

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 1 students. It focuses on:

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

### Key understandings

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

### Key skills to practise

- Identify situations that may be unsafe when travelling as a cyclist or rider of a wheeled device.
- Make responsible decisions to ensure their own safety and the safety of others.
- Identify feelings and thoughts in a traffic-related situation before making a safe decision.
- Participate in class, group and pair discussions and share experiences.
- Share opinions in oral discussions and written responses.
- Give clear instructions and use descriptive words.
- Listen for specific things such as the details of a story and an answer to a given question.
- Reflect on knowledge and understandings, attitudes and values.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.

## 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.

### Bicycle crashes

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

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

### Bicycle helmets and the law

Western Australian road rules are contained within the *WA Road Traffic Code 2000*, which can be viewed on the State Law Publisher website at [http://www.slp.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_2007\\_homepage.html](http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_2007_homepage.html)

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

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

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

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

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

### Other road rules relevant to cyclists and riders of wheeled devices

Under the Road Traffic Code:

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

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

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

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

### Reducing injuries

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

- cyclists who do not wear bicycle helmets are twice as likely to suffer head, brain and facial injuries as cyclists who wear helmets
- non-helmeted cyclists are three times more likely to be killed as a result of a crash (viewed ORS website June 2011).

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

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

### Selecting a bicycle helmet

A bicycle helmet must:

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

### Selecting a bicycle

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

### Bicycle maintenance

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

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

### Safer places to ride and play

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

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

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

### Power assisted bicycles

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

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

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

### Quad bikes and motorbikes

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

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

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

### Motorised scooters

#### What is a motorised scooter?

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

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

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

## Road rules for motorised scooters

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

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

Small, motorised scooters can be used:

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

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

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

## Gophers

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

## Carrying children on motorcycles and bicycles

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

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

## Useful websites

### For information on cycling, helmets and other wheeled devices

- Department of Transport WA  
<http://www.transport.wa.gov.au/activetransport/24022.asp>
- Kidsafe WA  
<http://www.kidsafewa.com.au/bicyclesandotherdevices.html>
- Office of Road Safety  
<http://ors.wa.gov.au>
- Cycling Western Australia  
<http://www.wa.cycling.org.au/>

### For interactive games

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

## ACTIVITY 1

### Silly Billy and Silly Gilly

#### Preparation

- ▶ **Activity sheet** *Izzy* (Focus area 3) or **Izzy slideshow** – cue the CD-Rom
- ▶ **Activity sheet** *Silly Billy and Silly Gilly* and cue the CD

- 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.
- Draw a **T chart** (refer to page 177) on the board and label the left hand column 'my favourite things to play'. Ask the class to name some of their favourite outdoor activities and write these on the T chart. If students do not identify a riding or activity involving wheels, suggest these.

Read each suggestion and have the class identify what *Izzy* would know about staying safe in each situation. Write these suggestions on the T chart. Some examples are provided.

My favourite things to play	How <i>Izzy</i> keeps safe
Kicking the ball in the park	Never chase balls on to the road. Never talk to strangers.
Swimming at the beach	Swim between the flags. Don't swim into the deep. Wear floaties and sunscreen.
Riding on my bike	Wear a bike helmet. Ride on the footpath and with an adult.
Riding on my scooter	Wear elbow and knee pads, and a bike helmet.

- Listen to the *Silly Billy and Silly Gilly* song. Talk about the 'silly' or unsafe things that Billy and Gilly did while riding their skateboard and bike.

#### Ask

*Do you think the name of this song is a good one?  
Why didn't Billy and Gilly wear their helmets?  
Why should children your age wear a helmet when they are riding their bike? (It is the law. Helmets are designed to protect the wearer's head if involved in a crash.)  
What do you think *Izzy* would tell Billy and Gilly about riding safely?*

- Play the *Silly Billy and Silly Gilly* song while conducting a **music-think-pair-share** (refer to page 177) using one or all of the following statements.

#### Statements

- ⊙ Everyone riding a bike, skateboard, scooter or roller blades should wear a helmet.
- ⊙ Only adults should have to wear a bike helmet.
- ⊙ Kids don't wear bike helmets because they don't look 'cool'.
- ⊙ It's easy to learn how to ride a bike.

#### Ask

*What did you do to show your partner that you were being a good listener?  
Did your partner always have the same opinion as you?  
Why or why not?  
Is it important to listen to other students' opinions? Why or why not?*

# Silly Billy and Silly Gilly

Words and music by Franciscus Henri

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

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

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

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

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

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

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

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

## ACTIVITY 2

### Learning to ride

#### Preparation

- ▶ *Duck on a bike* by David Shannon (Scholastic Inc, 2002)
- ▶ A3 paper – one sheet per group
- ▶ A4 paper – one sheet per student
- ▶ **Family information sheet** *Learning to ride* – photocopy one per student

- Show the cover of *Duck on a bike* then flip through the book without reading any text (this is called picture walking). Talk about the illustrations and have the class guess the story line.

