

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 6 students. It focuses on:

- factors contributing to cycling and riding injuries
- identifying road rules relevant to cyclists and pedestrians
- identifying road signs, signals and marking in the traffic environment
- the consequences of non-compliance with road rules and cycling collisions
- making decisions in road user situations
- selecting safer places to ride when using a bicycle, skateboard or scooter
- choosing and maintaining a bicycle helmet and bicycle
- advocating for safety in relation to cycling and riding.

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.
- There are personal and societal benefits of cycling.

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

Activity	page
TUNING IN	
1 Cycling quiz	170
2 Riding survey	173
FINDING OUT	
3 Identify factors contributing to cycling crashes	175
4 Facts about bike helmets	177
5 Cyclist rules and responsibilities	182
SORTING OUT	
6 Consequences of unsafe riding behaviour	185
7 Campaigning for safe cycling and riding	187
8 Dealing with influences to act unsafely	188
9 Identifying your choices and practicing responding	192
REFLECTING	
10 Time to stop and reflect	193

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

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 bicycle helmet while in motion (unless exempted) when riding on the road, footpath, cycle paths and other off road areas
- 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.

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

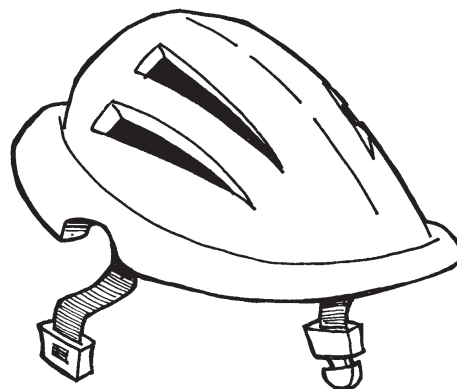
Under the Road Traffic Code:

- 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 which are designed for cyclists and pedestrians.
- 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 crash¹.

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

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



Bicycle helmets and young people

The findings of Australian and overseas research studies of helmet wearing indicates that in general, younger cyclists up to the age of 12, and older adult cyclists (over 23 years) are more likely to wear a helmet when cycling. During adolescence the level of helmet wearing decreases for many reasons including the look, design, style and colour. To encourage helmet wearing, parents should have their child and in particular teenager select their own helmet.

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 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.

¹ <http://www.ors.wa.gov.au/Demographic-Pages/I-am-a-Cyclist/cycling-safely.aspx> viewed September 2012.

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.

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.

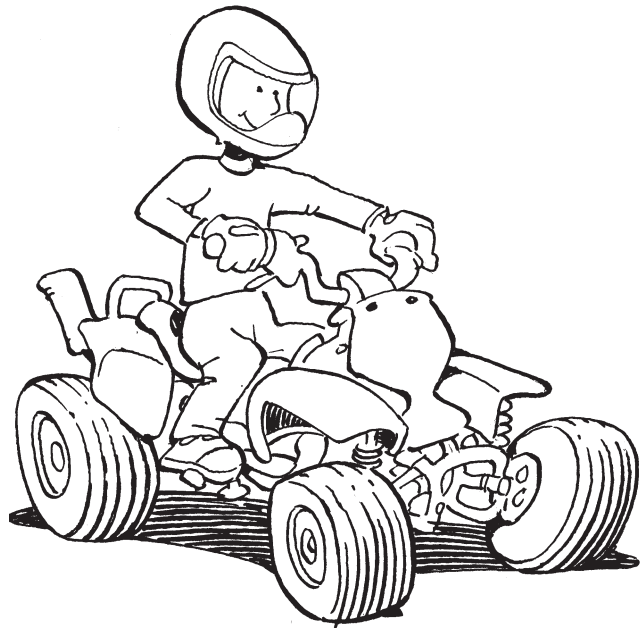
While some small, motorised scooters can travel on roads legally, other motorised vehicles cannot be used on the roads. These include:

- mini motorcycles
- powered skateboards
- petrol-powered scooters
- electric scooters with power outputs of more than 200 watts².

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.²

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.

² <http://www.ors.wa.gov.au/Demographic-Pages/I-am-a-Parent/Motorised-Scooters> (website). Retrieved from Office of Road Safety website, January 2013.

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>
- Farmsafe
www.farmsafewa.org
- Be Active WA
www.beactive.wa.gov.au

ACTIVITY 1



Cycling quiz

Preparation

- ▶ **Activity sheet** *Cycling quiz* – photocopy one per student
- ▶ **Die** – one per group
- ▶ **Family information sheet** *Rules for cyclists* – photocopy one per student

- Explain that cycling and riding other wheeled devices such as scooters, rip sticks, skateboards and roller blades are healthy and environmentally friendly activities.

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

- Explain that all road users in Western Australia must comply with the Road Traffic Code 2000 which also contains specific provisions for bicycle riders, and that most rules applying to cars also apply to bicycles on a road.

Distribute the *Cycling quiz* sheet. Have students complete the quiz individually without consulting others. Point out that it is not a test and there will be an opportunity to discuss the answers.

Go through the quiz questions with the class, ask for responses and offer explanations for the correct answers. (The answer to each question is 'true'.)

- Write the following questions on the board.
 1. Why do you think children under 12 years old are allowed to ride on the footpath?
 2. Why do cyclists have to wear an approved helmet?
 3. Why are cyclists not allowed to ride intoxicated?
 4. What is one thing that a bicycle must have to remain legal?
 5. Are cycling rules all about safety?
 6. Should there be road rules for riders of skateboards, scooters, rollerblades and skates?

Place students in groups and explain the **toss a die** strategy (refer to page 210). Have students take turns in tossing the die and answering the corresponding question. Ensure that other group members should not interrupt when a student is sharing their ideas.

- In pairs, students access the cycling section of the Department of Transport website at www.transport.wa.gov.au and locate the *Cycling and the law guide* which provides a summary of the rules regarding bicycles on the road.

Using the website, each pair of students develops a list of five important facts or rules that someone their age needs to know before riding to school.

Students share their findings with another pair and negotiate to decide on their five most important facts or rules. 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 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?

