

Focus area 3

Safety on wheels

Overview of the *Safety on wheels* focus area

This section provides an overview of the units included in the *Safety on wheels* focus area and the content related to children as cyclists and skaters in the traffic environment.

Safety on wheels units

The units allow all students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer behaviours.

Unit 3.1 Bikes and other wheeled recreational devices

This unit focuses on selecting safer places to ride when using a bicycle or wheeled recreational device such as a skateboard, scooter or rollerskates; using footpaths and shared paths; choosing and maintaining a bicycle; types of bicycle injuries and developing safer riding skills. It also assists students to identify the consequences of taking risks when cycling and riding other wheeled recreational devices. Students will analyse a range of scenarios to identify factors that influence cycling behaviours, including their own and other's.

Unit 3.2 Helmets and protective gear

This unit focuses on selecting, fitting and wearing a helmet and protective gear before riding a bicycle or wheeled recreational device; the protection provided by a helmet when worn in a crash; and the physical, emotional and financial consequences of crashes.

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SKILLS AND UNDERSTANDINGS

The table below describes the skills and understandings that students will have opportunities to develop whilst engaging in the Safety on wheels units.

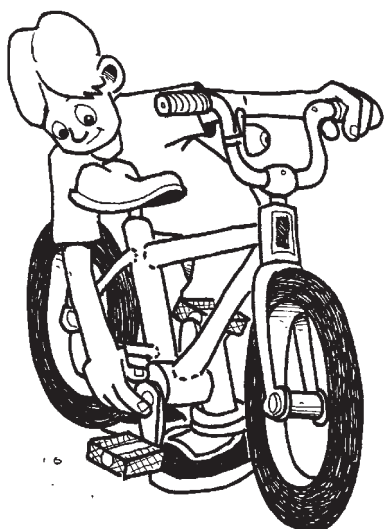
SAFETY ON WHEELS FOCUS AREA	KNOWLEDGE AND UNDERSTANDINGS	SELF-MANAGEMENT SKILLS	INTERPERSONAL SKILLS
<p>Unit 3:1 <i>Bicycles and other wheeled recreational devices</i></p> <p>Unit 3:2 <i>Helmets and protective gear</i></p>	<p>PROMOTING WELLBEING</p> <p>Growth and development</p> <ul style="list-style-type: none"> strategies to cope with influences on cycling and riding behaviour personal actions to reduce the harm to self and others associated with road use <p>Social- emotional wellbeing discussing concerns and worries as a road user</p> <ul style="list-style-type: none"> setting goals to minimise risk as a road user <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> identifying personal attitudes and values towards using safer riding behaviours identifying safety features of the traffic environment e.g. shared paths identifying behaviours and situations that may be risky or harmful relating to cyclists and riders of wheeled recreational devices identifying ways to respond to peers and others who are encouraging harmful or unsafe behaviours acceptance of personal responsibility for safety appreciating the need and responsibility to behave safely as a cyclist or rider of wheeled recreational devices personal attitudes and actions to promote the safety of themselves and other people e.g. asking friends to ride in safer areas and wear protective gear and helmets <p>Resources and consumer skills</p> <ul style="list-style-type: none"> identifying products that keep them safer locating road safety agencies and other sources for accurate information 	<p>SELF UNDERSTANDING</p> <p>Understanding emotions</p> <ul style="list-style-type: none"> identifying how peers, friends, family and laws relating to cyclists can influence their attitudes and behaviour identifying how thoughts in stressful situations can impact on feelings, attitudes and behaviours <p>Managing emotions</p> <ul style="list-style-type: none"> modifying actions in response to stressful or unsafe situations using positive 'self talk' identifying that strategies to cope with unsafe situations can be reactive and proactive <p>DECISION-MAKING</p> <p>Reviewing the situation</p> <ul style="list-style-type: none"> identifying risks in cycling-related situations and determining if a decision needs to be made to reduce the level of harm identifying the positive and negative consequences of a decision identifying ways to manage risks e.g. wear a helmet and protective gear; scan the traffic environment for potential risks; maintain a bicycle and plan safer journeys <p>Planning before deciding</p> <ul style="list-style-type: none"> identifying that there is more than one option in a cyclist/road situation identifying short-term goals and planning to reduce risks as a cyclist appreciate the need for safer practices in a range of situations consider their rights and responsibilities <p>Deciding and acting</p> <ul style="list-style-type: none"> positive and negative consequences in relation to road-user situations strategies to manage influences of unsafe road use from peer and family using assertive communication when safety is a concern <p>Monitoring and evaluating</p> <ul style="list-style-type: none"> as a decision maker, being responsible for actions and consequences relating to safety decisions identifying the effectiveness of strategies to cope with peer influence how to decide whether or not a goal is progressing e.g. is the selected route safer? 	<p>RELATIONSHIP SKILLS</p> <p>Communicating</p> <ul style="list-style-type: none"> adapting communication skills to suit context and audience <p>WORKING WITH OTHERS</p> <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> following instructions and adapting communication skills to suit the purpose of the group practising ways to contribute to group cohesiveness and effectiveness <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none"> reporting concerns about portrayal of alcohol and other drug use in the media to parents/teachers/ appropriate forums

BACKGROUND INFORMATION

The following information will support teachers when delivering content in this focus area.

UNIT 3.1 BICYCLES AND OTHER WHEELED RECREATIONAL DEVICES

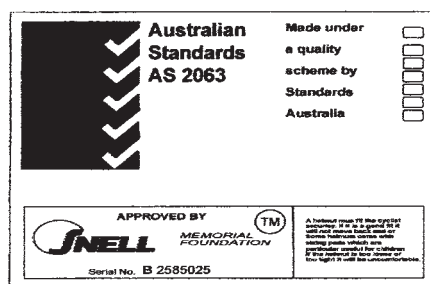
- Around 62 per cent of children aged between 5 and 14 cycled at least once in the year to April 2003 (ATSB Monograph 17).
- Between 1999 and 2008, 57 children aged between 0 and 16 in the NT were injured in incidents involving bicycles and wheeled devices (e.g. skateboard, scooter, rollerskates and rollerblades). The most common injuries occur as a result of falls.
- A significant number of cycling injuries result from the rider having insufficient control of their bicycle. Choosing a bicycle suited to the rider and maintaining it well enhances the rider's control.
- Bicycles should be:
 - the correct size for the child and adequately adjusted to enable them to have good control (i.e. when sitting on the seat and holding the handlebars the cyclist's feet should be able to touch the ground comfortably).
 - properly maintained.
 - fitted with safety features such as reflectors, brakes and a bell.
- A child requires adult assistance to perform a safety check every time the bicycle is ridden – bell, brakes, reflectors, saddle height, chain, tyres and pedals.



- It is recommended that children under the age of 12 should not cycle on-road as they are still mastering cycling skills and are not able to respond to the problems that may arise. Their focus is still on the physical skills of riding and not on the situations and hazards around them in the traffic environment.
- Children riding on bicycles and wheeled devices in public places (i.e. shared cycle paths and footpaths) should be supervised by an adult.

UNIT 3.2 HELMETS AND PROTECTIVE GEAR

- Australia was the first country to introduce compulsory cycle helmet legislation in the early 1990s. While the legislation continues to be a contentious issue among some members of the community, there is clear evidence that helmets provide protective benefits in the event of a crash. An ATSB survey, which reviewed numerous epidemiological studies published during the period 1987 to 1998, found 'overwhelming evidence in support of helmets for preventing head injury and fatal injury' (ATSB Monograph 17).
- It is the law in the NT for children under the age of 17 years to wear a helmet when riding a bicycle on a road, footpath, shared path or cycle path. Children riding bicycles with training wheels or sitting in a baby seat behind an adult must also wear a helmet.
- Head injury is the most common cause of death among cyclists, accounting for 85% of cyclist deaths. Cyclists who don't wear helmets are 3 times more likely to suffer head injuries in a crash. Correct use of helmets decreases the risk of head injury by 85%.
- Peer pressure is a major factor in children not wearing helmets and protective gear.
- A sticker or label identifies helmets that are Standards Australia approved.



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- A helmet must fit and fasten securely to provide adequate protection in a crash. It should not move backwards, sideways and/or forwards on the head and should not be too tight or loose so that it is uncomfortable.
- Helmets should be a conspicuous colour. A reflective strip is also advantageous as it increases the visibility of cyclists in the traffic environment especially in bad weather conditions and at night.
- A helmet that has been damaged or has received a high-force impact should not be worn.
- Children playing on rollerblades, in line skates, scooters and skateboards should wear elbow and knee pads in addition to a helmet designed for these wheeled devices.
- Bicycle crashes and falls usually occur when the drivers of motor vehicles fail to see riders. Wearing bright or light coloured clothing can increase visibility of riders in the traffic environment.



