

Southern Cross Early Childhood School

ABN: 616 750 677 739

From little things, big things grow.



Learn to Ride Centre

Introduction

For a child a bike is many things, a toy, a recreational tool, a serious piece of sporting equipment. For many students pushing boundaries of independence, a bike is also a tool for freedom. Prior to getting their car license, a bike provides access to transport independent of parents or buses.

Cycling is the fourth most popular physical activity behind walking, aerobics and swimming. There has been 34% increase in cycling participations since 2001.¹ In the ACT 63.3% of children under 15 cycle.² The ACT's Sustainable Transport Plan has articulated many good reasons for promoting cycling. On-road cycle lanes and the development at Stromlo Forest Park are two high profile initiatives that support Canberra as a cycle friendly place. Canberra as a community is supporting and making it easier for people choosing to cycle. The number of students choosing to cycle to school is expected to continue to rise.

On Australian roads cyclists involved in land transport accidents account for around 2% of deaths, about 11% of serious injury and 17.8% of hospitalisation.^{3,4} Cyclists only account for about 1.5% of land transport.⁵ In each of the 5-year periods since 1990 males accounted for over 80% of cyclist deaths in road crashes. Males in the 10-19 and 70+ year age groups accounted for the highest percentages of cyclist deaths in these periods.⁶ Most of these were due to the cyclist not obeying the road rules and/or failing to give way.⁶ Education programs promoting cycling safety and protective behaviour have the potential to dramatically improve safety for young cyclists.

Safe Cycle is a school based curriculum initiative that was developed due to a recognised need to educate students in safe cycling techniques and defensive riding. Development of the Safe Cycle program was made possible through support from the NRMA ACT Road Safety Trust, ACT ETD and ACT Health. Safe Cycle has been developed to:

- utilise resources commonly found in ACT schools,
- be taught through existing course frameworks and to include cross curriculum links to the National Curriculum,
- comply with ACT ETD mandatory procedures and risk management policies, and
- support teachers by providing ready to use teaching resources.

Safe cycle has been endorsed by Office of Regulatory Services, Justice and Community Safety Directorate as compliant with Australian and ACT road rules.

The program's goals are to:

- promote a culture of: risk awareness and protective behaviour for self and others,
- equip school students with skills to safely use; multi-user paths, on-road cycle ways and roads, and
- improve bike handling skills for identified high risk areas, intersections and entering traffic.



Safe Cycle program developer
Terry Eveston

¹ Department of Health and Ageing and Australian Sports Commission (2008): Participation in Exercise, Recreation and Sport, Annual Report 2008

² Australian Bureau of Statistics. (2009). Children's participation in cultural and leisure activities: April 2009. Australian Government, Canberra.

³ Australian Transport Safety Bureau - Road Safety Report July 2006.

⁴ Henley, G. & Harrison, J.E. (2009). Serious injury due to land transport accidents, Australia, 2006-2007. Injury Research and Statistics Series #53, Australian Institute of Health and Welfare, Canberra.

⁵ Australian Bureau of Statistics ABS (2009): Environmental issues: Waste Management and Transport Use, Cat. no. 4602.0.55.002

⁶ Australian Transport Safety Bureau. (2006). Deaths of cyclists due to road crashes

Activity 1: Introduction to Program and Quiz

Focus:

- Class discussion about cycling
- Introductory quiz
- Bike safety check (ABC TIGHT) and mandatory equipment check

Task 1 Teacher Directed Class discussion

Introduction notes:

Begin with a teacher directed discussion, who rides a bike and what type of riding do they do.

Ask the students:

1. Where do they ride?
2. Who has been taught road rules?
3. Who has had an accident or a near miss?

Near miss stories proved very popular, though keep it short.

Explain the program to the class

This program is a cyclist safety education program. The program aims to promote defensive riding skills, awareness to hazards when cycling on cycle paths, multi-user paths, on road cycle ways and roads; and to develop skills to assist students to manage potential risks.

Task 2 Quiz

Following is the Introductory Quiz.

Teacher Directed Class Discussion, answer the quiz

As each question is answered, give an explanation to the answer; refer to teacher copy of test with answers.

Additional Information

The majority of bike and car collision were due to the driver simply not seeing the cyclist. It is important to do what you can to be seen. Don't ever assume because you can see a car the driver can see you. Activity 5 Be Seen, Be Safe, has more detail about this.

Introductory Quiz

1	In the ACT when are you allowed to ride a bike on a footpath? A. up until you are 5 years old B. up until you are 12 years of age C. up until you are 18 (no longer a minor) D. At any age
2	In the ACT when riding a bike you are required by law to wear a helmet when you are riding on A. a footpath or cycle way B. an on road cycle lane C. a road D. all of the above
3	True or false: When riding a bike on the road you are expected to obey all the road rules. True False

4	<p>If you are riding between sunset and sunrise your bike must have which of the following? <i>Circle as many as you think are required by law in the ACT.</i></p> <ul style="list-style-type: none"> A. Front light B. Rear light C. Red reflector visible from the rear of the bike D. Yellow reflectors fitted to both sides of each pedals
5	<p>True or false:</p> <p>In the majority of collisions between a bike and car, the car runs up the back of the bike because the driver simply didn't see the bike.</p> <p>True False</p>
6	<p>True or false:</p> <p>All paths (including cycle paths) in Canberra are considered shared paths and can be used by a variety of users including cyclists and pedestrians.</p> <p>True False</p>
7	<p>True or false:</p> <p>In the ACT when riding a bike you are required by law to dismount your bike and to walk across a children's school crossing and pedestrian crossing</p> <p>True False</p>
8	<p>True or false:</p> <p>When riding on the road as a road user, cyclists must obey traffic lights and other road signs.</p> <p>True False</p>
9	<p>True or false:</p> <p>In the ACT a bike must be fitted with a sound warning device such as a bell or horn.</p> <p>True False</p>
10	<p>True or false:</p> <p>In the ACT it is against the law to carry more passengers than the bike is designed to carry (giving someone a dink).</p> <p>True False</p>