Do you still have any questions going around in your head about laws relating to cyclists?

- Send a copy of *Rules for cyclists* home with each student to share with their families.

Teachers should be aware that some families will not comply with all road rules including those related to cycling. However it is important that students understand that road rules aim to ensure the safety of all road users.



Cycling quiz

1. Cyclists must have at least one hand on the handlebars while riding. ☐ True ☐ False
2. Cyclists must wear an approved bicycle helmet on WA roads and paths that are used by the public (unless exempted). ☐ True ☐ False
3. Cyclists are not permitted to ride within 2 metres of the rear of a motor vehicle, over a distance of more than 200 metres. ☐ True ☐ False
4. A cyclist must not hold onto another moving vehicle or be towed by it. ☐ True ☐ False
5. Cyclists are not allowed to ride on a freeway or other road that restricts and prohibits riding. ☐ True ☐ False
6. Cyclists must travel in single file on all paths but can ride two abreast on roads. ☐ True ☐ False
7. Cyclists must use correct hand signals to turn left or right, and to stop. ☐ True ☐ False
8. Children under 12 years of age may ride on any footpath unless a 'no bicycles' sign has been erected. ☐ True ☐ False
9. Cyclists must keep left on shared paths and footpaths unless overtaking. ☐ True ☐ False
10. Cyclists must give way to pedestrians at all times. (Pedestrians include people walking, using motorised and non-motorised wheelchairs, and people on rollerblades and skates.) ☐ True ☐ False
11. Cyclists are not permitted to ride recklessly which includes speeding. ☐ True ☐ False
12. Adults are not permitted to ride a power-assisted bicycle on shared paths with the power engaged. ☐ True ☐ False
13. The rider of a bicycle must not ride across a school crossing, crosswalk or at traffic lights that have pedestrian lights. ☐ True ☐ False
14. A cyclist is not permitted to ride while under the influence of alcohol. ☐ True ☐ False
15. To remain legal, a bicycle must be properly maintained so that it doesn't present a danger to the rider and other road users. ☐ True ☐ False
16. A bicycle must have a bell, a red reflector fitted to the rear and a white light fitted to the front. ☐ True ☐ False
17. Children under 10 years of age can be carried in an approved child bicycle seat or towed in a bicycle trailer, providing the rider is at least 16 years of age. ☐ True ☐ False
18. A child riding in a child carrier seat or in a bicycle trailer must wear an approved helmet. ☐ True ☐ False
19. In Perth during peak periods, cyclists are not permitted to take their bicycles on trains travelling in the peak flow direction. ☐ True ☐ False
20. If a bicycle rider is involved in a crash with another cyclist, vehicle or pedestrian (or animal) and the other person is injured or the damage is over \$1000, the crash must be reported to Police. ☐ True ☐ False



Rules for cyclists

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.

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

- ☐ Children up to 12 years of age are allowed to cycle on the footpath.
- ☐ Cyclists must always wear a bicycle helmet while riding.
- ☐ Cyclists must 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, school 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, a front and back light, reflectors, and tyres in good condition



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.

ACTIVITY 2



Riding survey

Preparation

- ▶ **Activity sheet** *Riding survey* – enough copies for students being surveyed

- Explain that cycling and riding other wheeled devices such as scooters, rip sticks, skateboards and roller blades are healthy and environmentally friendly activities however many children do not use these forms of active transport. In fact most Western Australian students come to school by car even though most live less than 2 kilometres from their school. Discuss possible reasons why students do not travel to school by bicycle.
- Explain students are to conduct a survey to find out the number of students within the school who ride; the frequency of riding; the attitudes students have towards riding and safety; the level of helmet wearing; and other factors that influence a student's decision to ride or not to ride.

Allocate the year or age level each group is to survey using the *Riding survey* sheet. (It is suggested that each group surveys 10 to 20 students.) Have groups appoint roles to each member such as note-taking, distributing survey forms, recording data and reporting the survey findings.

Ensure students understand the importance of not influencing the responses of the students being surveyed and that the information collected is to remain anonymous.

Record the overall results using a prepared table or directly into the computer. (Spread sheet programs could be used if students are competent with these.) After all results have been entered and collated, create bar graphs to illustrate the survey information. Students can do this individually or in groups. For example, one group could draw a bar graph for the total results of females/males and helmet use.

Students can discuss the results in groups and then as a class. Have students summarise their findings by answering the following questions.

Ask

What do the survey results tell you about students at our school?

What concerns do students have about riding to school? (e few students wear helmets; many think that cycling is dangerous)

Is the area around our school safe for children riding bikes? Why? Why not? (Have students identify potential hazards in the local area for young cyclists.)

For which activity (cycling, skateboarding, riding a scooter) are helmets most often worn? What could be some reasons for this?

For which activity (cycling, skateboarding, riding a scooter) are helmets least often worn? What could be some reasons for this?

Which age group most often wears a helmet when cycling? What could be some reasons for this?

Which age group most often wears a helmet when skateboarding? What could be some reasons for this?

What could our school do to encourage students to ride to school? (eg areas to store bicycles and helmets; hold a cycling skills course; identify safe routes to ride to school)

What could our class do to encourage increase helmet wearing by students in our school?

What do you think parents could do to encourage their children to ride to school? (eg teach their child safe riding skills and the road rules; also ride a bicycle)

- Have students write a report that outlines the purpose and results of the survey, provides information and advice, and encourages parents to make sure their child wears a helmet and other protective clothing and equipment. Publish the reports in the school newsletter or present to the School Council.

Riding survey

Do not write your name on this sheet.

Read each question and tick the box to indicate your answer.