Unit 3:1 Bicycles and other wheeled recreational devices

For students:

Key understandings

- Cycling and riding wheeled recreational devices are healthy and environmentally friendly activities as well as being convenient modes of transport.
- Cycling and riding of wheeled devices can pose significant risks for children.
- Many children in the Northern Territory are injured each year as a result of falling off a bicycle or wheeled recreational device.
- Falls from bicycles and wheeled recreational devices are usually due to the rider losing control.
- Head injuries occur when riders hit nearby objects or can't break their fall.
- A bicycle should be selected after consideration of the rider's size.
- Safety equipment including helmets and protective guards should be worn to safeguard against falls and injury.
- Bicycles and other wheeled recreational devices should be regularly checked and maintained.
- Wheeled recreational devices include rollerblades, rollerskates, scooters and skateboards.
- There are safer places to ride such as parks, shared paths and footpaths.
- 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.
- Appreciate that others may have different opinions about safety when riding.

Key skills

- Practise riding bicycles and wheeled recreational devices away from roads and driveways.
- When cycling to and from school plan the safest route.
- Identify situations and influences that can increase a rider's level of risk.
- Practise using positive responses when others are encouraging unsafe riding behaviour.
- Make decisions that reduce the level of risk as a cyclist or rider of wheeled recreational devices.
- Share own opinions and attitudes about safety on wheels.

TUNING IN

AROUND THE TABLE

➤ Safety talk

In groups, students use the 'around-the-table' strategy to talk or write about the following statements.

Most kids our age know how to ride a bicycle on the road.

Kids who ride scooters and skateboards are injured more than kids who ride bikes.

It takes more skill to ride a bike than a skateboard.

As a class, discuss common findings and how students feel about these issues. Use some of the statistics included in the **Background information** section to explain to students that many of children who ride bicycles or wheeled recreational devices are injured each year in the NT. It is important that students understand why children their age may be at risk while riding in the traffic environment. Explain how children up to the age of twelve are still developing cognitive (e.g. judging the speed of an approaching vehicle and distance depth cues),

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sensory (e.g. directional hearing), physical and behavioural skills that are required to safely manoeuvre a bicycle or wheeled device. Emphasise that it is legal and safer for children to ride on footpaths.

GUEST SPEAKERS

► Safety talk

Students write to the local police, Road Safety Officer or a bike maintenance person inviting them to visit the class and talk about:

- how to check bicycles and scooters for correct size
- what to do to maintain a bicycle or other wheeled recreational device
- bicycle safety features required by law (i.e. brakes, bell, reflectors)
- other laws relevant to cyclists.

Prior to the visit, students write a list of questions to ask the guest speaker.

After the presentation, students can:

- write a letter of thanks to the speaker outlining the information gained from the visit
- write an article for the school newsletter or website
- draw a picture of a cyclist/skateboarder wearing a helmet and protective clothing, and write an accompanying safety message
- bring in their bikes and complete a safety check (use *At-Home Activity Sheet 1: Selecting and maintaining a bicycle*).

Note: When completing a school safety check it is important to consider students who, due to financial reasons, own bicycles that do not meet safety requirements.

FINDING OUT

PLACEMAT

► Bicycle falls

In groups, students brainstorm why children and young people crash or fall while riding bicycles and wheeled recreational devices, and write their ideas on a placemat. For example:

- hit the kerb
- hit by a car
- didn't have control
- distracted by others
- still learning to ride

- didn't see the traffic
- fooling around.

Each student shares their ideas before the group chooses the three that they feel are the main causes of crashes.

Discuss the placemat ideas and suggest to students that most crashes can be attributed to one or more of the following factors:

- K** – insufficient knowledge
- L** – lack of skill
- U** – unsafe behaviour
- E** – environment

Discuss:

Which of the KLUE factors do you think is the greatest cause of riding crashes?

Why is it important for children and young people to know about the KLUE factors?

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

Ask students to brainstorm how the crashes could have been avoided and the harm minimised. For example:

- following road rules
- wearing a helmet
- riding on the footpath
- riding with an adult
- practising skills.

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

T CHART

► Safer places to ride

In pairs, students brainstorm places that are safer for riders (e.g. not on roads, away from traffic and driveways, in a park, close to adult supervision) and unsafe areas (e.g. near parked cars, car parks, driveways) and list these on a T chart.

Apply the KLUE factors (described in the previous learning experience) to identify how these may further contribute to the rider's level of risk in each of the unsafe riding places.

Unit 3:1 Bicycles and other wheeled recreational devices

For example:

Unsafe place - driveway

- K**—unaware of sounds and sights that indicate a car is reversing or entering
- L**—braking skills still developing
- U**—riding on a driveway
- E**—driveway may be sloped increasing the speed of the rider

Discuss:

Why do you think kids your age choose to ride in unsafe places?

What information might change their riding behaviour? Why?

SORTING OUT

ARTS IDEAS

► Bicycle sketch

Bring a bicycle into the classroom for students to draw and label. The bicycle parts that are safety features and required by law (e.g. brakes, bell or horn, reflectors back and front) can be written in a different colour.

Variation:

Bring in other wheeled devices (e.g. scooter, rollerblades, rollerskates and skateboard) for students to draw and label, including safety requirements (e.g. protective gear and helmet).

DESIGN A GAME

► Board game

Discuss features of board games such as tokens, rules and instruction cards. Students design and make a board game focusing on the key safety messages for bicycles and wheeled devices. The board game can have spaces to carry a message. For example, 'Your brakes aren't working – go back 4 spaces' or 'You're seen riding in a brightly coloured T-shirt, have another turn.'

Students play the games to determine if a safety message is promoted.

MATHS INVESTIGATIONS

► Graphing bicycle injuries

If the 'bicycle injury survey' has been conducted (see *Sorting out* learning experiences), students can construct a graph to represent the results. Include the graph with further information about child injuries on bicycles and wheeled recreational devices in a school newsletter article.

► Tallying

Place a notice in the school newsletter advising that the class will be conducting a brief survey of all students in the school. The survey will be used to determine:

- (i) the number of students who choose to cycle, skateboard, rollerblade and/or scooter
- (ii) which day/s of the week they do this activity
- (iii) how long the activity usually lasts
- (iv) what safety equipment is used.

Divide the class into groups. Allocate a year or age level, and one of the activities (i.e. cycling, skateboarding, rollerblading, scootering) to each. Groups should appoint tasks to each member (e.g. note-taking, creating survey questions, making a list of students to be interviewed, typing survey findings).

Create a class table or graph with data collected from each group's report. Make comparisons between activity levels, years or age groups, most popular day of the week for activity and most widely used apparatus and safety equipment.

Present the information in the school newsletter with safety tips and exercise benefits.

MIND MAP

► Consequences of crashes

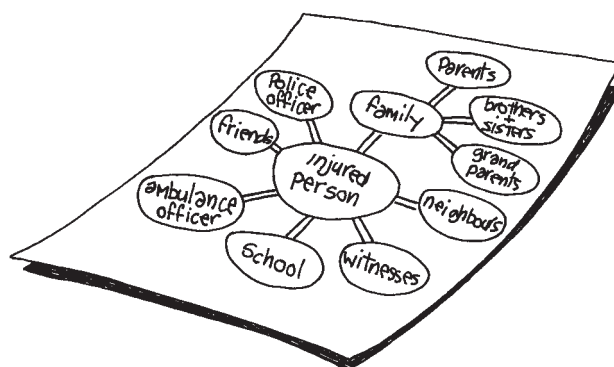
In groups, students recall and share cycling or wheeled device crashes they have experienced, witnessed or heard about. Students apply the KLUE factors (see *Finding out* learning experience) to the crash experiences they have shared to determine why the crash occurred.

Discuss:

Which KLUE factor contributed to the crash?

Did anyone influence the rider's behaviour? How?

Use a mind map to identify the people who are affected by a crash. An example is provided.



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Identify the short-term and long-term consequences of a crash and how they impact on the people identified in the mind map (e.g. injury, damage, emotional trauma, medical bills).