#### Ask

*What can you see on the cover?*

*Can you guess what the title might be?*

*What characters are in this story?*

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

Read the story using a different voice for each animal. At the point in the story where the children leave their bikes by the house, ask students to predict what might happen next. Point out the children wearing bike helmets in the illustration.

#### Ask

*What did the cow think about the duck riding a bike?*

(Repeat this question for the other farm animals in the story.)

*Why did each of the animals have a different thought about the duck riding the bike?*

*Did any of the animals think riding a bike was a good idea?*

*Why was the duck looking at the tractor at the end of the story?*

- Have students identify the parts of the story that could be real (eg animals do live on a farm and children do ride bikes). Encourage students to share stories about learning to ride a bike, skateboard or scooter.

#### Ask

*Why was duck a bit wobbly when he started riding the bike?*

*Were you a bit wobbly when you first started learning to ride a bike or scooter?*

*What might have happened if duck had fallen off the bike?*

*What could duck have done to stay safer while riding the bike?*

*What did you have to do to get better at riding? (Talk about practising and persevering to achieve a goal.)*

- Sit students in groups of two or four. Show students how to draw up a **placemat** (refer to page 173) on an A3 sheet of paper.

#### Ask

*What can you do to make sure you don't hurt yourself when you are learning how to ride? (eg practise in a flat area well away from traffic such as the backyard or park; have an adult watch and teach bike riding skills; wear a helmet, knee and wrist pads, closed in shoes and long pants).*

Students write some suggestions on their section of the group's placemat then take turns sharing their ideas. Each group then decides which two ideas are the safest and write these in the centre of their placemat.

Have the class listen to each group's idea and then vote using **thumbs up, thumbs down** (refer to page 178).

- Students draw an animal that the duck did not meet on its ride then write what the animal might have said to the duck about being a safe cyclist.

Compile students work into a class book with a title suggested by the class.

- Send home a copy of *Learning to ride* with each student to share and talk about with their family.

View *Duck on a bike* at [http://www.youtube.com/watch?v=5R0jNLrMjWE&feature=results\\_video&playnext=1&list=PLF6D14EE09B5F1AD9](http://www.youtube.com/watch?v=5R0jNLrMjWE&feature=results_video&playnext=1&list=PLF6D14EE09B5F1AD9)



# Learning to ride

**As children trade in strollers for tricycles and later two-wheelers, they also need to learn safe bicycle practices and rules. In WA the law requires everyone, including children, to wear a bike helmet while cycling.**

Helmets don't prevent falls or crashes but they can reduce the risk of head injury and death in case of an accident. Be firm in laying down the "no-helmet-no-bike" rule and set a good example by wearing a helmet yourself.

## Right bike

Riding a bike that is the right size also helps to keep your child safe. Sometimes parents want to buy a bike for their child to grow into because bikes are expensive, but bikes that are too big aren't safe.

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

## Beginning cycling

Youngsters should start out riding their bikes at a safe spot where they won't hurt themselves or others – a paved school yard on the weekend, the footpath or a bike path. Supervise youngsters as they ride their bikes even in these relatively safe areas. Teach them to watch out for pedestrians and other footpath users.

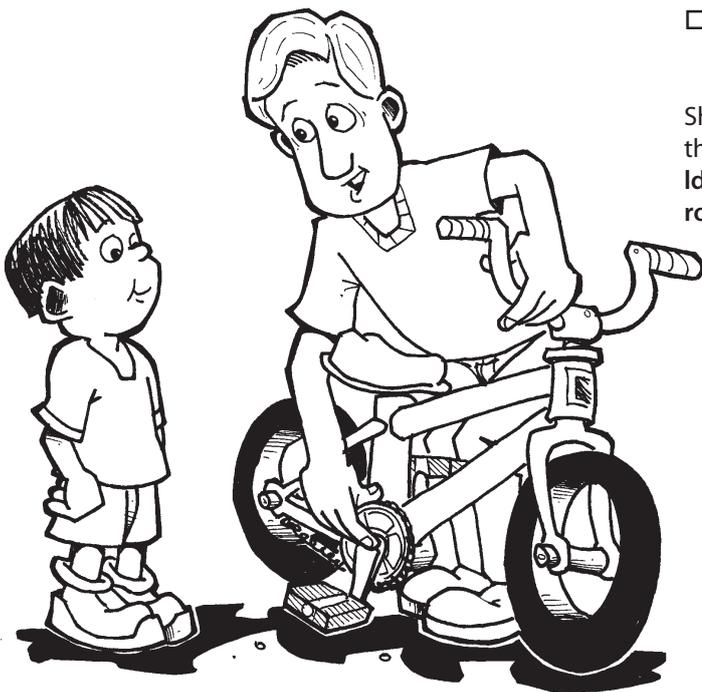
Make sure your child learns to turn and stop properly. Children should ride slowly and look ahead for cars pulling out of driveways as motorists are not expecting bicycles on footpaths.