Teacher's Copy Introductory Quiz

1	<p>In the ACT when are you allowed to ride a bike on a footpath?</p> <ul style="list-style-type: none"> A. up until you are 5 years old B. up until you are 12 years of age C. up until you are 18 (no longer a minor) D. At any age <p>In the ACT most footpaths and cycle ways are designated multi-user paths.</p>
2	<p>In the ACT when riding a bike you are required by law to wear a helmet when you are riding on</p> <ul style="list-style-type: none"> A. a footpath or cycle way B. an on road cycle lane C. a road D. all of the above <p>Whilst the benefits of wearing a helmet in a collision that results in death or severe brain injury are debatable, the clear benefits of wearing a helmet in a minor collision is in reducing severity of head injury and speeding up recovery time. Head impact of 10km/hour can result in death.</p>
3	<p>True or false:</p> <p>When riding a bike on the road you are expected to obey all the road rules.</p> <p>True False</p>
4	<p>If you are riding between sunset and sunrise your bike must have which of the following? <i>Circle as many as you think are required by law in the ACT:</i></p> <ul style="list-style-type: none"> A. Front light B. Rear light C. Red reflector visible from the rear of the bike D. Yellow reflectors fitted to both sides of each pedals <p>D. Whilst not compulsory is highly recommended when riding in low light conditions.</p>
5	<p>True or false:</p> <p>In the majority of collisions between a bike and car, the car runs up the back of the bike because the driver simply didn't see the bike.</p> <p>True False</p>
6	<p>True or false:</p> <p>All paths (including cycle paths) in Canberra are considered shared paths and can be used by a variety of users including cyclists and pedestrians.</p> <p>True False</p>
7	<p>True or false:</p> <p>In the ACT when riding a bike you are required by law to dismount your bike and to walk across a children's school crossing and pedestrian crossing</p> <p>True False</p>

8	<p>True or false:</p> <p>When riding on the road as a road user, cyclists must obey traffic lights and other road signs.</p> <p>True False</p>
9	<p>True or false:</p> <p>In the ACT a bike must be fitted with a sound warning device such as a bell or horn.</p> <p>True False</p>
10	<p>True or false:</p> <p>In the ACT it is against the law to carry more passengers than the bike is designed to carry (giving someone a dink).</p> <p>True False</p>

Much of the information for this test was attained from the Department of Territory and Municipal Services. The following web site may provide additional information: <http://www.tams.act.gov.au/move/cycling>

Helmets are a compulsory item during practical skill sessions.

It is a requirement in the ACT that when you are riding a bike you wear a cycling helmet. All students participating in the practical cycling sessions are required to wear cycling helmets with the Australian Standards logo sticker inside the helmet (AS/NZS 2063).



Even falling off a stationary bike your head will accelerate towards the ground at 9.80665 m/s^2 or $35.30394 \text{ (km/h)/s}$, which is fast enough to attain a serious head injury.

How to fit a helmet



- A helmet needs to be secure, but not uncomfortable.
- Push a helmet gently with the palm of your hand side-to-side and back to front, if it rocks easily it is likely too big.
- The rim should sit about two finger widths above your eyebrow.
- Helmet sits flat on head, not tilted back.
- The straps should not be twisted and should form a V just under the ears
- The strap should fasten securely under the chin and not hang loose, snugly fit two fingers under strap.

GLOSSARY:

Key words and concepts

In the left hand column is a list of words or terms used by the Safe Cycle program. In the next column write in a definition of what you think that word means. Now check your definition with a dictionary and write the correct meaning in the last column. You could paste this into your workbooks for your reference.

Word	My definition	Dictionary definition
Hazard		
Risk		
Cycling helmet		
Cycle path		
Multi-user path		
On road cycle way		
Looked but didn't see		
Risk management		
Protective behaviour		

Teacher's table with definitions included

Word	My definition	Dictionary definition
Hazard		The source of harm <i>Activity 3, Hazard Awareness and Risk Management</i>
Risk		The potential for harm <i>Activity 3, Hazard Awareness and Risk Management</i>
Cycling helmet		A head protective device designed specifically for use whilst cycling. Meets the Australian Standards for cycling helmets (AS/NZS 2063). <i>PP 5, fitting a helmet</i>
Cycle path		A pathway specifically designated for cycling, usually black bitumen with a dotted white line down the centre. In the ACT most paths are multi-user and can be used by other than cyclists
Multi-user path		The various pedestrian paths in the ACT, usually white concrete. In the ACT most paths are multi-user and can be used by cyclists of any age. There are some sign posted designated areas where cycling is prohibited.
On road cycle way		A lane on road ways that is designated for cyclists.
Looked but didn't see		The act of looking at something but not registering its presence. <i>Activity 4, Be Safe Be Seen</i>
Risk management		The ability to recognise hazards and through actions minimise the impact upon self and others. <i>Activity 3, Hazard Awareness and Risk Management</i>
Protective behaviour		Behaviour which considers and responds to risk so as not to increase the potential for harm to self or others. <i>Activity 7, Student Stories and Local Hazards</i>

Activity 2 Riding Skills Part 1

Focus:

- Risk management bike safety check and rider evaluation.
- Basic skills for riding on the road

Required resource:

- ABC TIGHT bike safety check list
- Bitumen/concrete area (basketball/netball courts)
- Witch's hats or marker cones (about 50)
- Chalk for drawing on bitumen
- Educators/Adults to help check bikes and lead groups through the skill sessions.