1. Age on your last birthday:

☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ Other

2. ☐ Male ☐ Female ☐ Other

3. I ride a: ☐ bike ☐ skateboard ☐ scooter

☐ other _____

4. I ride: ☐ once a week ☐ a few times a week ☐ a few times each month

☐ a few times each year ☐ never

5. I cycle: ☐ once a week ☐ a few times a week ☐ a few times each month

☐ a few times each year ☐ never

6. I ride because: ☐ it is good exercise ☐ it is good for the environment ☐ it is fun

☐ other _____

7. I don't ride because: ☐ it is dangerous ☐ I don't know how to

☐ I don't have a bike or scooter ☐ my friends don't ride

☐ my parents won't let me

☐ other _____

8. I wear a bike helmet when I am riding a bicycle: ☐ never ☐ sometimes ☐ always

9. I wear a bike helmet when I am riding a scooter or skateboard:

☐ never ☐ sometimes ☐ always

10. I wear other gear that protects me: ☐ always ☐ sometimes ☐ never

11. I know the road rules for cyclists: ☐ all ☐ some ☐ none

12. I follow the road rules when I am cycling ☐ never ☐ sometimes ☐ always

13. My bike is: ☐ well looked after ☐ needs some repairs ☐ shouldn't be ridden

14. I make sure that my bike is roadworthy: ☐ yes ☐ no

15. If my friends aren't wearing a helmet I don't either: ☐ true ☐ false

16. I think all kids should learn to ride a bike: ☐ agree ☐ don't know ☐ disagree

Thank you for completing this survey.



ACTIVITY 3

Identify factors contributing to cycling crashes

Preparation

- ▶ A3 paper – one sheet per group of three or four students
- ▶ Internet access
- ▶ **Family information sheet** *Do the 3 minute safety check* – photocopy one per student

- Talk about the different ways students travel to school. Introduce the concept of 'active transport' which includes walking, cycling or riding of other wheeled devices such as scooters and skateboards, and public transport. Discuss why young people may choose to not use these forms of transport.
- Place students in groups of three or four. Model the construction of a **placemat** (refer to page 205) suitable to each group size. Have groups draw up their placemat on an A3 sheet of paper.

Ask students to identify the reasons why young people are injured while cycling or riding other wheeled devices and off-road vehicles, and write these on their section of the placemat. Some ideas could include:

- ⊙ still learning to ride
- ⊙ don't always concentrate
- ⊙ fool around
- ⊙ ride a bike that's too big to control
- ⊙ ride at night or on gravel roads
- ⊙ listening to music with headphones on.

Students listen to the responses of their group and choose two reasons that they believe are the main causes of riding crashes, and write these in the centre of the placemat.

- Write the acronym KLUE on the board. Explain that injuries resulting from cycling and riding are usually due to the rider losing control however they can also be attributed to one or more of the following factors:
K – insufficient knowledge
L – lack of skill
U – unsafe behavior
E – environment

Have groups decide which KLUE factors relate to the reasons for cycling injuries written on their placemat.

- Choose one of the reasons for a cyclist being involved in a crash identified by the class and write in a table as shown. Discuss with the class what the rider could have done to avoid being involved in the crash.

Crash cause	How could the crash have been avoided
Collision with another vehicle	K – have an adult teach you how to ride L – practise riding away from other vehicles U – children up to the age of 12 should ride on footpaths not roads E – ride on the footpath or in the park

The KLUE strategy has been adapted from *Let's Go Cycling*, Queensland School Curriculum Council, 2000.

- Students write or draw three things that a young person their age should do to reduce their likelihood of crash involvement while cycling or riding.
- View the video clip *How to inspect your road bike before a ride* at <http://www.youtube.com/watch?v=G5liGOVdupk&feature=relmfu>.

Write the ABC tips on the board and discuss ways to maintain a bike's safety and roadworthiness.

A = Air: check tyre pressure; check that both quick-releases are securing the wheels safely to the frame.

B = Brakes: check that front and rear brakes engage properly.

C = Chain: check that the drive train is clean and lubed.

- Send home a copy of *Do the 3 minute safety check* with each student to share with their family. Alternatively, have students bring their bicycles to school and invite families to come along to help with checking and repairing faulty components.



Do the 3 minute safety check

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

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.



Bike safety check

- ☒ 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.
- ☒ Spin the front wheel then apply the brakes. If the brakes are working, the wheel should stop turning.
- ☒ Check the chain is clean and can move freely. It should be kept lightly oiled.
- ☒ Check the handlebar is not loose, the ends are covered and the handgrips are secure.
- ☒ The seat should sit flat and be in line with the bike. It shouldn't tilt or move. Check for cracks or broken springs.
- ☒ 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.
- ☒ Ring your bell. Your bike must have a bell (or horn) that works.

Scooter safety check

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

Skateboard safety check

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

Rip-stick safety check

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

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

ACTIVITY 4

Facts about bike helmets

Preparation

- ▶ **Activity sheet** *Helmet fact cards* – one card per student
- ▶ Bike helmet
- ▶ Internet access
- ▶ Art paper and drawing materials – class set
- ▶ **Family information sheet** *Bike helmets* – photocopy one per student
- ▶ **Family information sheet** *Tips for safe riding* – photocopy one per student

- Explain that in all Australian states and territories, cyclists are legally required to wear an approved bicycle helmet and that police may issue a fine to cyclists who are not wearing a helmet. Helmets are designed to protect the wearer in the event of a collision.
- Explain the **jigsaw** strategy (refer to page 204) before distributing one fact card to each student. The fact cards provide information on a range of different aspects of bike helmets such as helmet laws, cycling injuries and the functions of the helmet.

Have students form 'expert' groups according to the number of the card they have been given. Groups must read the information on their card and decide on the three key points they will share with other students in the class.

Make new groups ensuring that an 'expert' for each fact card (ie one to seven) is present. Students share the information gathered from their fact card and field questions from others in the group.

Students write a brief summary of the information they learnt from this activity using the following questions.

- ◉ What are two features of a bike helmet design that aim to protect the cyclist's head in a collision?
- ◉ What are two things you can do to keep your bike helmet in good condition?
- Have students view the video clip *How to fit your bike helmet* video at <http://www.youtube.com/watch?v=vzPIRHsPOMk>. 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 the rider falls 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 AS2063 or AS/NZ 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 thick foam layer which is usually made of expanded polystyrene foam is designed to cushion the head and absorb the force of the impact in a crash. 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 85% and brain injury by 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 under 10 years have poorly developed peripheral vision and hearing; are still mastering the skills of cycling; are not always 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.)