## Looking after a bike

Teach your child how to check their bike. Here's a safety checklist.

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

Show your child how to play the *Safe to ride* game on the SDERA website at [http://www.det.wa.edu.au/ccm-ldn-theme-assets/\\_ccm\\_/themes-prod/sdera/flash/road\\_safety\\_games/index.html](http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html)



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

## ACTIVITY 3

### Humpty Dumpty

#### Preparation

- ▶ Photographs of students cycling and riding
- ▶ *Cycling and riding slideshow* – cue the CD-Rom
- ▶ Two hard boiled eggs – one inside an egg carton cup
- ▶ **Activity sheet** *Humpty Dumpty* – photocopy one per student

- Have students share their photographs and experiences of cycling and riding with a partner. Use the slideshow to introduce cycling and riding of other wheeled recreational devices such as skateboards and scooters.

#### Ask

*Why are the children wearing bike helmets? (In the event of a fall or crash the helmet will protect the cyclist's head. Cyclists are required by law 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.)*

*Why are the children riding with an adult?*

*What else are the children wearing to protect themselves?*

*Why are the children riding in the park or on the footpath and not the road? (Children under 12 years are allowed to cycle on footpaths. Children should ride with a supervisor and in areas well away from traffic as they do not have the skills to make safe decisions.)*

- Have students sing or say the original version of *Humpty Dumpty*. Discuss why Humpty Dumpty was hurt and why the king's men could not put Humpty together again.

Read or sing the song *Humpty Dumpty had a bike*. Talk about the cycling safety messages included in the song (eg ringing a bell to warn other road users and wearing a bicycle helmet that fits well and is buckled).

#### Humpty Dumpty had a bike

(Sung to the tune of *Old MacDonald had a farm*)

Humpty Dumpty had a bike.

Yes, oh yes, he did.

And on that bike he had a bell.

Yes, oh yes, he did.

With a ring, ring here and a ring, ring there.

Here a ring, there a ring, everywhere a ring, ring.

Humpty Dumpty had a bike.

Yes, oh yes, he did.

Humpty Dumpty had a helmet.

Yes, oh yes, he did.

He wore his helmet snug and tight.

Yes, oh yes, he did.

With a click, click here and a click, click there.

Here a click, there a click, everywhere a click, click.

Humpty Dumpty had a helmet.

Yes, oh yes, he did.

Humpty Dumpty had a fall.

Yes, oh yes, he did.

He hit his head against the wall.

Yes, oh yes, he did.

But it didn't crack, no it didn't crack,

Not a crack, not a crack, not a tiny little crack.

Humpty Dumpty had a fall.

Yes, oh yes, he did.

- Take the class outside to a paved area. Show the class Humpty Dumpty (a hard boiled egg with a face drawn on it) and explain that just like Humpty Dumpty a human's head has a hard outer shell (the skull) which primarily protects the soft mass inside (the brain).

