps (and print off) or mark on a photocopy of the local area. Highlight the route they think would be the safest to ride to and from school, and marking in safe places to cross.

  Next ask students to mark all the places away from main roads and roads without footpaths they consider would be safe to ride their bikes, scooters and skateboards. Include parks, cycle paths, shared paths, skate parks and footpaths away from busy roads.

  Students then use a personalised marking code or colour to record their route on a large class map and complete *Safer places to ride*.

- Review answers to activity sheet.

  Ask
  Which were the safest places to ride? Why? (Those away from traffic and driveways, on footpaths or shared paths.)
  Where are some unsafe places to cross the road with your bike? (eg near busy intersections, roundabouts, bends in roads, on crests of hills)
  What other safe cyclist behaviours do you need to consider when you take this safer route to school? (eg wear a helmet every trip; ride the safer route discussed with their family; ride on cycle paths and foot paths; walk their bike across roads; use Stop, Look, Listen, Think every time they cross roads and car parks; make eye contact with the driver when walking their bike over a crosswalk; leave a safe distance between them and the vehicle when they cross; use correct hand signals and their bell when required; obey road signs and signals)

What rules do you need to follow when you ride on footpaths, shared paths or cycle ways for everyone's safety? (Keep to the left of the path; don't ride too fast or do anything unexpected; let others know that you are approaching by sounding your warning signal, such as using the bell or calling out; give way to pedestrians; obey signs along the path and ride in single file, especially on shared footways; ride in pairs only when the path is wide enough and when it is safe.)
Can you think of any hazards you may need to watch out for even in these safer places to ride? (Other path users - be extra careful near small children or older people; dogs or other animals; driveways, laneways or places where the path crosses a road; hazards such as changes in the surface of the path, steep hills, puddles, pot-holes, blind corners and broken glass.)
What should you do if you have to cross a road on your way to and from school? (The rider should stop, dismount and walk across the road. It is also the law that cyclists dismount and wheel their bicycle across the road at traffic signals with pedestrian phasing, crosswalks and school crossings.)
Are there any other unsafe places to look out for when riding to and from school? (eg teachers' car park, parent pick up area)
What could we do as a school to make these places safer for cyclists? (eg educate teachers and parents; contact the local council about potential dangerous areas; separate cyclists and pedestrians from drivers)
Why do you think it would be better for you and the environment to ride to and from school each day rather than being driven to school every day? (Benefits for the cyclist: become fitter and healthier; more sociable; fun. Benefits for the environment: less cars on roads so less noise and air pollution; reduced traffic congestion around school.)

- Have each student take home their map to discuss with their family and make any changes suggested during the discussion. Send home a copy of *Do the 3 minute safety check* and encourage students to complete the check of their bike or other wheeled device with their family.
- Send home a copy of the other family information sheets that are relevant to the students.

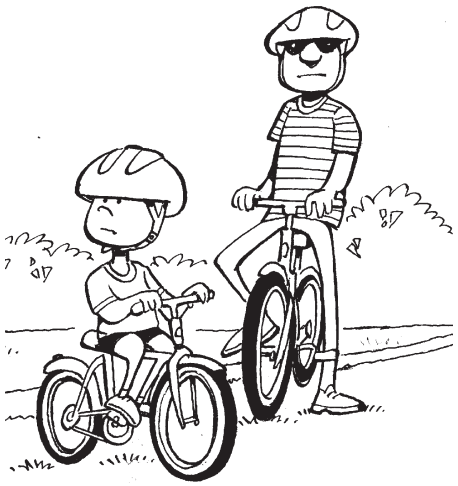
(The KLUE strategy has been adapted from Let's Go Cycling, Qld School Curriculum Council, 2000).

Use Google Maps to project a map of local area onto an interactive whiteboard or alternatively photocopy and enlarge a map of the local area so that students can identify safer places to ride in their area.

Name **ACTIVITY SHEET**

Safer places to ride

1. Find your house and school on the map.
2. Highlight the route you think would be the safest to ride to and from school.
3. Highlight areas in your community that would be safer to cycle, skateboard or rip stick just for fun eg parks, cycle paths, shared paths, skate parks and footpaths away from busy roads.
4. Study the map and answer the questions.
   - Which were the safest places to ride? Why?
   - Where are some unsafe places to cross the road with your bike and why?
   - What other safe cyclist behaviours would you need to consider when you take this safer route to school?
   - What rules do you need to follow when you ride on footpaths, shared paths or cycle ways for everyone's safety?
   - Can you think of any hazards you may need to watch out for even in these safer places to ride?
   - What should you do if you have to cross a road on your way to and from school and you are riding your bike?
   - Are there any other unsafe places to look out for when riding to and from school?
   - What could we do as a school to make these places safer for cyclists?
   - Why do you think riding to and from school (preferably with an adult) would be better for you and the environment than being driven to school every day?