- Students draw a bicycle helmet and add labels and information about the safety features and laws related to helmet wearing.
- Send home a copy of *Bike helmets* and *Tips for safe riding* with each student to share with their family.

Helmet fact cards

FACT CARD 1: HELMET LINER

The most important component of a bike helmet is the liner which is the thick foam layer. The liner is usually made of expanded polystyrene foam similar to that found in Styrofoam coolers.

When a helmet-covered head hits a road or object, the polystyrene foam in the helmet is designed to cushion your head and absorb the impact of the crash.

Helmets are designed to take only one impact as the foam doesn't spring back. Any helmet that has been involved in a crash or fall should be replaced, even if damage can't be seen. The foam shell of a helmet damaged by sun or heat should also be replaced.

A bicycle helmet needs to be replaced if the foam liner starts to deteriorate.



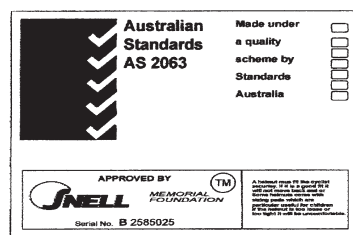
FACT CARD 2: SAFETY STANDARDS

All bike helmets sold in Australia should have an Australian Standards label (AS2063 or AS/NZ 2063). The label indicates that the helmet has passed the Standards Association of Australia's test for impact, retention and visibility.

'Impact' means that the helmet will protect a cyclist's head from the impact of a crash.

'Retention' means the helmet stays on the cyclist's head in a crash.

'Visibility' means how easily seen the helmet is in the traffic environment and if the colour draws attention to the cyclist.



FACT CARD 3: LOOKING AFTER A HELMET

Bike helmets should be stored carefully away from the sun and other heat sources, and not scratched, kicked or damaged in any way.

If a helmet requires cleaning, only water and mild soap should be used as other cleaning products can melt and weaken the outer plastic coating. Helmets should not be dried in front of a heater.

Stickers should not be attached to helmets as the glue may damage the plastic.

Depending on the amount of use, a helmet should be replaced about every two to three years or earlier if it shows signs of wear or damage.



FACT CARD 4: CORRECT FIT

Like heads, bike helmets come in all shapes and sizes so it is important to wear a helmet that fits well.

A helmet should sit firmly and comfortably on a person's head and not move from side to side, or forwards or backwards. A loose helmet can come off in a crash and will not protect the rider.

The helmet should be positioned straight on the head so that the forehead is protected. It should sit two finger spaces above the eyebrows of the wearer. The ears should not be covered by the helmet as this can prevent the cyclist from hearing important traffic noises.

It must have strong straps that are not too narrow (or they will cut under the chin) and are easily adjustable. There should be no slack on the straps on either side of the ears. There should only be a two finger space between the chin and the straps when fastened. The buckle needs to be clicked in so that it stays on the cyclist's head and doesn't come off if the cyclist has a crash.



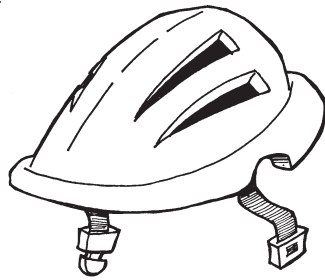
Helmet fact cards

FACT CARD 5 : PLASTIC SHELL

Another important feature of a bike helmet is its thin plastic outer shell. This shell covers the entire top surface of the helmet and is crucial because it holds the foam and strap of the helmet together during a crash.

Another benefit of the shell is that it is smooth, so it allows the helmet to skid along the pavement or road surface. This sliding motion helps to protect the cyclist's head and neck from being jammed into the road.

The plastic shells are available in many different colours and most are manufactured from PET plastic which is the plastic found in recyclable beverage bottles or higher quality polycarbonate-style plastics. Inexpensive helmets typically use PET plastic, while more expensive helmets are moulded directly into the shell.



FACT CARD 6 : CYCLING CRASHES AND INJURIES

In WA each year, approximately 500 children aged 6 to 16 years are injured in bicycle incidents with around 1/3 of these children not wearing a helmet.

Often these incidents happen because the young cyclist has made an error or poor decision.

If a cyclist has a crash there are many parts of the body that can be seriously injured. Broken bones can be reset and will usually heal within two to three months, and the skin will regrow if cut or scratched. But the brain cannot be repaired. When brain cells are damaged they die. We know that wearing a bike helmet can decrease the risk of head injury by up to 85% and brain injury by up to 88%.

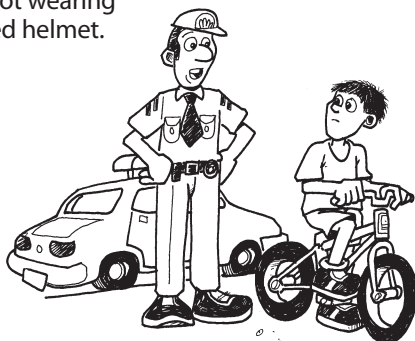


FACT CARD 7 : HELMET LAWS

In all Australian states and territories it is compulsory for cyclists to wear an approved bike helmet (with the straps fastened) while riding on roads or paths or any public places. This rule applies not only to the cyclist but also to children under 10 years of age who are sitting in a carrier seat or being towed in a bike trailer.

A cyclist can apply to the Department of Transport for an exemption from wearing a helmet on medical grounds. The application must be completed by a doctor. If approval is given, the cyclist must keep the written confirmation on hand at all times while riding.

A cyclist can be fined by police for not wearing a securely fitted helmet.





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.

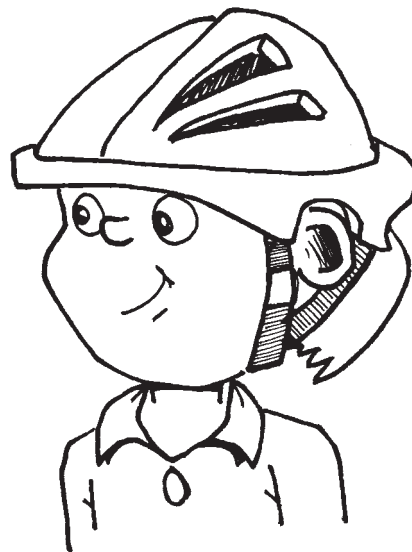


How do I know what size helmet my child needs?