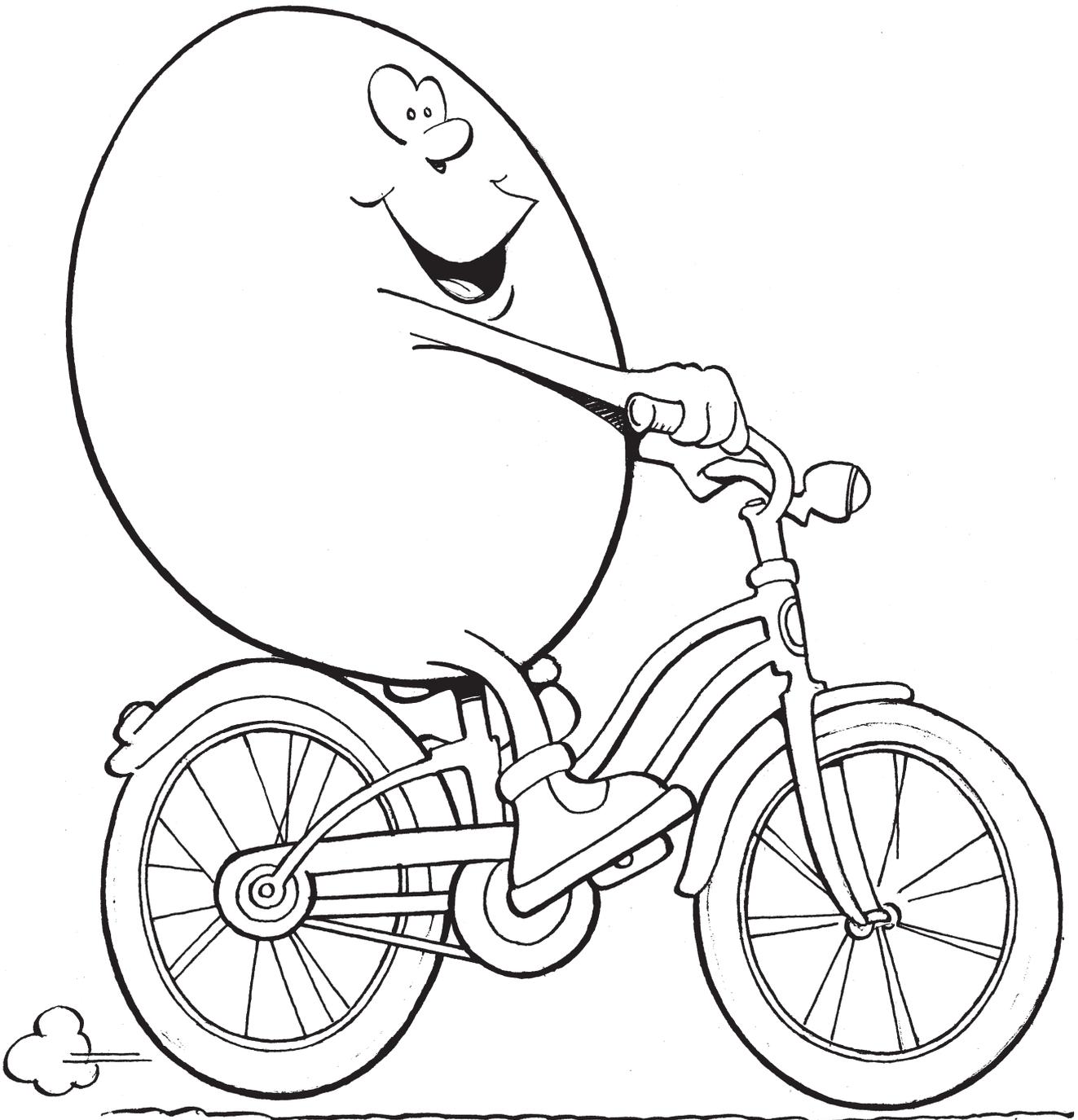
Ask the class to predict what extent the damage to Humpty Dumpty's head will be after the egg has been dropped from shoulder height. Drop the egg and then discuss the damage (eg cracks, inside of egg exposed). Compare these observations with the possible injuries that a rider, not wearing a helmet, might receive when involved in a crash (eg landing on the pavement or road, hitting a lamppost or tree).

- Repeat the experiment using a hard boiled egg placed inside an egg carton cup. Talk about how the egg carton cup protected Humpty Dumpty's head. Explain that this is exactly how a bicycle helmet protects a cyclist's head in a crash.
- Give each student a copy of *Humpty Dumpty* to complete.
- Display the students' photographs with accompanying sentences written by the class. Make sure that the photographs chosen for the display are depicting safe riding behaviour. Alternatively, scan the photographs and insert into a Powerpoint. Have students write sentences on the slide showing their photograph.

Before conducting this activity, send a note home to families requesting photographs of the students riding their bikes, scooters, skateboards, inline skates and rip-sticks.

# Humpty Dumpty

What does Humpty Dumpty need to wear when he goes riding?



## ACTIVITY 4

### Practising checking helmets

#### Preparation

- ▶ Bike helmets – one per group
- ▶ **Activity sheet** *Helmet labels* – photocopy one per group
- ▶ Blu-tak – one piece per group
- ▶ **Activity sheet** *My bike helmet* – one per student
- ▶ Internet access
- ▶ **Family information sheet** *Bike helmet check* – photocopy one per student
- ▶ **Family information sheet** *Choosing and fitting helmets* – photocopy one per student

- Place students in groups with at least one bike helmet. Students take turns in describing a feature of a helmet. For example: *It has a strap that goes under your chin. The helmet is red with black stripes. It's shiny on the outside.*
- Give each group a set of helmet labels to attach to each of part of a bike helmet (eg foam shell, chin strap, buckle, outside shell, air vents and safety label).