We found having 1 Educator/Adult to no more than 8 students was a big help.

Task 1 ABC TIGHT Bike Safety Check

Arrange students in a semi-circle in front of instructor for the ABC Tight check.

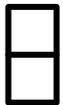
- A:** Air in tyres, tyres are in good condition.
- B:** Brakes; Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes.
- C:** Chain is oiled, check the drive train, including derailleur if applicable.
- TIGHT;** Check handlebars, headset is tight and handlebars are straight.
Check wheels and cranks do not move from side to side.

Mandatory Equipment



1: An Australian approved cycling helmet

Australian standard (AS/NZS 2063) sticker should be on the inside of the helmet.



2: Bike that passes the ABC Tight test

3: Fully covered footwear (no thongs, sandals).

If a student does not have access to the mandatory equipment they cannot ride. The same mandatory equipment may be shared, though this is not recommended.

Recommended but not mandatory

Drink bottle or access to water

Sun screen

Cycling gloves

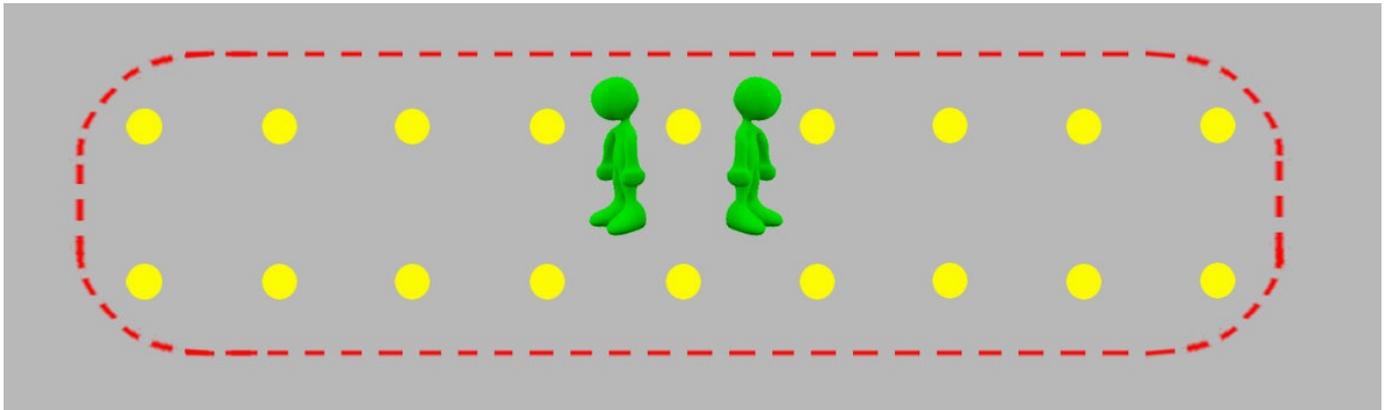
Sun glasses

Hint: Arrange students in a semicircle in front of instructor as this checklist is completed. Check the students and bikes for any problems. Ask the students if they notice anything wrong with their bike. Ensure the safety check is being completed for each student and bicycle. In addition to being part of the instructors risk management (to ensure all bikes are road-worthy), this check is also to help students get to know their bikes and basic maintenance.

The ABC Tight Bike Safety Check can be printed from page 11.

Skills Session 1 Looking Back

Focus: to build students confidence in looking back to check for danger whilst riding forward.
Set up witch's hats in a rectangle of 20m long by 1m wide. Instructor/Educator to stand in middle of rectangle.



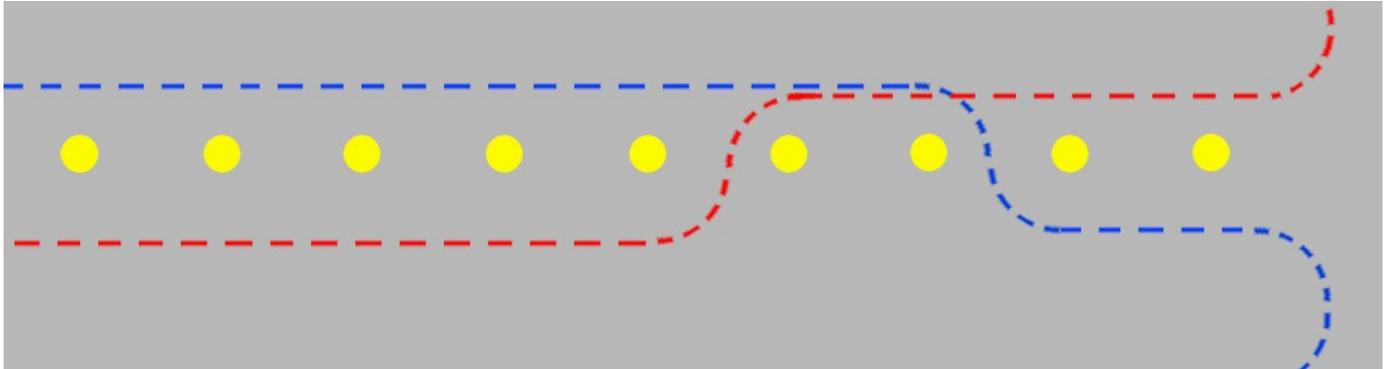
Students are to slowly circle the rectangle after they pass (2-5m) the Instructor/Educator in the middle they are to look back and make eye contact.