Do the 3 minute safety check

Whether you child rides a bike, scooter, skateboard or rip-stick it is important that they are well maintained. Run through the 3 minute safety check with your child.

Bike safety check

1. Make sure the wheels spin freely. Check that the tyres aren't worn or flat – they should be hard to squeeze. Fix any loose wheel nuts or broken spokes.
2. Spin the front wheel then apply the brakes. If the brakes are working, the wheel should stop turning.
3. Check the chain is clean and can move freely. It should be kept lightly oiled.
4. Check the handlebar is not loose, the ends are covered and the handgrips are secure.
5. The seat should sit flat and be in line with the bike. It shouldn't tilt or move. Check for cracks or broken springs.
6. Are the lights working? There should be a white headlight and red tail light on your bike. You also need to have a reflector at the front and rear, and on the pedals and wheels.
7. Ring your bell. Your bike must have a bell (or horn) that works.

Scooter safety check

1. Check the brakes are working.
2. Check the steering column locks easily and doesn't collapse.
3. Check the handlebar grips are secure.
4. Check it has high ground clearance and a non-slip footboard.
5. Check there are no sharp edges.

Skateboard safety check

1. Check the wheels are turning smoothly.
2. Check there are no broken parts or sharp edges.
3. Check that your child has a helmet and protective gear to wear.

Rip-stick safety check

1. Check the wheels turn with ease.
2. Check the nose and tail platforms twist in each direction.
3. Check for unsafe construction, with sharp objects and finger-tightened mechanisms.
4. Check that your child has a helmet and protective gear to wear.

What protective gear should my child have?

Falls due to loss of control are the most common cause of injuries for children riding bikes, scooters, skateboards and rip sticks, so it is important that they wear knee, wrist and elbow guards. These are designed to protect at point of contact and reduce injuries when children fall.

Helmets protect heads!

Head injuries happen when riders hit nearby objects or can't break their fall. Make sure your child wears a bike helmet that fits their head, is lightweight, has good ventilation and is a colour that is easily seen in the traffic environment.

That's it – you're done. Did your child's bike or wheeled device pass the safety check? If not, get it repaired straight away. Don't risk their safety.

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.

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.

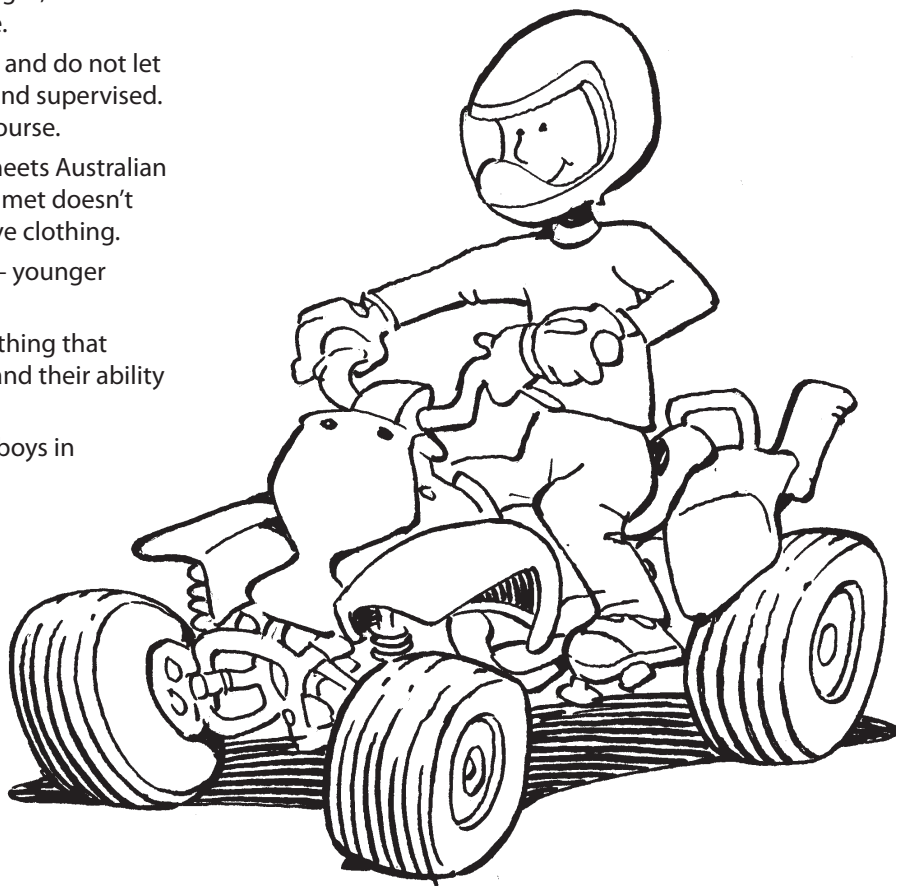
Quad bikes look exciting to kids. However kids under16 years of age shouldn't be allowed to ride an adult sized farm quad bike as they lack the physical ability and mental skills to safely maneuver a quad bike that has multiple speeds and controls.