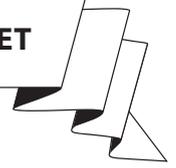
Talk about the different parts of a helmet and how each part plays a role in protecting a cyclist's head. Listen to students' responses and clarify any incorrect statements.

- Demonstrate how to put on a bike helmet with the straps sitting firmly over the ears and the buckle clipped together. Show students how to test if the helmet is the right size and being worn correctly by checking that the helmet is on straight and that it won't move about. Give students time to practise putting on their helmet and checking that it fits correctly. Students who do not have a bicycle helmet (refer to teaching tip) can help to check those wearing a helmet.
- Give each student a copy of *My bike helmet* to complete. Students who do not own a bike helmet can imagine they have won a helmet of their choice. Show the *Helmet labels* sheet on the interactive whiteboard so students can copy the words.

- Download a copy of *Helmets hug your head* colouring in sheet on the SDERA website at [http://www.det.wa.edu.au/ccm-ldn-theme-assets/\\_ccm\\_/themes-prod/sdera/flash/road\\_safety\\_games/index.html](http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html)
- Watch a bike safety clip at <http://www.chp.edu/CHP/Bike+Safety+Cartoon> which explains to students how to wear a helmet and check a bike.
- Students can play the Izzy game *Ready to ride* 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). The game requires students to select the clothing that will offer Izzy protection while out riding.
- Send home a copy of *Bike helmet check* and *Choosing and fitting helmets* for students to share and complete with their family.

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





## Helmet labels

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**buckle**

**chin strap**

**outside shell**

**foam shell**

**air vents**

**safety label**







# Bike helmet check

**Wearing a correctly fitted helmet will help to protect your child's head if they fall off their bike, scooter or skateboard.**

**What to check**

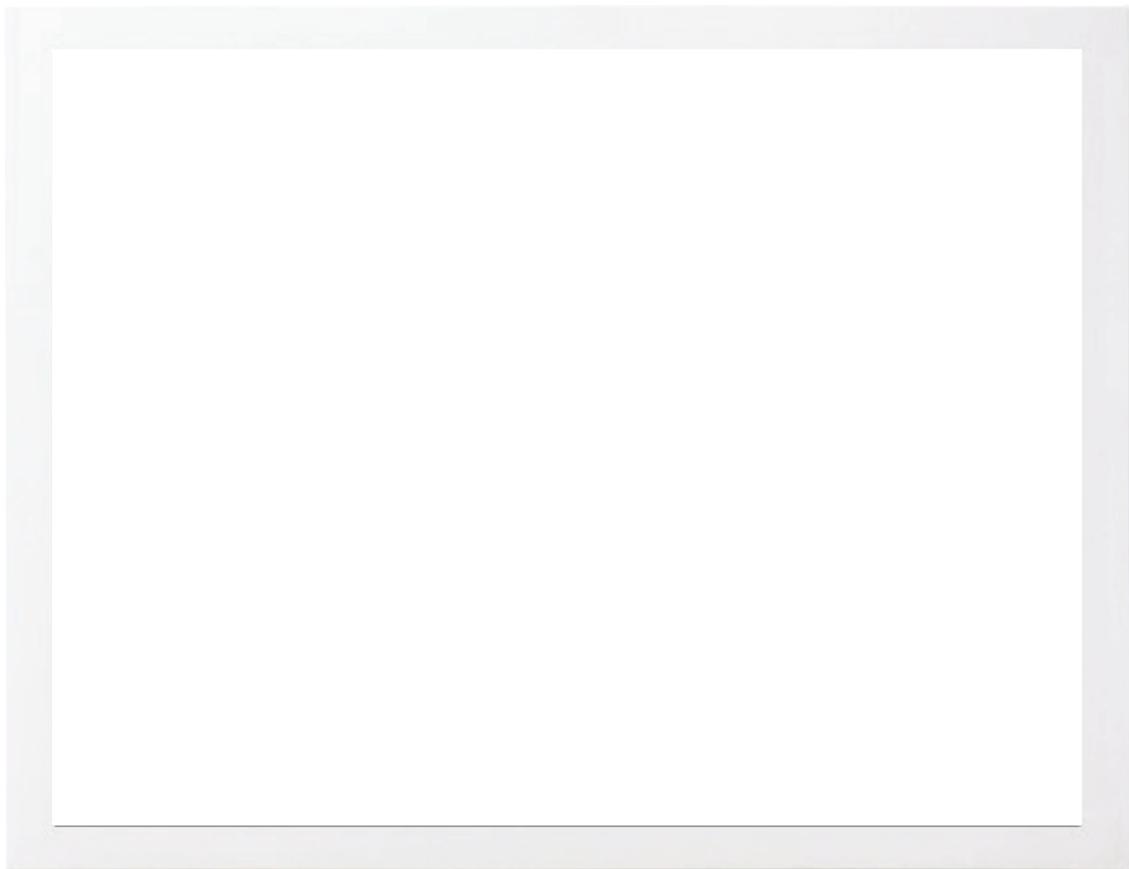
- The helmet has not been in a crash.
- The foam on the inside isn't dented or cracked.
- The plastic skin on the outside isn't buckled or cracked.
- The helmet isn't too tight or too loose.
- The chin strap isn't broken or frayed.
- The buckle clips together.