After 4 loops switch direction so students have to look back over the other shoulder.

Activity End: talk about looking back before changing lanes, on a road or over taking on a cycle-path, turning right from an on-road bike lane and leaving a path to enter a road.

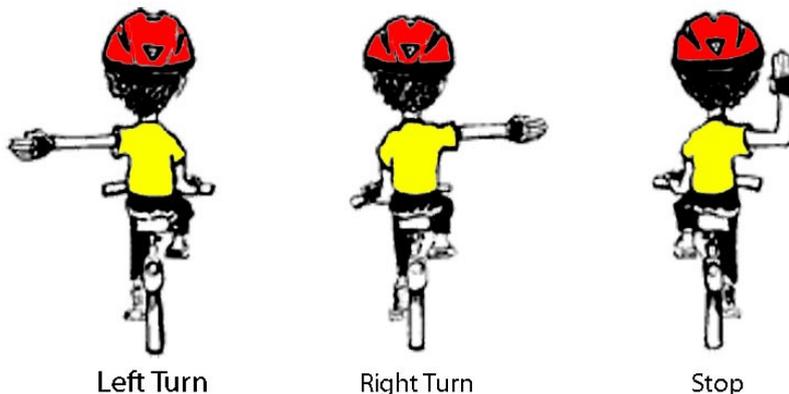
Skill Session 2 Rear Head Check and Lane Change

Focus: to build students confidence in riding and performing hand signals.
Set up 9 witch's hats in a single line about 2m apart.



Students to ride up one side of the witch's hats, at some point before they reach the end, perform a rear head check by looking back, when safe hand signal and change lanes. Upon reaching the end of the line riders do the left hand signal and peel left, right hand side riders hand signal right and peel right, both repeat loop.

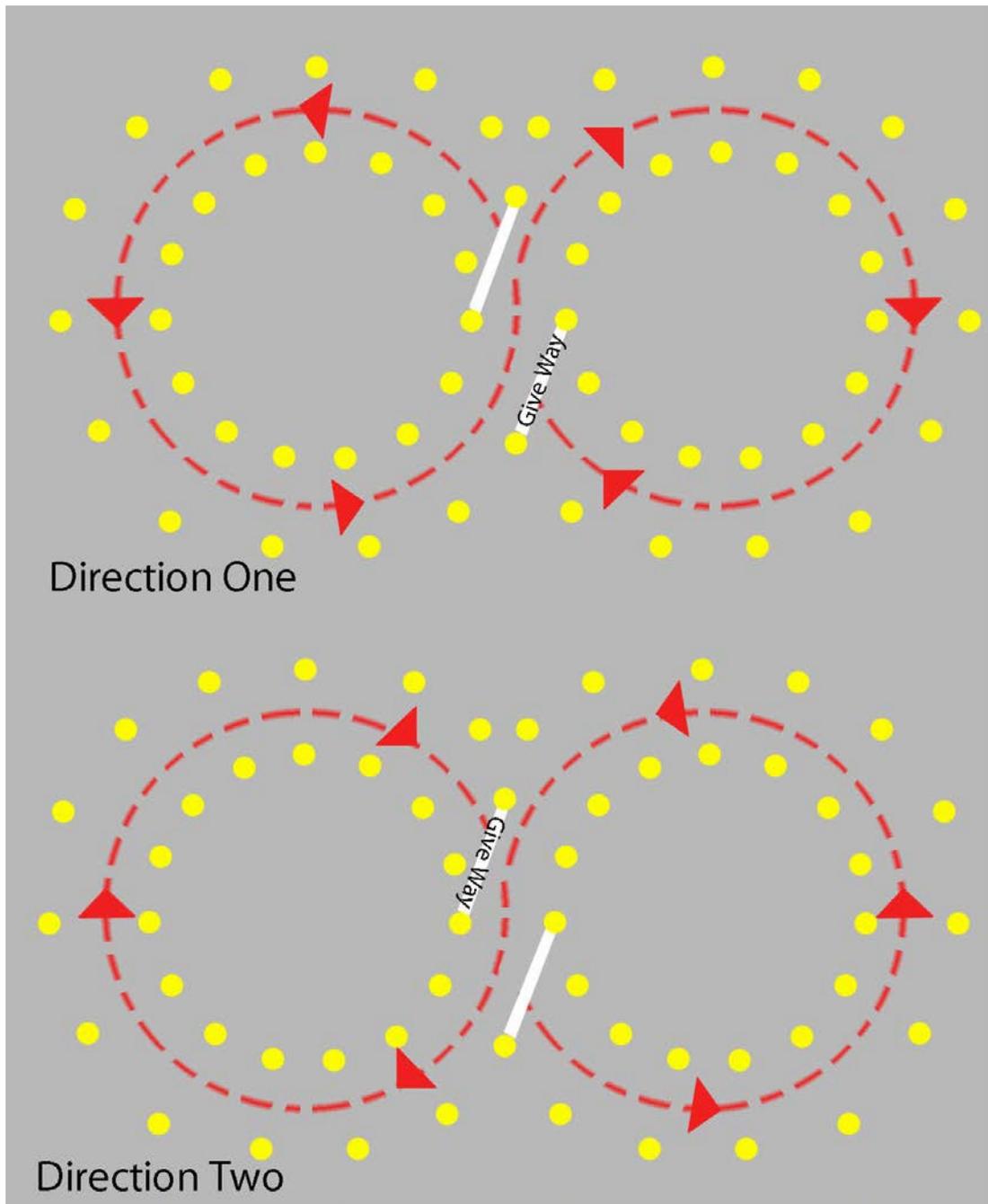
At end of activity introduce students to stop hand signal.