- ☐ 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.



Tips for safe riding

Being in the open air on two wheels is a very liberating feeling and also a great way to exercise. But each year many cyclists are injured in falls and collisions while riding.

Spend some time and talk about these tips with your child as they can help to keep them safer while riding.



Photo courtesy of Cycling WA

Safety tip 1: Always wear a helmet

- A helmet needs to be worn level and should cover your forehead.
- If you wear your helmet tipped back or don't fasten the straps and buckle, it will not be able to give your head the protection it needs if you fall off your bike or have a collision.

Safety tip 2: Make sure your bike is the right size for you and is in good condition

- Straddle your bike with both feet touching the ground. There should be about 2 to 7cms between you and the bar (on a boy's bike).
- Check the air pressure in the tyres and make sure the brakes work. The chain should be oiled regularly. Make sure the handle bars and seat are not loose.

Safety tip 3: Dress for safety

- Wear closed in shoes to protect your feet.
- Bright or light coloured clothing will help other motorists see you.
- Make sure nothing is loose or long enough to get tangled in the wheels or chain.
- Don't wear headphones. You need to be able to hear sounds around you including car horns. Make sure the handle bars and seat are not loose.

Safety tip 4: Ride only where it's safe

- Make sure your parents know where you will be. Never go farther than the limits they have set for you.
- Avoid areas that are bumpy or slippery. Gravelly areas can make you lose control, causing wipeouts.
- If a hill is too steep to go down safely, get off to walk your bike until the slope levels out. Be careful of kerbs and drainage ditches.
- If you are unsure of the surface you are on, slow down.

Safety tip 5: Know the rules of the road and always follow them

- Ride your bike on the footpath. No one under 12 should ride on a road or street without an adult.
- Stop and check for traffic at all crossings. Look both ways twice. Don't take chances. It is safer to wait. If an intersection is very busy, get off to walk your bike to the other side.
- If bike lanes are available, use them.
- Stay away from parked cars.
- Pass people and other cyclists on their right. Warn them by ringing your bell or calling out, 'Coming past'.
- Keep your hands on the bars. Never do any stunt riding while on the road.

Safety tip 6: Learn and use proper hand signals

- Left hand turns require the right hand up at a right angle to your body. Right turns require the right hand pointing straight out from your side. To signal a stop, use the right hand pointing up with the arm bent at a ninety degree angle. Motorists must respect your signals, so use them well in advance of the turn.

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

ACTIVITY 5



Cyclist rules and responsibilities

Preparation

- ▶ *Road signs and signals slideshow* – cue the CD-ROM
- ▶ *Activity sheet Signs and signals* – photocopy one per student
- ▶ Internet access (optional)

- Have the class define the word ‘rule’ and ‘law’. Explain that rules may be put in place by businesses, schools, sporting and social clubs to instruct others however they may not be law. Explain that the law is a system of rules and guidelines which are enforced through social institutions to govern behavior. Laws are made by governments specifically by their legislatures. The formation of laws themselves may be influenced by a constitution (written or unwritten) and the rights encoded therein. The law shapes politics, economics and society in countless ways and serves as a social mediator of relations between people.

Use this example to show the difference between a rule and law – the school rule is students are not allowed to ride their scooter into the school grounds unless they are wearing a bicycle helmet. Whereas the Road Traffic Code 2000 (law) does not require the user of a wheeled toy ie scooter to wear a helmet.

Brainstorm (refer to page 200) a list of road rules that cyclists must obey eg cyclists must maintain their bicycle to an approved level of roadworthiness or cyclists must use hand signals when turning or stopping in the traffic environment.

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

Ask

How do signs and signals tell cyclists about the rules for the road? (Signs and signals act as a visual reminder to cyclists and other road users eg a stop sign tells cyclists, drivers and motorcyclists they must not proceed until they have stopped and checked that there is no approaching traffic.)

Which road signs or signals must a cyclist obey? (Many of the road signs and signals apply to all road users however signs such as cycle path and shared path are primarily for cyclists.)

Where in our local area have you seen signs or signals that cyclists must obey?

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 didn'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.

- Distribute a copy of *Signs and signals* to each student. Suggest students refer to the Department of Transport at <http://www.transport.wa.gov.au/licensing/20425.asp#23248> to locate the Drive Safe Handbook Part 3: Major road rules and additional safety advice. Check the answers as a whole group and correct any misconceptions. The answers for the activity sheet are: stop; give way; school crossing; shared path; one way; shared path ends; traffic signals with pedestrian phasing; roundabout.
- Explain that cyclists are also required to obey the rules of the road by using hand signals to indicate when they intend to turn left or right and to stop.

Ask

What hand signals must cyclists use 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 else would you need to do when you are signaling? (eg slow down so you can control your bike with one hand; check for traffic in all directions; make eye contact with other road users)

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 or horn to signal a warning.)



Signs and signals

Read the descriptions and then draw the road sign or signal.

	Draw the sign or signal.	Why must cyclists obey this sign or signal?
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.		
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.		
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.		



Signs and signals – continued

Cyclists must not ride into a street where this sign is shown. This is because traffic it is a one-way street.		
This is a warning that the path finishes and that cyclists cannot continue to ride on the path. Cyclists should slow down and check all around for traffic, particularly turning vehicles coming from behind, before continuing on a road.		
Cyclists must get off and 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 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.		

ACTIVITY 6

Consequences of unsafe riding behaviour

Preparation

- ▶ **Activity sheet** *Consequences of unsafe riding* – one per student
- ▶ A3 paper – one sheet per group

- Read the following scenario to the class.