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

**Does your child know how to put their helmet on correctly?**

The earlier children learn how important it is to wear helmets whenever they ride, the more likely they are to continue wearing them as they grow older. Show your child how to put on their helmet and check that it is secure and buckled.

Take a photo of your child wearing their bike helmet and attach it here or your child can draw a picture of themselves wearing their helmet.



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



## Choosing and fitting helmets

**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/NZS 2063 sticker. It is essential to buy a helmet that is the correct fit. Do not buy a helmet for a child to 'grow into'. A helmet that does not fit correctly is unsafe as it may move or slip off in a fall or crash.
- Bicycle helmets come in a variety of shapes, sizes and colours. Some shapes will fit different heads better than others. Let your child choose their helmet as they will be more likely to wear it.



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

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

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



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



## ACTIVITY 5



### Be safe be seen

#### Preparation

- ▶ Large sheets of paper – one per student
- ▶ Paint, brushes, crayons, coloured paper, fabric, glue, scissors – class set
- ▶ A4 paper – one sheet per student
- ▶ A barrier such as a hard cover book standing up and open – one per pair
- ▶ Internet access

- Talk about ways cyclists and pedestrians can increase their visibility in the traffic environment. Some examples may include wearing bright or light coloured clothing, not riding or walking on the road at night time, and crossing the road where drivers can easily see them. Discuss the words bright, light, dark, dull and visible.
- In pairs, students trace around their bodies onto large sheets of paper to make life-size cut outs. Have half of the class 'dress' their cut out by painting and pasting on bright or light coloured clothing. The other students should use dull or dark colours to dress their cut out.

Display the cut outs and turn off the lights. Have the class to decide which cuts out are easier to see from a distance and in poor light.

#### Ask

*Which paintings are easier to see?*

*Why do we need to be easily seen when we're cycling or walking in traffic?*

*Why is it harder for drivers to see you when it is raining or getting dark?*

*What clothes do you own that would be good to wear when you go for a ride or a walk?*

*What else could you wear to make sure everyone sees you? (Backpack with fluoro strips. Sneakers with fluoro strips.)*

Let the students who decorated using dark colours, add some bright strips of fabric or paper to their cut out to make it more visible.

- Model writing a sentence that describes the need to be seen in the traffic environment. For example: I am a safe cyclist because my clothes are bright and can be seen from far away. Have each student write a sentence and attach this to their cut out.
- Conduct a **barrier game** (refer to page 169). Place students with a partner and erect a barrier between them. Have each student draw an outline of a person on a piece of paper (a stick figure will do).

Explain that one student in each pair is to 'dress' their person in clothing that could be seen in the traffic environment. As each piece of clothing is drawn the student must give their partner a description (eg a red hat, a yellow striped shirt or white shoes with orange laces). The other student must listen carefully and draw the same clothing on their person, without looking at their partner's drawing.

Students should remove the barrier when they have 'dressed' their person and compare drawings to see if they match.

- Access [www.dingding.org.uk](http://www.dingding.org.uk) and have students play the *Be Safe Be Seen* game.

## ACTIVITY 6

### Practising making riding decisions

#### Preparation

- ▶ Strategy sheet *I feel, I think, I can* – photocopy one set per group
- ▶ Finger puppets – one per student

- Show the class the **I feel, I think, I can** cards (refer to page 172) and explain that how we feel and what we say to ourselves when faced with a tricky situation can determine the decision or action that we take. Use this example to demonstrate the link between how we feel and think and what we do.

#### Scenario:

#### My friend has taken my bike without asking

I feel ...	I think...	I can ...
• angry	• if he was my friend he wouldn't have taken my bike.	• tell him he's not my friend and take my bike back.
• upset	• it's okay, he's my friend and I know he will look after my bike.	• tell my friend why I'm upset and ask him to give my bike back.

- Read the following scenario to students.

#### Scenario

Izzy went to the park with his mum for a bike ride. When Izzy got to the park he saw some of his friends. None of his friends were wearing their bike helmets. They called out, 'Hurry up Izzy, don't worry about putting your helmet on!' Izzy knew his mum wouldn't let him ride his bike without a helmet. Izzy didn't know what to do.