SURVEYS

► Bicycle injury survey

Students devise a class or school survey to determine the number and type of riding-related injuries; how the injuries occurred and where; if the injured child went to hospital; and the consequences of the fall or crash.

Discuss:

What did you learn about riding injuries?

Were there any common types of injuries?

What factors contributed to the injury?

Did all injuries require hospital treatment?

What are the consequences of having a bicycle crash or fall? (e.g. physical – injuries, pain, brain damage; emotional – family stress; financial – medical bills, parent taking time off work).

What would you miss most if you were in hospital for several weeks?

How would you feel? How would your family feel?

Present the findings of the survey and information about reducing bicycle injuries in a newsletter article or letter to families in the school.

WRITTEN RESPONSES

► Recount

In small groups, students reflect and share early cycling experiences then write an individual recount that includes answers to the following questions.

What can you recall about learning to ride a bicycle or wheeled device? (Feelings, skill level, who helped you learn to ride?)

Where did you learn to ride?

Why did you want to learn to ride? (Friends or family were riding, fitness, enjoyment).

What were your skill levels like when you first started to learn?

What improved your skill level?

Why did the person who helped you learn to ride want to do this?

Read the recounts to younger students and use as a prompt to talk about the importance of practising riding skills with an adult and in a safe area such as a park, skate park or on a cycle path.

► Other genres

Students use a variety of genres and perspectives to write a:

- police report of a cycling crash
- script for a play or role-play promoting safer riding
- jingle or rap
- newspaper article about a cycling crash including the contributing factors, people involved and long-term consequences of the crash
- diary account of a young person hospitalised as the result of a riding injury.

DEVELOPING VALUES

CHOOSE A CORNER

► What would you do?

Number each corner of the room. Pose the following statements and choices for students to consider.

If my friend asked me to ride a scooter on the road outside my house, I could:

- 1 *ride on the road and watch out for cars*
- 2 *tell my friend that it's not safe*
- 3 *suggest that we go to the park*
- 4 *ride my scooter on the footpath near the road.*

Students share opinions in each corner then between corners. Offer students the opportunity to change corners after hearing others' responses.

Repeat using the statements and choices below.

If I was walking home from school and noticed two of my friends double dinking (sitting tandem), I could:

- 1 *ignore them*
- 2 *stop them and ask my friends to walk with me*
- 3 *tell my friends it's unsafe to dink*
- 4 *ask my friends if they know it's against the law to dink.*

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If my friend had a quad bike and was riding it on the road near their property, I could:

- 1 tell my friend it was unsafe
- 2 get an adult to deal with it
- 3 watch my friend and check the road for traffic
- 4 ask my friend to take me for a ride in the paddocks.

If my younger brother was riding his quad bike on our property without wearing protective clothing, I could:

1. tell him it is unsafe
2. get mum to deal with it
3. ask him to stop and give him his safety gear
4. watch him in case he crashes

Alternatively have students generate the scenarios and options themselves.

Discuss:

What was the possible harm in each situation?

How could the harm have been reduced?

How confident do you feel to tell others what you want to do?

What might they say to you about your choice?

How would you feel?

Would it change your decision?

PNI

► **What this means to me**

Students discuss one of the statements below then write the positive, negative and interesting points on *Resource Sheet 8: PNI* (included in the **Making decisions** section).

Health experts have called for a ban on skateboards and scooters as too many children are being injured.

Research shows that 70% of boys behave unsafely or irresponsibly when riding bicycles and other wheeled recreational devices.

Young people will have to pass a bicycle skills test before they can ride on the road.

Invite students to share and discuss their ideas.

VALUES VOTING

► **Dot voting ?**

Write each of the following points on a card and display in students' view. Give each student two sticky dots. Read the introductory statement and ask students to place their dots on the card or cards to indicate their opinion.

The number of scooter injuries could be reduced if...

- *it was compulsory to wear a helmet and protective gear*
- *scooters were only allowed to be ridden in parks or shared paths*
- *riders of scooters had to be at least 12 years old*
- *kids my age were taught the skills that would make them safer riders*
- *kids my age knew why they are at risk when riding a scooter.*

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

Repeat this activity with another wheeled recreation device, such as a quad-bike.

Discuss:

How does it feel to share your opinions with others?

Has hearing others' opinions and thoughts changed how you feel about riding? Why or why not?

MAKING DECISIONS

DECISION-MAKING MODEL

► **Safer places to ride**

In groups, students discuss the scenario on *Resource Sheet 1: Riding decisions* to identify social influences such as peer pressure and the children's lack of awareness of environmental influences, to determine what made this scenario potentially harmful.

Apply the KLUE factors (see *Finding out*) to analyse the scenario. For example:

- K** (insufficient knowledge) – others were trying to convince the child that riding on the road was quicker
- L** (lack of cycling skill) – child hadn't ridden on road previously
- U** (unsafe cycling behaviour) – promised mum she would only ride on footpath
- E** (environment) – wet weather, slippery roads, heavy traffic.

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Ask students to work through the resource sheet and decide what the young rider should do or say.

Share the decisions identified by each group and discuss how confident students would be to use these.

Brainstorm a list of responses that students have used in a situation where peers or others were trying to influence their decision to act safely. Some may include:

- *My dad will take my bike off me if he sees me riding on the road.*
- *I don't feel safe riding on the road.*
- *It's more fun on the footpath because you don't have to worry about other traffic.*
- *I always slow down when I cross a driveway.*

Suggest to students that having prepared responses can be a useful strategy. Complete the 'role-play' learning experience in this section.

RISK CIRCLES

► Crash factors – the rider, conditions and location

Explain to students that the interaction of three factors - the cyclist, the conditions and location - can cause a crash. Brainstorm examples of each factor. For example:

Rider

- lack of riding skills
- wearing dark clothing
- upset or angry
- wearing thongs and baggy trousers
- young

Conditions

- bike or scooter too big
- wet slippery road
- flat tyre
- gears keep sticking
- handlebars too far away

Location

- car park
- dirt road
- a steep hill
- footpath
- busy main road

Place students in groups of three. Give each group a copy of *Resource Sheet 9: Risk circles* (included in the **Making decisions** section).

Students label the three circles (cyclist, conditions and location) and write some of the situations identified in the brainstorm on each.

By spinning the three circles, groups can create a scenario. Students should assess the risk for the rider and other road users, and identify strategies to reduce the harm.

Groups can repeat the activity several times then, as a class, discuss which factor (i.e. rider, condition or location) contributes more to a crash.

Remind students that it is not always possible to predict the behaviour of other road users and that different situations need to be individually assessed for safety.

Discuss:

As a cyclist or rider of a wheeled device, why is it important for you to understand the factors that can contribute to a crash?

Will the riding situations that you discussed always have the same level of risk? Why or why not?

What implications does this activity have for you and the community regarding safer road-user behaviour?

ROLE-PLAY

► Peer pressure

In groups of three, students create a role-play to practise using the responses identified in the previous 'Decision-making model' learning experience.

After watching each role-play, students discuss the effectiveness of the chosen response and action, and decide if they would use it if placed in a similar situation.

Remind students that having rehearsed responses to cope with peer pressure can help to reduce stress and allow them to act safely.

Extension

Invite students to share strategies they have used in situations where peers wanted them to do something unsafe and to discuss what reactions they received from their peers and how they coped.

PLANNING

► Plan a safer journey

Students share previous riding experiences and discuss why it is important to plan for safe travel.

In groups, students plan a bicycle journey using a photocopy from a street directory or online mapping image of the local area.

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Students mark the safest route and label the facilities and potential hazards for cyclists, then write brief directions for the journey.

It is important to point out to students that cyclists often need to alter their journeys to maximise safety in the traffic environment.

The plan should consider all the factors affecting the rider and other road users' safety before, during and after the journey.

- Before**
- check tyres and brakes
 - plan a safe route
 - put on helmet, protective gear and light coloured clothing
 - set up rules such as who will ride in front, what distance to keep between riders, what to do when pedestrians are on the path

- During**
- stay on the footpath
 - ride with an adult
 - follow rules
 - check for pedestrians
 - scan for hazards

- After**
- check bicycle
 - store helmet away from heat and sun

Discuss:

Do you think before choosing a different route?

What hazards might you encounter?

Send the plan and map home for students to discuss and use with their family.

Cycle maps and guides for parks and surrounding areas can be downloaded from the Darwin City Council website at www.darwin.nt.gov.au.