Scenario

Max and Josh were both good skateboarders and were on their way to the local skate park to try out some new tricks. They were riding their skateboards down the middle of the road near Max's house when a car came over the hill and hit Josh. He was thrown onto the car bonnet and landed head first on the road. The driver tried to swerve to miss Josh and hit a tree on the other side of the road. An elderly lady who saw the crash ran to help Josh. The driver of the car only had a few injuries and called for an ambulance. A passenger in the car had head injuries and was trapped in the smashed car.

Place students in groups and distribute a copy of *Consequences of unsafe riding behaviour* to each student. Nominate one character from the scenario to each group.

Explain that groups are to **brainstorm** (refer to page 200) the short-term and long-term effects (consequences) of the crash for their character. For example, the elderly lady who saw the crash:

- ⦿ Law – time off work to go to the court case
- ⦿ Money – became depressed and needed to pay to have counseling
- ⦿ Health – difficulty sleeping because of nightmares about the crash
- ⦿ Family and friends – overprotecting her grandchildren
- ⦿ Emotions – anxious, worried, angry

- Form new groups to have students conduct a **jigsaw** (refer to page 204). Check there is at least one student representing each character in the group. Students take turns to share their written responses.

As a class discuss the following questions.

Ask

Were the people at the crash scene the only ones affected?

What were some of the consequences from the crash?

Were the consequences the same for everyone?

Were physical effects the main consequence of the crash?

Do young people worry more about hurting themselves or hurting other people? Why?

Do young people think about how their decisions might affect others?

How might this crash have been avoided?

What actions do cyclists take that are difficult for drivers to predict?

What actions do skateboarders take that are difficult for drivers to predict?

What do you do to stay safer when you are cycling or riding?

If you were going to tell a friend that their unsafe behaviour might affect someone else, what would you say?

Be aware of the need to counsel or assist students who have had direct or indirect contact with road trauma. Refer to other school staff if necessary.

Consequences of unsafe riding

Max and Josh were both good skateboarders and were on their way to the local skate park to try out some new tricks.

They were riding their skateboards down the middle of the road near Max's house when a car came over the hill and hit Josh. He was thrown onto the car bonnet and landed head first on the road. The driver tried to swerve to miss Josh and hit a tree on the other side of the road.

An elderly lady who saw the crash ran to help Josh. The driver of the car only had a few injuries and called for an ambulance. A passenger in the car had head injuries and was trapped in the smashed car.



LAW	MONEY
FRIENDS AND FAMILY	HEALTH
EMOTIONS	COMMUNITY

ACTIVITY 7

Campaigning for safe cycling and riding

Preparation

- ▶ Internet access

- Introduce a range of successful health and safety campaigns to the class by viewing all or some of the following websites.
 - ◉ Make Smoking History <http://www.cancerwa.asn.au/prevention/tobacco/makesmokinghistory/>
 - ◉ SunSmart <http://www.cancerwa.asn.au/prevention/sunsmart/mediacampaigns/>
 - ◉ Smarter than Smoking <http://www.smarterthansmoking.org.au/campaigns/current-campaign.aspx>
 - ◉ Office of Road Safety <http://www.ors.wa.gov.au/Campaigns.aspx>
 - ◉ Cycle Instead Bike Week <http://www.transport.wa.gov.au/activetransport/25122.asp#25646>

After viewing the websites, place students in groups to identify and discuss the elements of the campaigns such as slogans, promotional materials (eg merchandise, phone applications, stickers, t-shirts), type of media (eg television, print, radio), target group (eg age, gender), and supporting evidence and statistics.

- Explain that most people like to hear good news rather than bad news and prefer to be told the positive points of doing something rather than the negative. Advertising companies often use this technique when creating a slogan for a campaign. For example:

Negative message	Positive message
Lollies are bad for you.	Fruit is a natural sweet.
Don't watch TV.	Take time out from TV to exercise.
Don't smoke cigarettes.	Choose to be smoke free.
Don't wear a helmet and you'll be fined.	Your head, your decision.

Have students **brainstorm** (refer to page 200) some positive health messages they have seen or heard used in advertising.

- In groups, students develop two positive messages for each of the following topics.
 - ◉ Wearing a bike helmet correctly.
 - ◉ Advantages of wearing a bicycle helmet.
 - ◉ Assertive behaviour when wearing a bicycle helmet.
 - ◉ Advantages of following the road rules for cyclists.

Listen to the ideas generated by the class. Write a few positively phrased messages on the board.

- Ask the class: *What is an advocate and what does an advocate do?* (For example, an advocate speaks up about an issue and provides information to try and convince others to act.)

Explain that groups are going to be advocates for cycling safety and plan a campaign that aims to do one of the following:

- ◉ Increase bicycle helmet wearing in their local area.
- ◉ Increase cycling and riding in their local area.
- ◉ Increase riding in safer places in their local area.

Suggest students refer to the survey results conducted in Activity 2 and the Office of Road Safety website for statistics to support their campaign. The Department of Transport <http://www.transport.wa.gov.au/activetransport/24022.asp> has a section that provides information about different aspects of cycling.

Have groups allocate roles to each member such as note-taker, researcher, materials organiser, prompter, time keeper, then start planning their campaign and presentation.

- Write the following questions on the board before watching the group presentations. Explain that while watching each campaign presentation the class is to keep these questions in mind and be ready to share their responses. Make sure students understand the aim is to provide constructive feedback to each group.

Questions

- ◉ What aspects of the campaign would be effective?
 - ◉ What might make the campaign more effective?
 - ◉ Would this campaign make you think about changing your current behaviour? Why or why not?
- After watching the campaign presentations, use the following questions to help students reflect on their contribution and ability to work as part of a group.

Ask

What helped your group to achieve the goal of designing and presenting a campaign?

What could your group have done better during this activity?

What skills helped you to work effectively with your group?

What skills for working with a group do you need to practise?