Skills Session 3 Spatial Awareness

Focus: to build students skills in being spatially aware whilst riding and practice giving way to traffic with right of way.

Set up witch's hats in a large figure eight.



Students are to ride around the figure eight in a continuous line and to give way to other riders when they come to the intersection in middle. Use chalk to draw a line across the lane which is to give way. Students are to loop around in one direction several times, then change direction. You may introduce the 'stop' hand signal during this activity.

Activity End

Teacher directed discussion:

Why do we need to perform hand signals?

Why do we need to be able to look back whilst riding forward?

Why do we need to be spatially aware when riding?

Encourage students to continue practicing these skills whenever they are riding.

A B C TIGHT Bike Safety Check List

Complete this checklist prior to any practical riding session.

- A:** Air in tyres, tyres are in good condition
- B:** Brakes, Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes.
- C:** Chain is oiled, drive train spins freely and derailleur if applicable.
- TIGHT:** Check handlebars: headset are tight and handlebars are straight. Check wheels and cranks do not move from side to side.

If a bike does not pass this checklist it is unsafe to ride. Bikes can be hired through the service providers. Bikes may be used by more than 1 rider, though this is not recommended as it reduces the number of active students.

Mandatory Equipment

- 1: An Australian approved cycling helmet (Australian standard sticker should be on the inside of the helmet.)
- 2: Bike that passes the ABC TIGHT test
- 3: Fully covered footwear (no thongs, sandals.)

If a student does not have access to the mandatory equipment they cannot ride. The same mandatory equipment may be shared, though this is not recommended.

Recommended but not mandatory

Dependent on location and duration of activity and weather

Drink bottle or access to water

Sun screen

Cycling gloves

Sunglasses

Activity 4 Be Safe Be Seen and Basic Road Rules

This activity could be separated into two activities to allow more in-depth discussions.

Focus:

- Cyclist safety whilst riding on the road.
- How and why to make yourself seen by drivers and behave as expected.

The two most frequent types of collisions between a vehicle and cyclist causing the death of the cyclist are:

1. 2/3 of all crashes caused by the cyclist not obeying the road rules
2. 1/3 of all crashes, cyclist struck from behind, vehicle and bike travelling in the same lane in the same direction, driver failed to see the cyclist.

Background information to assist delivery of lesson.

Statistics from ATSB ROAD SAFETY REPORT July 2006 Deaths of cyclists due to road crashes.

- The majority of bike and car collisions were due to the driver simply not seeing the cyclist. It is important to do what you can to be seen. Don't ever assume because you can see a car the driver can see you.
- The cyclist was at fault in over 2/3 of road related cycling fatalities in 5-17 year olds. Most of these were due to the cyclist not obeying the road rules and failing to give way. Mostly at intersections, or the cyclist entering a road from a path.
- In the ACT from 2001-06 there has been a 40% increase in serious injuries to cyclists due to road accidents.

Required resources:

- Perception PDF (programs tab)
- Intersection Game PDF

Task 1 Teacher Directed Class discussion with PDF

The objective is to demonstrate how easy it is to not see things. Class discussion on why you can't expect a driver to see you and keep you safe whilst riding on a road (this also includes on-road cycle lanes). Present the Perception PDF. This PDF has optical illusions and perception games.

Task 2 Teacher Directed Class discussion with PDF

The objective is to develop the students understanding of traffic flow and how to ride in a manner to best be seen and safe. The Intersection Game PDF presents basic road rules and different scenarios to negotiate traffic.

Points to discuss with students:

1. There is too much happening around us to see and be aware of everything. Our eyes and brain filter out what it thinks is not important.
2. Drivers are conditioned by the way our roads are designed to expect dangers to come from the right. Most cyclists are to the left of cars.
3. Cyclists have a better chance of being seen if they are obeying the road rules and riding in a manner that is expected by drivers.
4. Never assume that if you can see a car the car's driver can see you.

Extension to this activity: print the blank intersections from PDF and use toy cars to role play different traffic conditions.

Be Safe Be Seen!

The majority of bike and car collisions are due to the driver simply not seeing the cyclist. It is important to do what you can to be seen. Don't ever assume because you can see a car the driver can see you.



On busy streets you might not be seen in the crowd.