► Bicycle maintenance

Ask students to complete a safety check of their bicycle and write a set of short-term goals regarding repairs and maintenance. Identify the steps students will need to follow to achieve the goals (e.g. talk to family about safety check, complete check, perform maintenance).

If the bicycle is in good condition, ask students to list goals for maintaining the bicycle (e.g. check the bicycle every time I ride, complete maintenance every

month, have an adult check safety features). Students who do not have a bicycle can be paired with a student who does.

Ask students to write a letter to their family indicating the repairs required to ensure their safety when riding.

SPEAKING OUT

HEALTH PROMOTION

► What I think and know

Students plan and present a cycling promotion targeting riding behaviours and providing suggested strategies to improve safety. Use a brainstorm to generate creative presentation ideas. The promotion may include:

- a list of agencies and sources where the school community can access information about cycling - related injuries and cycling safety (e.g. Road Safety Branch at the NT Department of Lands and Planning) or your local council website at www.darwin.nt.gov.au.
- advertising posters, pamphlets, songs, jingles and poems
- role-plays demonstrating strategies for dealing with peer pressures or the consequences of risk taking when cycling
- simulated activities such as testing reaction times, stopping distances on different surfaces, and visibility using colours, lights and reflectors in light and dark conditions.

Groups present their cycling promotion and other students provide constructive, written feedback on each group's presentation and content.

Discuss:

What aspects made the promotion effective?

What would have made the promotion more effective?

Will the promotion change cycling behaviours in our school community? Why or why not?

Display the promotional material for the benefit of other students, families and visitors to the school.

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TOSS A DIE

► What I think and know

To give students the opportunity to think about and discuss their responses with family and friends, give students the following questions the day prior to running this learning experience in the class.

- 1 What are three safety points to remember when riding a bicycle, skateboard or scooter?
- 2 What do you think about adults being allowed to ride on the footpath?
- 3 Should skateboards be allowed in public places?
- 4 When have you been influenced by your friends to ride unsafely?
- 5 Do you ride a bicycle? Why or why not?
- 6 Girls are more likely to choose to ride safely. Do you agree or disagree with this and why?

Nominate a student in each group to throw a die (e.g. the group member whose first name is closest to the letter M, is the eldest or owns a cat). The student shares their opinions to the question that corresponds with the number thrown. The die is then passed onto the next group member who repeats the process. Make sure each group member has a turn.

Provide time for students to share their opinions with the class. Offer students the opportunity to change their opinion after listening to the responses of other members in the group and class.

REAL-WORLD

EXCURSION

► Cycling

Plan a cycling excursion in the local area or integrate a cycling activity into a camp. Incorporate the following into the students' planning process:

- revision of road rules and signs
- map reading and interpretation of scale
- safer route planning
- logistical planning such as safety checks, essential equipment and supplies
- group riding strategies such as leadership, decision-making and cooperation.

PARENT INFORMATION AND AT-HOME ACTIVITY

► Bike check

Send *At-Home Activity Sheet 1: Selecting and maintaining a bicycle* home with students to share the information and complete a bicycle check with their families.

► Safer cycling tips

Send *At-Home Activity Sheet 2: Safer cycling tips* home with students to discuss the information with their families.

► Wheeled devices

Send *At-Home Activity Sheet 3: Scooters, skateboards and other wheeled devices* home with students to discuss the information and complete the suggested activities.

► Plan a safer journey

Email or send home the 'planning' activity completed in *Making decisions* for students to discuss with their families and mark other journeys such as:

- from home to school
- from school to a sports field, park, library, bus stop

On the map devise strategies to minimise hazards in the local area.

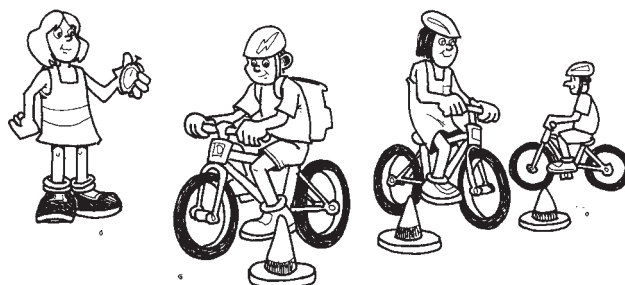
SIMULATED

REPLICATING THE REAL WORLD

► Stopping distance

Set up a cycling course using markers or witches hats in the playground. Ask students to estimate the time (in seconds) it will take a rider to complete the course. Measure the time taken.

Ask students to estimate the time and distance (in metres) it will take a rider to stop in an 'emergency' - simulated by the blowing of a whistle. Measure the time taken and distance travelled from the whistle



Unit 3:1 Bicycles and other wheeled recreational devices

being blown to the bicycle coming to a standstill. Discuss the measurements and observations. Explain that 'stopping distance' is dependent on the cyclist's reaction and braking time, and that different conditions can alter the stopping distance (e.g. wet weather, different road surfaces, the weight of the rider and luggage).

Repeat the activity with the rider wearing a heavy backpack.

Discuss:

Why is it important to know about reaction, braking and stopping distances?

Why are some cyclists able to stop quicker than others?

What might alter a cyclist's stopping distance?

► Double dinking

Place a piece of cardboard (approximately 40cm x 80cm) at the front of a bicycle to simulate the area of vision obstructed when dinking another person on the handle bars. Ask students to ride the bicycle on a grassed area and discuss the difficulty of seeing past the cardboard.

Attach a heavy backpack to the handlebars of a bicycle. Select a rider and observe if controlling the bicycle changes with the extra weight. Discuss students' observations and compare to the hazards associated with dinking.

Discuss:

Why do you think double dinking is illegal?

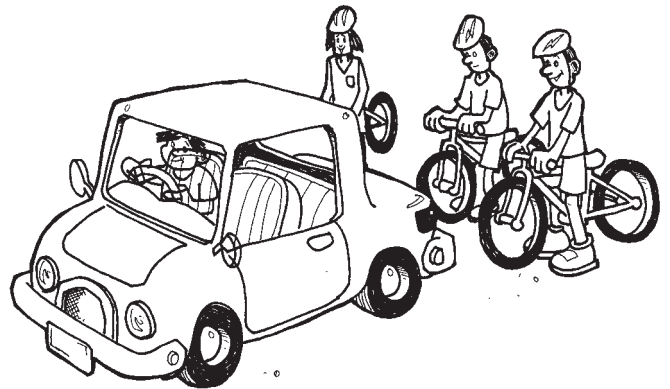
What would you say or do if a friend wanted a double dinky?

What would you say or do if your friend wanted to double dinky you?

► Blind spot

Park a car in an area such as the oval or staff car park. It may help to have another adult available for this activity.

Ask several students to stand with their bicycles in a semi-circle behind the car. Ask the 'driver' to call out names of students that can be seen using the rear-view and side mirrors. This will identify the driver's blind spots. Ask students to move their bicycles to a different position. Ask the class which riders are still in the driver's blind spot before the driver calls out the names of students that they can see.



Take out the keys and allow students to sit in the car and have a go at spotting the cyclists. A pillow might be needed to boost the student's height.

Discuss:

When would a cyclist need to know about the blind spot of a car?

Which other road users should know about the blind spot of a car?

TECHNOLOGY CHALLENGE

► Off-road riding area

Students design an area suitable for riders of bicycles, skateboards, rollerblades and scooters. The off-road riding area should include labels of safety features. The designs can be used to make a model of the riding area. Groups present and describe their design or model to the class, highlighting the safety features.

► Design for the future

In pairs or individually, students invent and design a wheeled device for children to ride that is not motorised. Emphasise the need to include safety and protective features that will minimise injury and harm. The designs can be drawn and labelled, built in a miniature version using materials from home and then described to the class highlighting safety features.

REFLECTING

JOURNAL

► What it all means to me

Students write their thoughts and understandings about bicycles and wheeled recreational devices in a journal. The following questions can be used as a prompt.

Unit 3:1 Bicycles and other wheeled recreational devices

- *If you had to tell someone else two important things to know about riding safely, what would they be?*
- *What might you do differently when you next ride a bike, scooter, skateboard or wheeled device?*
- *What do you still want to know about riding safely?*

Provide opportunities for students to share journal entries with others or send home to share with their family.

POW WOW

► What it all means to me

Sit students in a circle to reflect on their learning and any problems that may have arisen during this unit.

Discuss:

What do you think are the two most important things that riders need to know?

What do you know now that you didn't know before completing this unit?

Who else needs to know this? Why?

What might you do differently now that you know this information?