ACTIVITY 8

Dealing with influences to act unsafely

Preparation

- ▶ **Activity sheet** *No pressure* – photocopy one per student
- ▶ **Family information sheet** *Scooters* – photocopy one per student
- ▶ **Family information sheet** *Quad bikes and kids* – photocopy one per student

- **Brainstorm** (refer to page 200) a list of reasons why teenagers choose not to wear a bicycle helmet:

- Don't think I'll get injured
- Not necessary
- Police won't catch me
- They're uncomfortable
- Don't look cool
- Parents don't care if I wear a helmet or not
- Flattens my hair
- No one else does
- Can't afford one
- Lost it
- Too hot
- Hurts and buckles pinch

Ask

What does the word 'influence' mean? (eg persuasion, power, ability to make someone do or think something)

Explain that sometimes our friends and peers can influence or pressure us to behave safely (positive influence) and sometimes they can influence us to behave unsafely and inappropriately (negative influence). For example, 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).

- Distribute a copy of *No pressure* to each student to complete individually without consulting with others.

Listen to the reasons why a friend might influence students to wear a helmet and to not wear a helmet.

Ask

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? (eg friends, peers, family, time available, weather conditions, road safety campaigns, your road safety knowledge and skills, your road safety attitudes)

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 to do 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 uncool 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?

- Read the scenario described on the activity sheet and discuss if students have been in similar situations. Remind the class of the 'no name' rule.

In groups, students create a **role-play** (refer to page 207) around the scenario that shows how they would handle the situation.

Watch each role-play and discuss the different suggestions that could be used to deal with the situation. Remind students to use assertive responses.

- Students write a list of five assertive responses that could be used to tell a friend they do not want to act unsafely or inappropriately in a traffic-related situation eg I know you think it's fun but I don't want to end up in hospital. I don't want to get scars on my face, that's not a good look.
- Send home a copy of *Scooters* and *Quad bikes and kids* if relevant to the students.

No pressure

Our friends can influence what we think, say and do in a positive way and sometimes a negative way.

We all know that wearing a bike helmet can protect our head in a crash, so what might your friends say or do that would influence you to wear a helmet or to not wear a helmet?



Wear a helmet	Not wear a helmet

Read this story about Joel and then answer the questions.

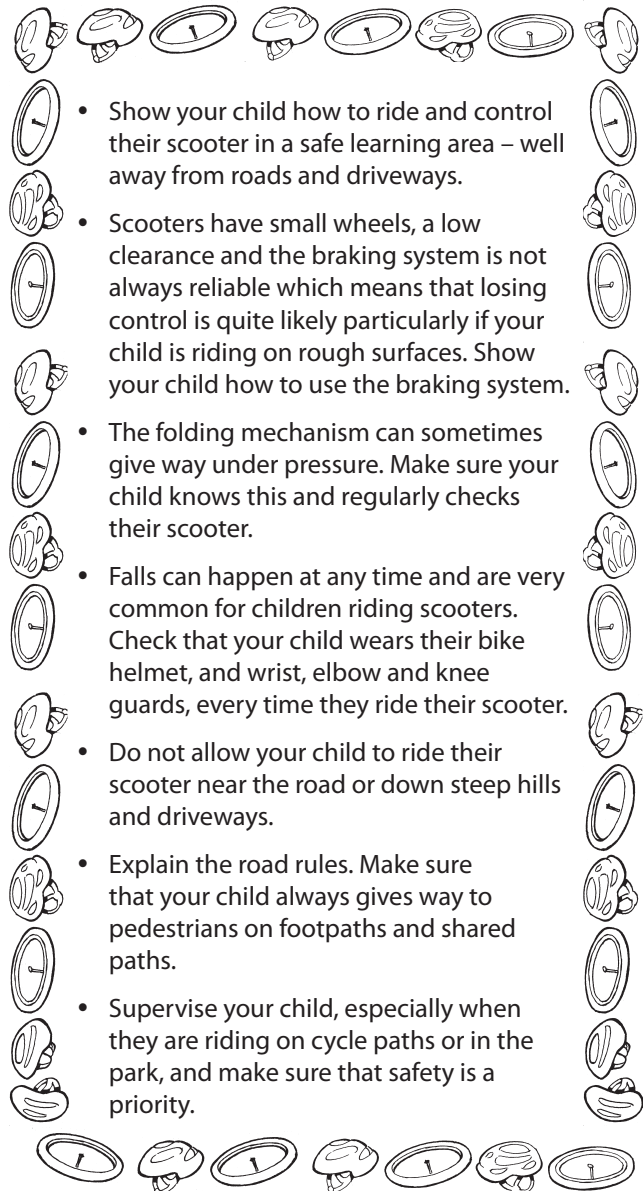
Joel often goes for a ride around his local park with his friends and he always wears his bike helmet. Some of his friends just put their helmet on their handlebars. Joel often sees a group of high school kids riding at the park but none of them wear helmets. One day one of the high school kids tried to knock Joel's helmet off and shouted, 'Hey loser, what's with the helmet?' Joel is worried that the high school kids might keep picking on him and he has stopped riding his bike at the park.

1. What could Joel say to himself in this situation? _____
2. What could Joel do in this situation? _____
3. If you were Joel's friend what would you say to him? _____
4. Who could Joel talk to if he decided he needed some help to sort this problem out? _____
5. What do you think you would do in this situation? _____



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.



- 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.
- 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 hazardous or dangerous riding.