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.



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.

- ☐ Do you follow manufacturer's recommendations and prevent children under 16 from riding a quad bike or ATV?
- ☐ Do you prevent passengers from riding on quad bikes or ATVs?
- ☐ Do you train and supervise your child when they are learning to ride a motorbike or quad bike?
- ☐ 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?
- ☐ Have you designated an area where your child is permitted to ride?
- ☐ Do you prevent children from riding as passengers on tractors and other farm machinery?
- ☐ Are keys kept out of reach of children when vehicles are not in use?
- ☐ Is there a safe and fenced play area which is separated from farm machinery and vehicles?

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 6

Managing influences on safe riding behaviour

Preparation

- **Activity sheet** *Riding decisions* – photocopy enough for one situation per group
- Folder – one per group
- Paper – several sheets per group

- Discuss the difference between a 'split second' decision and a 'planned' decision. Ask students to give examples of each in a cycling and wheeled devices safety situation eg deciding to double dink your friend home from school is a split second decision; choosing to always wear a bicycle helmet no matter how short or long the trip is a planned decision.

  Discuss the consequences of some poor 'split second' decisions. Explain that riders are required to make many decisions. Some may be easy for riders to make such as putting your helmet on every time you ride, and some will be more difficult, such as telling your friends you don't want to ride on the road.

  Ask
  What does the word 'influence' mean? (eg persuasion, power, ability to make someone do or think something)
  Who or what do you think influences the way you behave as a rider? (eg friends, peers, family, time available, weather conditions, road safety campaigns, your road safety knowledge and skills, your road safety attitudes)
  Who or what do you think influences you to behave safely as a rider?
  Who or what do you think influences you to behave not so safely as a rider?
  Do you feel confident telling your friends that you don't want to do something?
  What might your friends say to you if you told them to stop behaving unsafely?
  How would you feel?
  How do you think you would feel if your friend asked you do to something that was not safe like double dinking them on the road?
  What positive thoughts could you say to yourself when it's just your own thoughts that make you feel like you should do something that is not safe (eg you think the other kids might think you are not cool if you don't ride to school with them on the road instead of the footpath)*?*
  What positive thoughts could you say to yourself when someone is pressuring you to do something unsafe as a rider?
  How would you feel if your friend 'dropped' you because you didn't want to do something?

- Explain that influence or pressure can be both a positive and a negative thing (eg friends can influence you to wear a bicycle helmet and also to not wear a helmet).

  Explain that pressure can be external (ie when friends, family or media persuade you to do something they want) and internal (ie when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, family or people in the media).

  Give each group of students a card on which to write a scenario where someone their age may be influenced to do something unsafe in a riding situation. For example:
  - Not wearing a bicycle helmet
  - Not riding on the footpath or shared path or away from traffic
  - Not wearing protective gear while skateboarding or riding a scooter
  - Riding four abreast on a shared path
  - Double dinking

  The scenario should include a character plus the following information.
  - **Who** is influencing the character or is the influence coming from the character's own thoughts? (eg the character thinks if he/she wears a helmet their friends will think they are not cool)
  - **What** is said, done or thought to influence the character to do something unsafe?
  - **Where** is this situation happening?
  - **How** is the character feeling in the situation?

  Collect the scenario cards and read each one out to the class. Ask each group to rank the scenarios from 'likely to cause the most harm' to 'likely to cause the least harm'. Have groups share and justify reasons for the rankings of the scenarios.

- Attach one scenario card to the outside of each folder. Give each group a folder ensuring they have not received the scenario previously created. Students use the **send a problem** strategy (refer to page 199) to determine an assertive response to deal with the pressure so that the character stays safe. For example, responses to an external pressure to not wear a helmet may include:
  - ⊙ My parents say I have to wear one.
  - ⊙ It took me ages to save up for this helmet and I want to wear it.
  - ⊙ I'll be grounded for a week if my parents see me riding without it.
  - ⊙ You don't have to wear your helmet, but I'm going to wear mine.
  - ⊙ I think we should both wear our helmets.
  - ⊙ Wearing a helmet doesn't worry me.
  - ⊙ A helmet won't do me any good hanging off the handlebars.