WRITTEN RESPONSES

► Response to

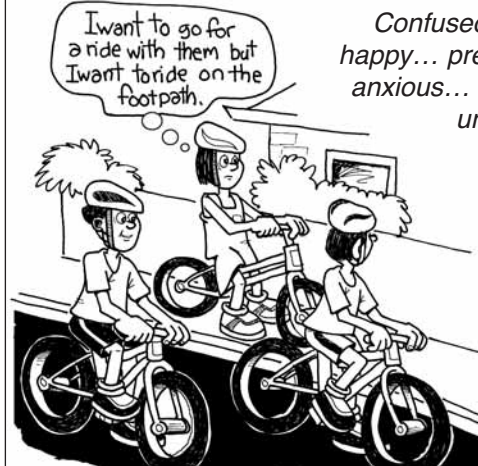
Students write a response to a fictional letter seeking help about riding safety. The response should present cycling and wheeled device safety information and offer suggestions to deal with peer pressure.

Riding decisions

What's happened?



What are you feeling?



What choices do you have?

What might the consequences be?

Make your decision

What could happen? What are the good and not so good consequences of each choice?

What will you choose to say and do?

Empty speech bubble for writing a response to 'What choices do you have?'

Empty speech bubble for writing a response to 'What choices do you have?'

Empty speech bubble for writing a response to 'What choices do you have?'

Empty thought bubble for writing a response to 'What might the consequences be?'

Empty thought bubble for writing a response to 'What might the consequences be?'

Empty thought bubble for writing a response to 'What might the consequences be?'

Large empty speech bubble for writing a response to 'Make your decision'.

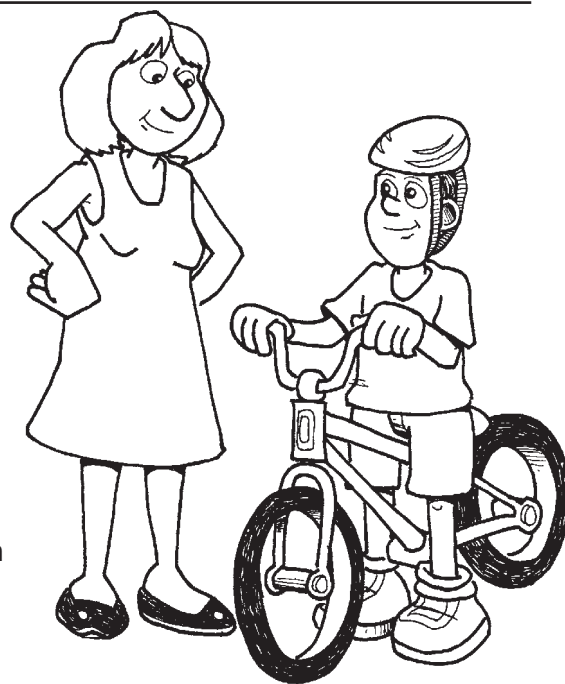


Dear family

It is important that your child's bike fits, just like their helmet. A bike that which is too big or small may cause your child to lose control and injure themselves.

Is your child's bicycle the right size?

- Have your child straddle the bicycle. **Is there a 3cm gap** between the cross bar of the frame (or where one would be) and your child when they are standing with feet flat on the ground?
- If the bike is a BMX or mountain bicycle, is there a **clearance of 10cms?**
- **Are the handlebars and hand brakes within reach?** When your child is seated their arms should be slightly bent when holding the handle grips and their knees should not hit the handlebar.
- Is the **seat level** when your child sits down?



Check and maintain your bicycle

Bell or horn

Check they are in working order. It is a legal requirement to have a bell or horn.

Handlebar

Check the handlebar is not loose, the ends are covered and the handgrips are secure.

Lights

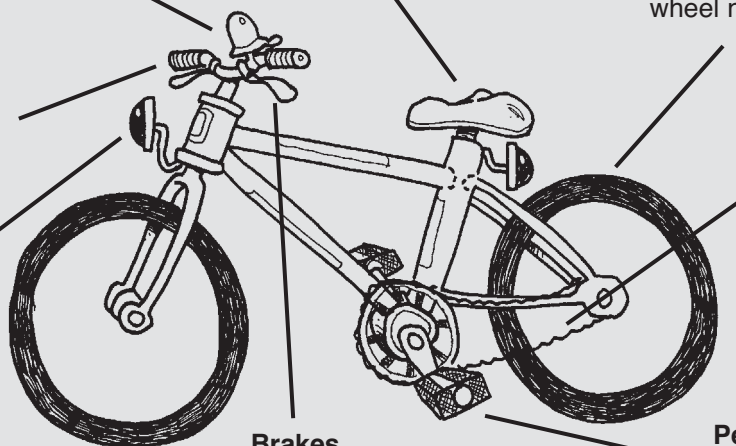
The bicycle should have a reflector at the front and rear, and on the pedals and wheels. If riding after sunset, there should be a white headlight and red tail light in working order.

Seat

The seat should sit flat and be in line with the bicycle. It shouldn't tilt or move. Check for cracks or broken springs.

Wheels and tyres

Check the wheels spin freely. Make sure the tyres aren't worn or flat – they should be hard to squeeze. Fix any loose wheel nuts or broken spokes.



Chain

Check the chain is clean and can move freely. It should be kept lightly oiled.

Brakes

Check the brakes – if the brakes are applied the wheels shouldn't turn. It is a legal requirement to have brakes that work.

Pedals

Check the crank is tight and make sure the pedals spin freely. Look for wear or damage.

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

Did your bike pass the safety check?



Ask an adult to help you make any repairs to your bike.

Classroom Teacher

Safer cycling tips

Dear family

Deciding when your child is ready and able to ride safely to and from school is very important. Riding a bicycle is a great way to get to school however it's a good idea to accompany your child until you are confident they have the necessary skills to get there safely.

Take time to help your child learn to ride properly and safely by practising the following skills.

Primary school children should not ride on roads without adult supervision as generally they do not have the skills to be aware of and deal with traffic.

Starting off	<ol style="list-style-type: none"> 1. Look behind you and to both sides before moving off.
Controlling road position	<ol style="list-style-type: none"> 1. Keep left and ride in a straight line with the traffic flow. 2. Ride at least one metre away from parked cars. Someone could open their door unexpectedly! 3. Keep a safe distance away from the kerb. 4. Don't follow cars too closely. You might be in their blind spot. 5. Listen for cars approaching from the side or behind you. 6. Keep control of your bike. Don't swerve or make sudden turns as drivers may not be able to react fast enough to avoid colliding with you. 7. Watch out for potential hazards – potholes, gravel and drainage holes.
Braking smoothly	<ol style="list-style-type: none"> 1. Use your front and back brakes. 2. Stop in a straight line with complete control over your bike.
Turning left	<ol style="list-style-type: none"> 1. Always check for traffic behind you and coming from the right. 2. Signal clearly if you intend to stop and give way or turn into the new road. 3. Turn at a speed that allows you to keep full control over the bike.
Turning right	<ol style="list-style-type: none"> 1. Check behind you before signalling and only move to the right when the road is clear. 2. Move as close as possible to the left of the centre of the road. 3. Signal to stop if the intersection isn't clear or signal to turn if the intersection is clear. 4. Keep both hands on the handle bars while you are turning. 5. Move through the intersection and ride to the left of the centre of the new road.
Keeping control on hills	<ol style="list-style-type: none"> 1. When riding up hills, keep a straight line without wobbling or swerving. 2. When riding down hills, keep a constant road position. 3. Always keep your bike under control with front and back brakes. 4. Make sure you have both hands on the handlebars except when signalling.

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

Did you know children are allowed to ride on footpaths with a bicycle helmet?

Classroom Teacher

Dear family

Does your child own a scooter, skateboard or other wheeled device? This sheet will give you information about how to keep your child safer when riding.

Where can they ride?

It is safer for children to ride scooters, skateboards and rollerskates on footpaths and shared paths. Remind your child to keep left and give way to pedestrians. As many of these devices do not have adequate braking mechanisms, it is recommended that children do not ride on roads.

Check your child's scooter to make sure:

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



Check your child's skateboard and other wheeled devices to make sure:

- wheels are turning smoothly
- there are no broken parts or sharp edges.

What protective gear should my child have?

Falls due to loss of control are the most common cause of injuries for children riding wheeled devices 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 helmet that fits their head, is lightweight, has good ventilation and is a colour that is easily seen in the traffic environment.