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

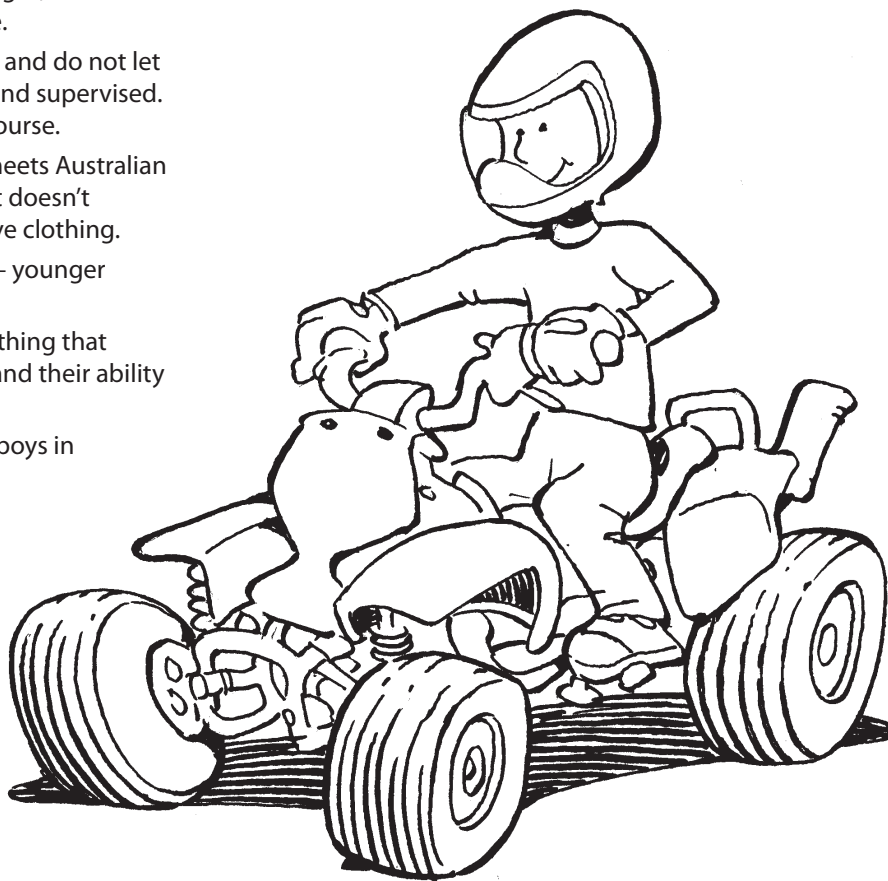
Quad bikes look exciting to kids. However kids under 16 years of age shouldn't be allowed to ride an adult sized farm quad bike as they lack the physical ability and mental skills to safely maneuver a quad bike that has multiple speeds and controls.

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

- ☐ Think seriously about whether they have the appropriate weight, height, strength, skill and judgment to operate a quad bike.
- ☐ Caution them about the dangers and do not let them ride until they are trained and supervised. Ideally, get them to do a riding course.
- ☐ Make them wear a helmet that meets Australian Standards, goggles (if the helmet doesn't have a visor), boots and protective clothing.
- ☐ Don't let them carry passengers – younger kids or their mates.
- ☐ Don't let them carry loads or anything that might affect the quad's balance and their ability to handle the quad.
- ☐ Place a speed restriction (young boys in particular love to hoon).
- ☐ Restrict where they can ride and the type of terrain they can ride over.
- ☐ Do not let them go out riding alone.
- ☐ Start teaching them good habits now. Bad riding habits are hard to break.
- ☐ Teach them to check that there are no other children especially young ones near where they are riding.

Suggestions for children visiting your property

- Do not allow visiting children to ride a quad bike unless they have been trained and are supervised.
- Make sure children know to keep well clear of the quad bike when someone else is riding it.



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

ACTIVITY 9

Identifying your choices and practicing responding

Preparation

- **Strategy sheet** *Choose a corner* – photocopy one set of number cards

- Place one number card in each corner of the room before introducing the **choose a corner** strategy (refer to page 202).

Read out one of the following situations. Ask students to decide which of the four choices the character should use and move to the corresponding number sign in the room.

Situations

- ⊙ Reece's friend has asked him to ride his scooter on the road near his house. Reece could:
 1. Ride on the road and keep watching out for cars.
 2. Tell his friend 'no'.
 3. Suggest that they go to the park where it would be safer to ride.
 4. Go with his friend but ride on the footpath or near the road.
- ⊙ Jonah was walking to school and noticed two of his mates double dinking. Jonah could:
 1. Pretend he didn't see them.
 2. Call out and ask his friends to walk to school with him.
 3. Tell his friends that it's stupid to double dink.
 4. Talk to his teacher about it.
- ⊙ Lee's friend had a quad bike and wanted her to go for a ride into town. She could:
 1. Say her parents would ground her if they found out.
 2. Go with her friend.
 3. Ask her friend to ride around the paddocks instead.
 4. Tell her friend 'I don't want to'.
- ⊙ Mischa's friend has offered her a ride on her brand new racing bike but Mischa doesn't have a helmet. She could:
 1. Ask her friend to wait while she goes and gets her helmet.
 2. Ride the bike and hope she doesn't fall off.
 3. Tell her friend 'thanks' but it's against the law to ride without a helmet.
 4. Ride the bike.

Ask students to discuss with others standing in the same corner, the reasons behind their decision. Invite students from each corner to share with the class the reasons behind their choice.

Repeat the process until all situations have been discussed. Use the following questions to process the activity.

Ask

*Is doing what your friend wants always the easiest choice?
Do you always stand up for yourself when you don't want to do something?
What might happen if you tell your friends you don't want to do something?
How would you feel if your friends dumped you because you didn't join in?
If knowing that your friends could dump you, would it change your decision?
What advice would you give a younger child about making their own decisions that might be different to their friends?*

ACTIVITY 10

Time to stop and reflect

Preparation

- ▶ **Strategy sheet** *Thought shapes* – photocopy one set
- ▶ Computer access

- Write the questions for discussion the board and gave students write their responses. Set up two concentric circles and use a **circle talk** strategy (refer to page 202) to have students discuss the questions.

Questions

What are three benefits of cycling or riding?

Name two things a cyclist can do to protect themselves while riding.

What are two things a rider of a skateboard, scooter or rip stick can do to protect themselves while riding?

How does a helmet protect your head?

When should a helmet be replaced?

What are two rules that a cyclist must obey?

Name three things a cyclist should check before getting on their bike.

- Use all or some of the **thought shapes** (refer to page 210) to encourage students to stop and reflect on the following:
 - △ The most important thing I learnt about cycling and riding was ...
 - What I enjoyed most about learning about cycling and riding was ...
 - ♥ How I feel about being able to deal with an unsafe situation is ...
 - The thoughts still going around in my head about cycling and riding safety is ...
- Students write a letter on the computer to their family telling them what they know about being a safe cyclist or rider, and reasons why they would not ride without a helmet or how they can reduce their likelihood of crash involvement. Suggest that the letter includes questions that will require their family to provide opinions about being a safe road user.