Have students practise using the *I feel, I think, I can* cards.

#### Ask

*How do you think Izzy might be feeling? (eg worried, anxious)*

*What could Izzy think or say to himself? (eg I know it's safer to wear a helmet. I'm surprised my friends don't wear helmets)*

Ask the class to decide what Izzy could do in this situation (eg tell his friends that his mum will ban him from riding his bike if he doesn't wear a helmet). Write the suggestions on the board.

Talk about the decisions that students made which required Izzy to stand up for himself. Ask students to share how they might feel if they were Izzy and had to tell a friend they didn't want to do something.

- Explain that to be courageous or brave students should use sentences that start with 'I'. For example: *I don't want to crash my head. I can make my own decisions. I still want to be your friend but I won't ride my bike without a helmet.*

Use two finger puppets to model Izzy telling a friend why he wants to wear a bike helmet. Make sure the two puppets face each other and that Izzy uses clear and strong statements.

- Have students make a finger puppet and then role-play the Izzy situation with a partner to practise using 'I' sentences out loud.

Finger puppets can be easily made by drawing a face on a strip of paper then sticking it around the student's finger.



## ACTIVITY 7

### Making decisions about riding

#### Preparation

- ▶ **Activity sheet** *What to do?* – photocopy one scenario card per group
- ▶ **Strategy sheet** *I feel, I think, I can* – photocopy one set of cards per group
- ▶ **Strategy sheet** *Shark and dolphin thoughts* – photocopy one set
- ▶ Paper plate – one per student

- Display the *I feel, I think, I can* cards and use these to prompt the students when working through one scenario from the activity sheet. Remind students to identify the helpful thoughts (dolphin thoughts) for each character.

Process this activity using the following questions.

#### Ask

*Why was it important to decide how the character was feeling? (Identifying your feelings and emotions before acting is a self-awareness skill that needs to be practised.)*

*If the character has too many shark thoughts would they have done the same thing? (Unhelpful thinking or negative thoughts can alter a person's decision and therefore their behaviour. Students need to understand that looking at a situation positively will usually have a better outcome for themselves and sometimes others.)*

- Have each student draw their face on a paper plate. Write 'me too' on the board and ask students to copy or write the words on their paper plate.
- Use these statements for students to consider and then indicate if they agree by showing the group their 'me too' face.

Introduce **shark and dolphin thoughts** (refer to page 176) if students have not previously used helpful and unhelpful thinking strategy.

#### Statements

- ⊙ I feel worried when I see my friends not wearing a bike helmet.
- ⊙ I feel happy wearing my bike helmet.
- ⊙ I feel important knowing how to be a safe cyclist or rider.
- ⊙ I always use dolphin thoughts to help me solve a problem.
- ⊙ I sometimes have shark thoughts even though I know dolphin thoughts are helpful.
- ⊙ I ask my mum/dad/ friend for help when I have a problem.
- ⊙ I can usually solve my own problems.

## What to do?

### Scenario 1

Bertie and Rose are riding their scooters to school. Bertie's Mum is walking with the girls. When they get to the school crossing Rose starts to go across before the traffic warden has blown the whistle. Bertie yells, 'Stop, Rose! You can't go yet.' Rose starts to cry and tells Bertie that she doesn't want to be her friend any more.



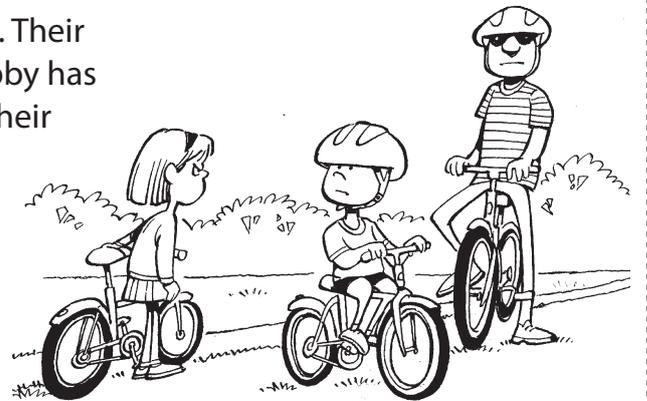
**How is Bertie feeling?**

**What could Bertie say to herself?**

**What could Bertie do?**

### Scenario 2

Paul and Libby are on holiday in Broome. Their Dad is taking them for a bike ride but Libby has forgotten to pack her helmet. Paul tells their Dad. Libby pinches him and looks cross.