At-home activities

- Help your child to find places in the local area where they can ride safely.
- Teach your child how to ride and watch them as they practise in safer places such as parks, shared paths and skate parks.
- Check your child's scooter, skateboard and other wheeled devices to make sure they are safe to ride.
- Check your child's helmet. If a helmet has been subjected to a hard fall it needs to be replaced. Remember damage is not always visible.

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

Classroom Teacher

Protective gear

Unit 3:2 Helmets and protective gear

For students:

Key understandings



- Many children in the Northern Territory are injured each year as a result of falling off a bicycle or wheeled recreational device.
- Falls from bicycles and wheeled recreational devices are usually due to the rider losing control.
- Head injuries occur when riders hit nearby objects or can't break their fall.
- A helmet and knee, wrist and elbow guards are designed to protect at point of contact and can reduce the severity of injuries.
- A helmet should have the Australian Standards-approved sticker.
- A helmet involved in a crash or damaged in any way will not offer maximum protection and should be replaced.
- Cyclists and riders of other wheeled devices have a responsibility to ensure their own and other road users' safety.
- Peers, friends and family can influence riding decisions and attitudes.
- Appreciate that others may have different opinions about safety when riding.

Key skills

- Practise responses to use when pressured by peers to participate in unsafe behaviours.
- Identify situations and influences that increase the level of risk for cyclists and riders of wheeled recreational devices.
- Make decisions that reduce the level of risk as a cyclist or rider of wheeled recreational devices.
- Share own opinions and attitudes about wearing helmets and protective gear.

TUNING IN

BEFORE AND AFTER

- **What I know and feel about helmets and protective gear**  

Students write a response to each of the statements on *Resource Sheet 1: Before and after*. Responses should be completed individually and without discussion with other students.

The statements will identify students' current knowledge, attitudes, and values about bicycle and wheeled recreational device safety, helmets and protective gear.

Collect the sheets and use as a reflection activity when students have completed several learning experiences from this unit.

POW WOW

- **What I think about helmets and protective gear**

Sit students facing into a circle. Pose one of the following questions. Encourage students to share their thoughts and ideas. Repeat this process with each question.

Why is it compulsory to wear a helmet on a bicycle?

Should everyone riding a bicycle, skateboard, scooter or rollerblades wear a helmet? Why or why not?

What might encourage kids your age to wear a helmet?

What injuries have you or your friends had after falling off or crashing a bicycle or wheeled device?

Unit 3:2 Helmets and protective gear

List any questions students identify during the discussion and use these to guide selection of learning experiences.

KWL

► Helmets

In groups, students complete a KWL on 'what I know' and 'want to know' about helmets. Correct any misinformation in the 'what I know' column and use the questions in the 'want to know' column to determine the selection of subsequent learning experiences.

Display the KWL findings and invite groups to rotate through the other sheets adding to the 'know' and 'want to know' columns if appropriate.

Students can complete the last column 'what I have learnt' at different intervals during this unit.

FINDING OUT

CIRCLE TALK

► Excuses, excuses

In pairs, students identify the excuses children use for not wearing a helmet or protective gear when riding a bicycle or wheeled recreational device such as a scooter, skateboard or rollerblades. Some may include:

- You look stupid
- My friend doesn't wear a helmet
- It makes my hair go flat
- There isn't a law about wearing helmets when you're skateboarding
- Your head gets too hot
- Nobody wears protective gear
- I won't get caught
- I can't afford to buy a helmet.

Ask students to share their ideas then discuss the following questions.

Why do you think some children choose not to wear a helmet?

Why do you think some children choose not wear protective gear such as pads?

What might change your opinion of helmet wearing?

JIGSAW

► Helmet information

Students form 'expert' groups and discuss one of the text passages on *Resource Sheet 2: Helmet jigsaw*. Groups must decide the two main points from their allocated text.

Students move to form 'sharing' groups that have one student from each of the expert groups. Students take turns to share their two main points and field questions from others in the group.

Discuss:

What was the most interesting thing you learnt? Why?

Where else might you be able to get information about helmets?

Using the information gained during the jigsaw, students can:

- write a paragraph about helmets
- devise a set of quiz questions for other students to answer.

RESEARCH CORNER

► Finding information about helmets

Set up the research corner with the following resources:

- photocopies of *Resource Sheet 2: Helmet jigsaw*
- www.kidsafent.com.au
- How to fit a bicycle helmet
www.helmets.org/fit.htm
- Do you know the correct way to wear a helmet?
www.cpsc.gov/kids/kidsafety/correct.html
- Helmet advertisement
www.cpsc.gov/cpsc/pub/pubs/usehead.jpg
- different types of helmets.

Students read the different resources and in groups present key findings of their research in a creative format such as a PowerPoint, a rap, jingle or newspaper article

Unit 3:2 Helmets and protective gear

SORTING OUT

ARTS IDEAS

► Helmet diagram ?

Display a selection of helmets. Talk about the safety features (e.g. plastic covering, foam insert, light weight, chin strap and buckle) and other features (e.g. transfers, logos, air vents, colour) that manufacturers include in helmet designs.

- *Why do you think helmets are this shape?*
- *Why does the foam shell have a plastic cover?*
- *Is the colour a safety feature? Why?*
- *Which colours might be seen more easily in traffic?*

Students design a helmet that offers protection and comfort for the wearer. The drawing should be labelled and explanations given for particular features. For example:

- the slots on the side of the helmet are to let air through so your head doesn't get hot
- the fluoro stripes will draw attention to the rider.

► Poster

Students design posters encouraging others to wear a helmet. Suggest that the poster includes safety information such as the helmet fitting correctly and checking that it meets Australian Standards. A safety message such as 'Helmets - don't hit the road without one!' or 'Wear a helmet – save your life' can also be created and included on the poster.

Display the posters where others can read the safety messages and information or scan the posters and insert in the school newsletter.

WRITTEN RESPONSES

► Acrostic poem

Ask students to write an acrostic poem using the word 'helmet'. An example is provided below.

Helmets protect your head
Every helmet should fit well
Look for a bright coloured helmet
Make sure the buckle clips together
Everyone must wear a helmet
Take care, ride safely!

Compile the poems into a class book and give to younger students to read.

DEVELOPING VALUES

CHOOSE A CORNER

► What would you do?

Number each corner of the room. Pose the following statement and choices for students to consider.

If my friend offered me a ride on their brand new racing bike and I didn't have a helmet, I could:

- 1 *ask my friend to wait while I go and get my helmet*
- 2 *ride in the park away from the roads*
- 3 *tell my friend that I can't ride without a helmet and miss out*
- 4 *just have a quick ride.*

Students share opinions in each corner then between corners. Offer students the opportunity to change corners after hearing others' responses.

Alternatively ask students to generate the scenarios and options themselves.

Discuss the following questions to allow students to hear how others would respond to a peer's request to act unsafely.

- *What was the possible harm in each situation?*
- *How could the harm have been reduced?*
- *How confident do you feel to tell others what you want to do?*
- *What might they say to you about your choice?*
- *How would you feel?*
- *Would it change your decision?*

PNI (Positive Negative Interesting)

► What this means to me

Students discuss one of the statements below then write the positive, negative and interesting points on *Resource Sheet 8: PNI* (included in the **Making decisions** section).

Helmet manufacturers are employing teenagers to create designs that children will want to wear.

Cyclists didn't have to wear helmets years ago.

When I am 17 I will not legally have to wear a helmet when riding on a shared path.

Invite students to share and discuss their ideas.

Unit 3:2 Helmets and protective gear

VALUES VOTING

► Thumbs up, thumbs down

Pose one of the following statements for students to consider. Students can indicate their opinion by using the thumbs up, thumbs down strategy explained in the **Developing values** section of this resource.

Everyone should wear a helmet.

It should be my decision to wear a helmet and not the Government's.

If you ride carefully you don't need to wear a helmet.

You only need to wear a helmet if you are riding on busy roads.

Manufacturers should make helmets that kids want to wear.

Kids who ride a bike or motorbike on a private property don't need to wear a helmet.

Invite students to share and justify the reason for their response.

As a class, talk about students differing views and why this might happen (e.g. past experiences, family or peer influences).

Ask students what might change their decision (e.g. more information or personal experience) about helmet wearing.

MAKING DECISIONS

DECISION-MAKING MODEL

► Coping with peers

Students read the scenario on *Resource Sheet 3: Coping with peers* and decide what Julia could do or say. Explain that decisions can have positive and negative consequences and students should consider these when making their decision.