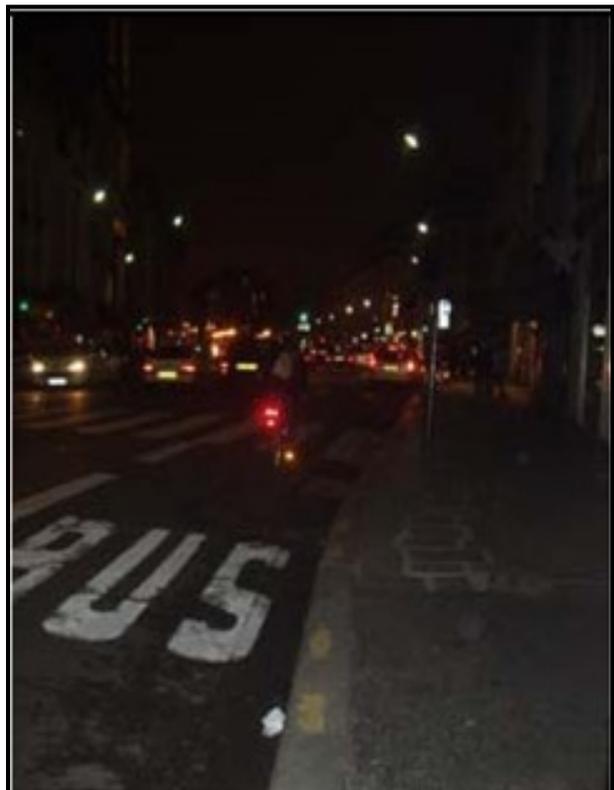
On a bike you can be hard to see.



Drivers can be distracted by street signs



In traffic a cyclist can be hard to see.



Wear high visibility clothing at night.

Activity 5 Riding Skills Part 2,

Lesson focus:

- Risk management bike safety check and rider evaluation.
- Basic skills for riding on the road

Required resource:

- ABC TIGHT Bike safety check;
 - Bitumen/concrete area (basketball/netball courts);
 - Witch's hats or marker cones (about 50);
 - Chalk for drawing on bitumen;
 - Educators/ Adults to help check bikes and lead groups through the skill sessions.
- In the trial we found having 1 Adult to no more than 8 students was a big help*

Task 1 ABC TIGHT Bike Safety Check

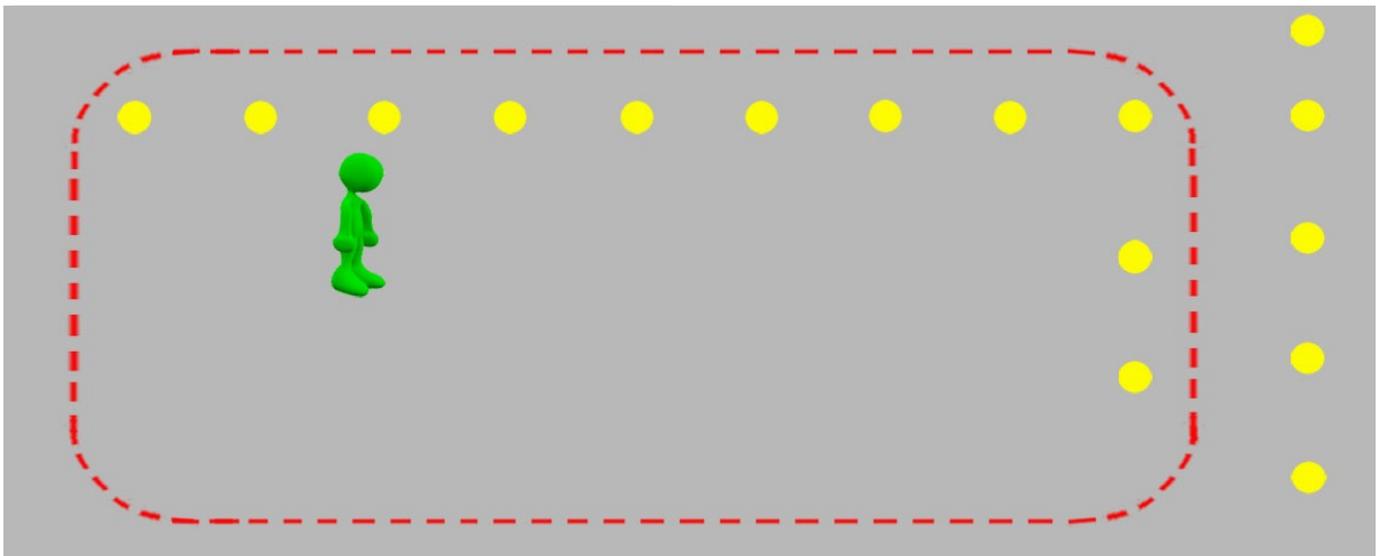
Arrange students in a semi circle in front of instructor for the ABC Tight check.

- A:** Air in tyres, tyres are in good condition;
- B:** Brakes Bikes are required to have at least a working rear break or they are not road worthy. It is better to have front and back brakes;
- C:** Chain is oiled, check the drive train, including derailleur if applicable;
- Tight:** Check handlebars, headset are tight and handlebars are straight. Check wheels and cranks do not move from side to side.

Students can share a bike and helmet and take it in turn completing each practical activity.