**How is Paul feeling?**

**What could Paul say to himself?**

**What could Paul do?**

### Scenario 3

Bobby is riding his new bike to the park with his Grandpa. Bobby is feeling very excited. He is wearing his new helmet, wrist pads and knee pads. When Bobby and his Grandpa get to the park, Bobby sees some Year 7 kids from school. They are pointing at him and laughing.



**How is Bobby feeling?**

**What could Bobby say to herself?**

**What could Bobby do?**



## ACTIVITY 8

### Time to think

#### Preparation

- ▶ Toy car – one per group
- ▶ **Activity sheet** *Time to think* – photocopy one per student
- ▶ **Activity sheet** *What do I think?* – photocopy one per student
- ▶ **Activity sheet** *A safe place to play* and cue the CD

- Give each student a copy of *Time to think*. Read through the activity sheet and then have students draw or write their answers. Scribe sentences for students who require support.
- Conduct a **circle talk** (refer to page 170) by placing students with a partner. Give each pair a toy car and explain that the person holding the car will be the first speaker. The toy car acts as a visual reminder of whose turn it is to talk. Alternatively the student sitting inside the circle can be asked to start the discussion.

Use the following questions for the circle talk. Remind students to refer to their activity sheet responses.

#### Ask

*Tell your partner what you have learnt about safe cycling and riding.*

*Tell your partner one thing that you know is important when cycling or riding.*

*Tell your partner how you will stay safe when you are cycling or riding.*

Ask students to thank their partner for sharing.

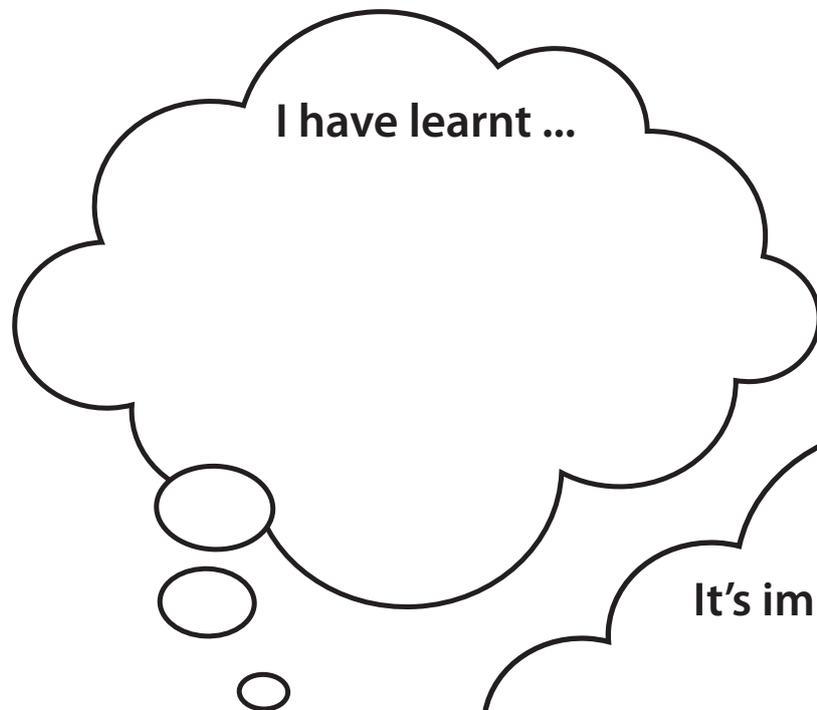
- Give each student a copy of *What do I think?* Read aloud each statement before asking students to tick the box that best represents their opinion. At this stage students should not share their responses.

Place students with a partner to share the responses on their sheet.

Model the strategy if students have not previously learnt how to participate in a **circle talk**. Start with students in pairs then as students become familiar with the strategy, the circle can be increased to groups of four or six.

# Time to think

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## What do I think?

	AGREE	UNSURE	DISAGREE
I think all riders should wear a helmet.	☺	☹	☹
You can protect your head in a bike crash if you wear a helmet.	☺	☹	☹
Cyclists must wear a bike helmet by law.	☺	☹	☹
I know where it is safe to play and ride.	☺	☹	☹
I am brave and can tell my friends if I don't want to do something.	☺	☹	☹
It is safer for kids my age to ride on the footpath.	☺	☹	☹
It is safer for kids my age to ride on the road.	☺	☹	☹
I can do things to stop myself getting injured when I ride my bike, scooter or skateboard.	☺	☹	☹



# A safe place to play

Words and music by Melissa Perrin

With energy (swung quavers) ♩ = 152

D

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

G E A

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

E A D G

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

Em A D/A

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

Adim A7 G7 D7

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

E7 Em7

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

A7

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

1. 2. D.S. 3. D

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