Students can draw or write responses then share these with a partner or small group.

Extension

Students can role-play the scenario using the actions and responses completed on the resource sheet.

After watching the role-plays, students talk about the effectiveness of the responses and actions. Ask students to decide if they would choose to use these if placed in a similar situation.

PROBLEM PREDICTING

► Peer pressure

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

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

Give each group of students a card on which to write a scenario where someone their age may be influenced to not wear a helmet. The scenario should include a character plus the following information:

Who – which people are influencing the character or is the influence coming from the character's own thoughts?

What – is said, done or thought to influence the character to not wear a helmet?

Where – is this situation happening?

How – is the character feeling in the situation?

Collect the scenario cards and ask the class to rank the scenarios from the one that would be likely to cause the most harm to the one that would be likely to cause the least harm, ensuring reasons are given for the ranking.

Give each group a scenario card ensuring they have not received the one they created. Each group must write or tell a story in which the harm is reduced or avoided, or role-play a scene showing how students would deal with the situation.

Discuss:

Was the situation caused by internal or external pressure to not wear a helmet?

Which type of pressure do you think you would find easiest to handle? Why?

What do you think were the most effective ways to reduce the harm in these situations?

Have you ever been in a similar situation? How did you feel?

How do you think you would feel if you were in a similar situation?

Unit 3:2 Helmets and protective gear

ROLE-PLAY

► Peer pressure

In groups of three, students create a role-play to practise using the responses identified in the previous 'Decision-making model' learning experience.

After watching each role-play, students discuss the effectiveness of the chosen response and action and decide if they would use it if placed in a similar situation.

Remind students that having rehearsed responses to cope with peer pressure can help to reduce stress and allow them to act safely.

Extension

Invite students to share strategies they have used in situations where peers wanted them to do something unsafe, what reactions they received from their peers and how they coped.

► Helmet maintenance

Ask students to complete a safety check of their helmet and protective gear then write a set of short-term goals regarding repairs and maintenance. Identify the steps students will need to follow to achieve the goals.

If the helmet and gear are in good condition, ask students to set goals indicating how they will maintain them. (If students do not have a bicycle and riding gear they can work with a partner.)

Ask students to write a letter to their family indicating the repairs required to ensure their safety when riding.

SPEAKING OUT

ASSERTIVE COMMUNICATION AND NEGOTIATION

► Peer pressure

Students use *Resource Sheet 4: Assertive responses* to identify responses they could use in a situation where peers were encouraging unsafe behaviour.

With a partner, students discuss the responses selected and choose others that could also be effective.

Discuss as a class the use of 'brave talk' when making a decision – I feel, I think, I can (refer to Making decisions for further explanation).

REAL-WORLD

PARENT INFORMATION AND AT-HOME ACTIVITY

► Choosing and fitting helmets

Send home the *At-Home Activity Sheet 1: Choosing and fitting a helmet* so students can discuss with their family the information about buying a helmet that meets safety standards and fits well.

► Helmet check

Send *Resource Sheet 5: Helmet check* home with students so they can discuss the information and check their helmet.

REPLICATING THE REAL WORLD

► Protective clothing

Ask students to rub an orange on a rough surface such as bitumen or concrete. Compare the skin of the orange to a person's skin. Wrap the orange in a piece of cloth and rub again.

Discuss observations and implications for protecting the skin when riding. Invite the school nurse or nurse from the local clinic to demonstrate first-aid suitable for grazes and bitumen burns.

► Visibility

Display three sets of clothing:

- a dark coloured t-shirt or jacket
- a light coloured t-shirt or jacket
- a fluorescent jacket (or piece of fabric)

and ask students to rank the outfits in order of visibility.

Discuss observations and the implication of these in relation to increasing visibility in the traffic environment especially at night and in wet weather.

TECHNOLOGY CHALLENGE

► Protecting heads

Students design a protective cover for an egg using polystyrene cups, paper, cardboard, bubble wrap, plastic, sticky tape and paper clips.

Test the protective cover by dropping the egg into a bucket of water, onto sand, grass and cement.

Unit 3:2 Helmets and protective gear

Use a table and photographs to record observations of the egg cover and egg.

Discuss the implications of this activity in relation to the wearing of helmets and the protection provided for a cyclists.

- *What changes to the cover could you make to increase the protection?*
- *What could happen to the egg if the cover became loose?*
- *What might happen if a bicycle helmet wasn't fastened properly?*

Send *Resource Sheet 5: Helmet check* home with students so they can discuss and complete with their family.

REFLECTING

BEFORE AND AFTER

► Safety gear and helmets

Hand out the 'Before and after' sheets completed as a *Tuning in* learning experience at the start of this unit. Ask students to fold their sheet in half so previous responses cannot be seen, and respond to each statement again.

Unfold the paper and invite students to reflect on changes in their knowledge, attitudes and values.

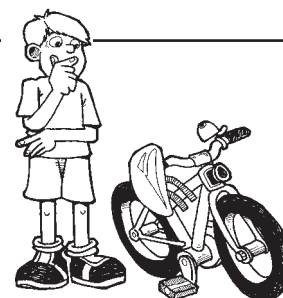
KWL

► Helmets

Ask students to complete the 'learnt' column of the KWL chart started in *Tuning in* by answering the 'want to know' questions and writing other information gained during this unit.

Before and after

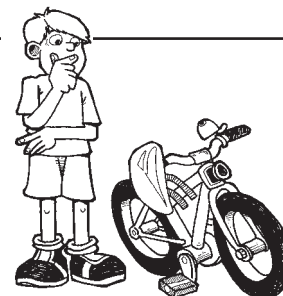
What do you think about wearing a helmet, knee, elbow and wrist pads? Write your ideas to each statement in the 'before' column then fill in the 'after' column when you have completed this unit.



Before	Statement	After
	You only need to wear a helmet when you're riding a bike on the road.	
	If a helmet looks OK after a crash it will still protect your head.	
	Only adults should wear helmets.	
	Your friends can make you choose not to wear a helmet.	
	I think my friends should wear helmets.	
	Wearing knee and elbow pads protect skaters and skateboarders.	
	I think wearing a helmet is important.	
	I always wear a helmet even if my friends don't think it's cool.	

Before and after

What do you think about wearing a helmet, knee, elbow and wrist pads? Write your ideas to each statement in the 'before' column then fill in the 'after' column when you have completed this unit.



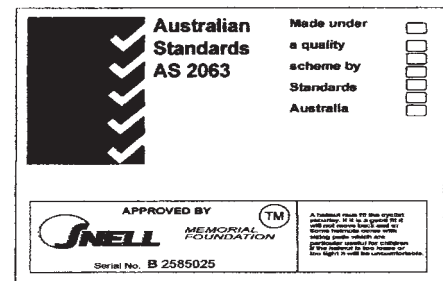
Before	Statement	After
	If helmets were designed by kids, other kids would want to wear them.	
	I won't get caught if I don't wear a helmet.	
	I know a helmet will protect my head but I still don't want to wear one.	
	If my friend is wearing a helmet and protective gear, I wear mine.	
	I only wear a helmet because I might get fined.	
	Kids get hurt because they don't know how to ride properly.	
	If you ride in a safe place you won't get hurt.	
	If you look after your bike you won't get hurt.	

Helmet jigsaw

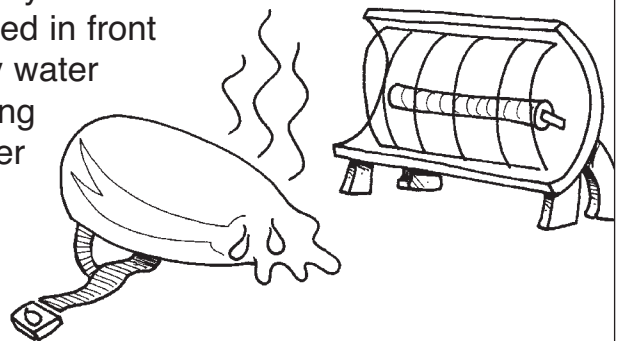
Text 1 When a helmet-covered head hits a road or object, the polystyrene foam in the helmet is designed to crush slowly while absorbing the force. Helmets are designed to take only one impact as the foam doesn't spring back. Any helmet that has been involved in a crash or fall should be replaced, even if damage can't be seen. The foam shell of a helmet damaged by sun or heat should also be replaced.