Skill Session 4 Right turns from bike lane/path

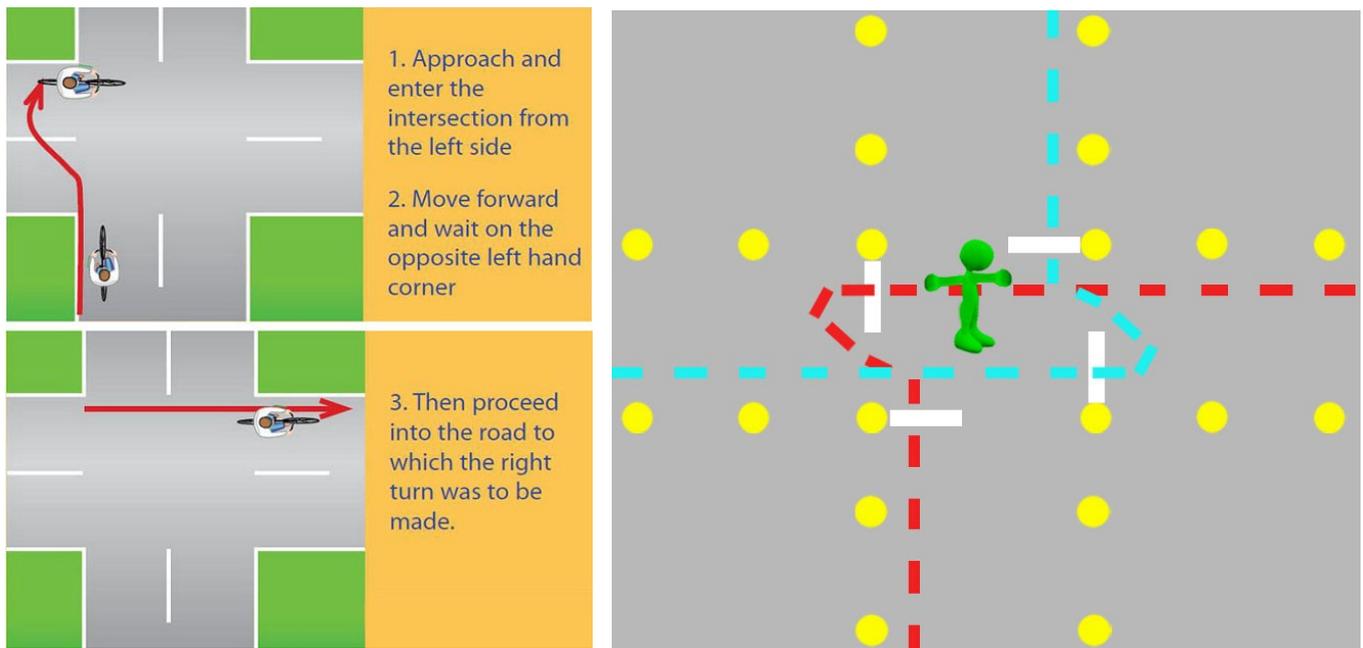
Focus: to build students skills in making a right turn and identifying hazards from behind. Set up a line of witch's hats with a designated section to turn right at. Instructor or Educator to stand 10 meters back from right turn area.



Students are to ride past the Educator, before they arrive at the turn right area they are to look back and confirm they are receiving an all clear signal. Educator, arms in the air = unsafe to turn, arms down = safe to turn. Students are to proceed or to wait on signal from Educator, then circle around and repeat.

Skill Session 5 Hook Turns

Focus: to introduce students to the hook turn, a safer way to turn right at a large intersection controlled with traffic lights. Set up a simulation of a four way intersection.



Educator to act as traffic lights stopping or allowing traffic to proceed through the intersection. Students to turn right using the hook turn technique then circle around to another entry to the intersection and repeat.

Skill Session 6 Roundabouts

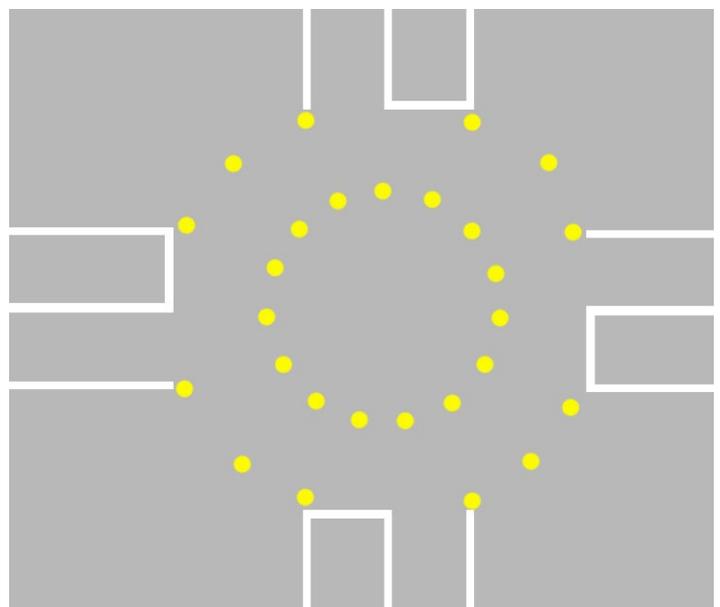
Focus: to develop skills to negotiate a roundabout, how to position yourself for maximum visibility to traffic, to check for hazards from behind, to hand signal and make your intentions clear to other road users.

Set up a simulation of a roundabout with witch's hats and chalk.

Students to approach the roundabout, perform a rear head check, hand signal their turning directions (on and off the roundabout if turning right), if turning right to claim the lane.

Claiming the lane is important to avoid a driver dangerously cutting you off as they exit the roundabout across your direction of travel. Discuss with students the importance of hand signals and making eye contact with drivers.

The hazards from a roundabout greatly increase with the road speed limit and the inclusion of multiple lanes.



Students to continuously enter and exit and then circle around the outside to re-enter at a new entry point.

Activity 6 Riding Skills Part 3

Lesson focus:

- Risk management bike safety check and rider evaluation.
- Basic skills for riding on the road

Required resource:

- ABC TIGHT Bike safety check;
- Bitumen/concrete area (basketball/netball courts)
- Witch's hats or marker cones (about 50)
- Chalk for drawing on bitumen
- Older Educators to help check bikes and lead groups through the skill sessions.
In the trial we found having 1 mentor to no more than 8 students was a big help.