  Rotate the folders until groups receive their initial folder back. Ask groups to read through the responses placed inside their folder and then prepare a prioritised list of assertive responses. Hear responses and ask students to individually choose the one that they would be most likely to use in each scenario.

  Ask

  Would the response you chose have reduced the risk of injury for the character?
  Why is it useful to think about and plan solutions for situations that might happen in real life?
  How could you be a positive influence on your friends' riding behaviour?
  Do you always have time to stop and think about how you could deal with a situation in real life? (Students need to understand that often decisions have to be made quickly and on the spot. In these situations the responses that students have rehearsed can be called upon to keep themselves safe.)

- Suggest to students that practising an answer can make it less stressful to respond when peers or friends may influence them to behave in an unsafe way.

  In their groups, students choose the scenario that would be most likely to happen in real life and **role-play** (refer to page 197) it using the top three chosen responses. Some revision of assertive communication may be required beforehand.

Ask

Which response do you think would be easiest to use and also keep you safe if this happened in real life?
What might you be most afraid of in this situation?
What might stop you from doing the safer thing in this situation?
What might be a good thing to think to yourself in this situation to make sure you choose a safer behavior?
How confident do you feel to tell someone you have to wear your helmet every ride?
How confident do you feel to tell someone you have to wear protective gear when you skate?
How confident do you feel to tell someone you don't want to ride on the road?
How confident do you feel about telling someone you don't want to double dink them? What could you say to someone you know very well who wasn't wearing a helmet?
What could you say to someone you didn't know very well who wasn't wearing a helmet?
Does practising using assertive responses make it easier to use these responses in real life? Why or why not?

Use a **decision-making model** (refer to page 195) to identify choices and make decisions for each of the student generated riding scenarios.

REFLECTING

ACTIVITY 7

Planning an advertising campaign

Preparation

- **Activity sheet** *Planning an advertising campaign* – photocopy one per student
- Internet access

- Distribute a copy of *Planning an advertising campaign* to each student. Have the class form into small groups.

  Explain that each group will be planning a web-based advertising campaign that targets primary school aged children and is aimed at achieving one of the following:
  - To increase the number of students who cycle.
  - To raise awareness of the importance of bicycle helmet use and increase bicycle helmet use among young cyclists.
  - To raise awareness of the importance of bicycle helmet use and protective gear when riding skateboards, rip sticks and scooters and increase the use of these protective items among young people.
  - To raise the awareness of road rules and signs relevant to cyclists and riders of other wheeled devices.
  - To raise the awareness of visibility and safety for cyclists and riders of other wheeled devices.
  - To increase the awareness of safer places to cycle and use other wheeled devices in our community.

  Have students decide the campaign they will plan. Explain each group will be required to use PowerPoint or other media to present their campaign ideas to the boss of the advertising agency (the teacher) and the agency advisors (their classmates).

  Show students the Department of Transport website link **http://www.transport.wa.gov.au/activetransport/24022.asp** to access information about various aspects of cycling in Western Australia. Examples of road safety campaigns and accompanying advertisements can be viewed on the Office of Road Safety website at **http://www.ors.wa.gov.au/Campaigns.aspx**.

- Hold a 'launch' where each group presents their campaign then conduct a vote to determine the most effective campaign. Groups must justify their decision when voting.

Name **ACTIVITY SHEET**

Planning an advertising campaign

You have a million dollars to spend on a web-based advertising campaign that aims to do one of the following:

- To increase the number of students who cycle.
- To raise awareness of the importance of bicycle helmet use and increase bicycle helmet use among young cyclists.
- To raise awareness of the importance of helmet use and protective gear when riding skateboards, rip sticks and scooters and increase the use of these protective items among young people.
- To raise the awareness of road rules and signs relevant to cyclists and riders of other wheeled devices.
- To raise the awareness of visibility and safety for cyclists and riders of other wheeled devices.
- To increase the awareness of safer places to cycle and use other wheeled devices in our community.

Decide which campaign you would like to develop and present your ideas for the web advertisements in a story board format (using PowerPoint or another computer program) to the boss of the advertising agency (your teacher) and other agency advisors (your class mates).

Things to communicate clearly:

- What are your key safety messages?
- What will your web advertisements feature? (Ideas might include photos, cartoons, music, text, a slogan, video or animation social media messages)
- How will you measure the success of your campaign?

This Department of Transport link **http://www.transport.wa.gov.au/activetransport/24022.asp** has a range of information and fact sheets about cycling. Take a look!

Good luck with your campaign. The winner will be decided by the advertising agency boss and the advisors.