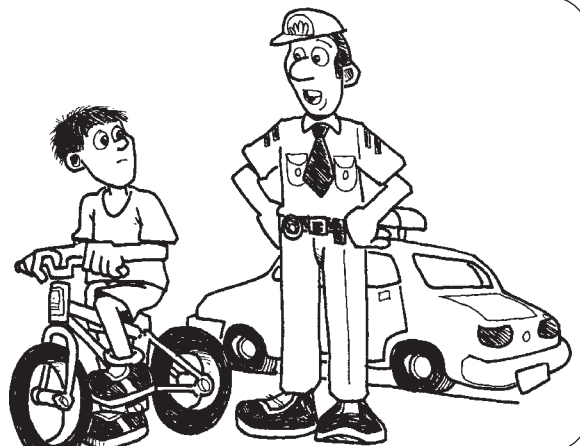
Text 2 All helmets sold in Australia should have an Australian Standards mark (the five ticks). The mark indicates that the helmet has passed the Standards Association of Australia's test for impact, retention and visibility. **Impact** means that the helmet protects a rider in a crash. **Retention** means the helmet stays on in a crash. Visibility means how easily seen the helmet is in the traffic environment and if the colour draws attention to the rider.



Text 3 Helmets should be stored carefully away from the sun and other heat sources. Helmets should not be dried in front of a heater. If a helmet requires cleaning, only water and mild soap should be used as other cleaning products can melt and weaken the plastic outer coating. Stickers should not be attached to helmets as the glue may damage the plastic. Depending on the amount of riding a helmet is exposed to it should be replaced about every two years or earlier if it shows signs of wear.



Text 4 In the Northern Territory, the law states that all cyclists under the age of 18 must wear a securely fitted and approved bicycle helmet. This law applies on roads, bike paths, bike lanes, shared and segregated footways and other public places such as parks and car parks.



Helmet jigsaw

Text 5 Like heads, helmets come in all shapes and sizes so it is important to wear a helmet that fits well. A loose helmet can come off in a crash and will not protect the rider. A helmet should sit firmly and comfortably on a person's head and not move from side to side or forwards or backwards. The helmet should be positioned on the head so that the forehead is protected. It must have strong straps that are not too narrow (or they will cut in under the chin) and are easily adjustable. There should be no slack on the straps on either side of the ears. There should be no space between the chin and the straps when fastened. The ears should not be covered by the helmet as this can prevent the cyclist from hearing important traffic noises.



Text 6 Many features have been incorporated into helmet designs to reduce head injuries in crashes and to make them more comfortable for riders. Helmets are being made out of light-weight materials that avoid excessive pressure on the spine and the back and make it easier for the rider to wear. Air vents on the helmet allows ventilation to keep the rider's head cool. A larger front visor offers protection from the sun and also reduces the glare when riding. Velcro pads are provided with helmets to add comfort only. They will not make a helmet that is the wrong size fit properly.



Text 7 Many children aged 6 to 16 years are injured in bicycle-related incidents. If a rider has a crash there are numerous 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.



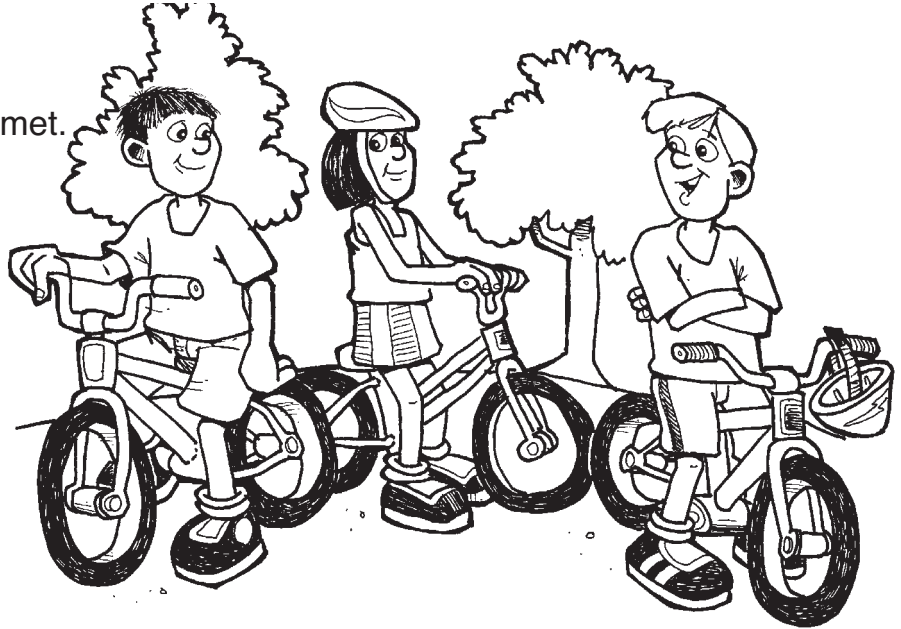
Coping with peers

Julia was going on a bike ride after school with her friends Jack and Flynn. They arranged to meet at the park. When Julia arrived she noticed that Jack didn't have a helmet and Flynn had his helmet hanging on the handlebars.

"Right let's go," said Flynn.

Julia started to put on her helmet.

"You're not going to wear that are you?" asked Jack.
"You'll look like an idiot. We never wear our helmets do we Flynn?"



How might Julia be feeling?

What might Julia be thinking?

What could Julia say?




What could Julia do?

What might happen?

What would you do if you were in the same situation as Julia?

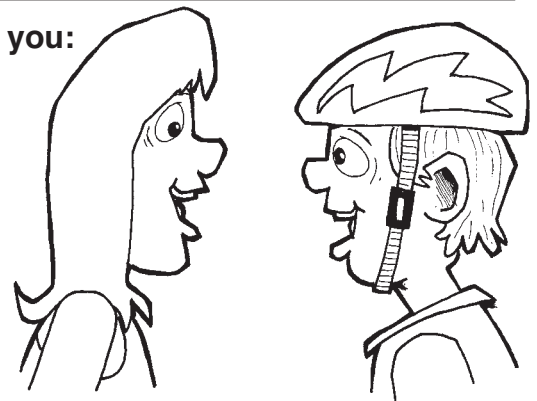
Assertive responses

Tick the responses you would use if a friend told you not to wear a helmet.
Briefly explain why you wouldn't use a response

	I would say this	I wouldn't say this because...
<i>My parents say I have to.</i>		
<i>I want to wear my helmet.</i>		
<i>I think my helmet looks good.</i>		
<i>I'll be grounded for a week if my parents see me riding without it.</i>		
<i>I always wear my helmet when I ride my bike.</i>		
<i>You don't have to wear your helmet, but I'm going to wear mine.</i>		
<i>No way. I don't want my head cracked open.</i>		
<i>I think we should both wear our helmets.</i>		
<i>Wearing a helmet doesn't worry me.</i>		
<i>My parents will sell my bike if they find out I was riding without a helmet.</i>		
<i>A helmet won't do me any good hanging off the handlebars.</i>		
		
		
		

Practise using the responses with a partner. Make sure you:



- look them in the eye
- stay calm
- use a clear and confident voice
- smile when you talk
- stand strong
- don't change your mind























Did your response sound assertive? Why or why not?

Helmet check

Did you know:

-  head injuries are the main cause of death and disability to cyclists
-  wearing a helmet can decrease the risk of head injury by 85%.

Your child has been learning about the advantages of wearing a helmet. Please take the time to check your child's helmet to make sure it will give them the best protection.

The helmet	Test		
Australian Standards mark	Is there an Australian Standards mark inside the foam shell?		
Foam shell	Is it cracked or showing signs of breaking?		
Straps	Are they clipped together?		
	Are they firm under the chin?		
	Are they in good condition?		
	Does the buckle work?		
Position	Is the forehead protected?		
Size	If your child shakes their head does the helmet move?		
Colour	Is the helmet a light or bright colour?		

Helmet owner's name _____

Helmet rating (colour)

Explain your rating

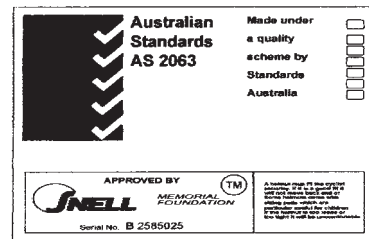


Do I need a new helmet? Yes No

Choosing and fitting a helmet

Dear family

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 size listed on the display box to 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 the helmet fit

- Place the helmet on your child's head checking that it fits snugly.
- 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.

Classroom Teacher