Task 1 ABC TIGHT Bike Safety Check

Arrange students in a semi-circle in front of instructor for the ABC TIGHT check.

- A:** Air in tyres, tyres are in good condition.
- B:** Brakes; Bikes are required to have at least a working rear brake or they are not road worthy. It is better to have front and back brakes,
- C:** Chain is oiled; check the drive train, including derailleur if applicable,
- Tight:** Check handlebars, headset is tight and handlebars are straight. Check wheels and cranks do not move from side to side.

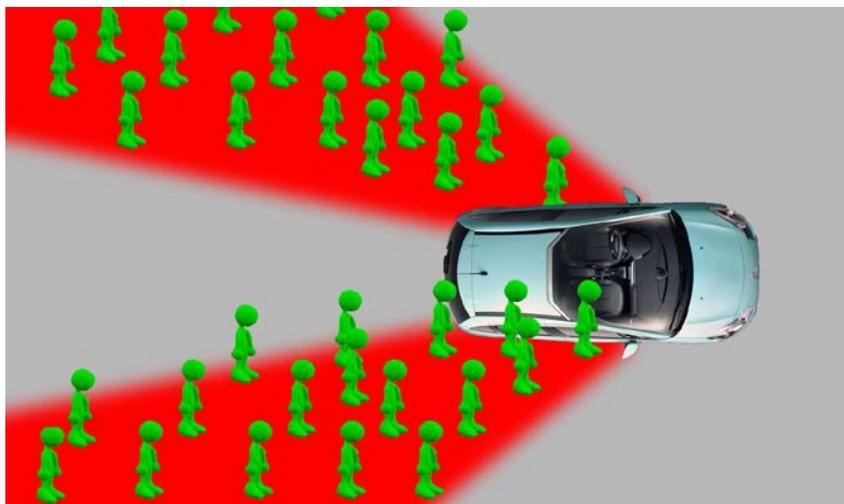
Students can share a bike and helmet and take it in turn completing each practical activity.

Skill Session 7 Passing cars parked parallel to curb

Focus: to raise students awareness to hazards when passing a parallel parked car. A parked car may pull out or the door may open as you pass.

Park a car to the side of your training area. This task is to establish where a driver's blind spots are. Driver in car may only use their rear- vision mirrors. Move students around until they are within the drivers blind spots, how many students can you fit in the blind spots.

Discussion point: due to the higher speed traffic moves in comparison to cyclists, drivers are conditioned to look further away for approaching hazards. Drivers are conditioned not to be attentive to areas closer to the car where a cyclist would be in danger if the car was to pull out, or if a car door was to be opened.



Skill Session 7 Passing cars parked parallel to curb

Focus: to raise students awareness to hazards when passing a parallel parked car. A parked car may pull out or the door may open as you pass.

Warning signs to look for:

- 1: Driver in car;
- 2: Engine/light/indicators on;
- 3: Car moving.

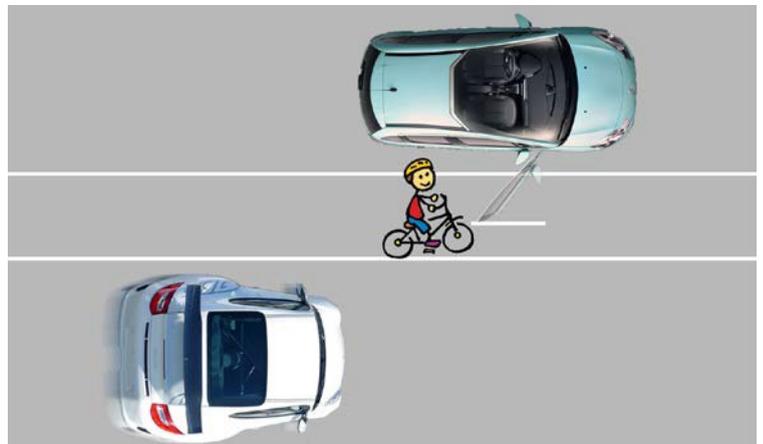
Park a car to the side of your training area. Starting several metres back from the car and continuing several metres past it, mark a line parallel to the immediate right of the car (representing the left side of an on-road bicycle lane), mark a 2nd line parallel to the car 1.5 metres out from the first line (representing the right hand side of an on-road bicycle lane).

1.5 metres is the standard width for a bicycle lane going past car parking spaces.

Open the car door and draw a mark how far out an open door reaches. If a door was to open look how much space is left to safely pass without riding into the lane of traffic.

Part 1: Students ride towards the car, as students approach the car, instructor randomly calls out door open, students are to swerve around the open door mark without riding into the lane of traffic. Students circle around and repeat.

Extension activity: have a driver randomly open the door. To reduce risk open car door slowly and only 75% open.



Part 2: Students ride towards the car, as students approach the car, slow down and perform a rear head check. Students are to make eye contact with driver in rear-view mirror. Student to wait until driver waves them on.

Skill Session 8 Emergency Braking

Focus: to raise students awareness to the dangers when braking suddenly and how to control a bike under emergency breaking conditions.

Set up: draw two parallel white lines 25m apart. Students are to start on one line and ride towards the second line, they are to stop themselves in as short a space as possible. Begin at a slow pace and with each turn gradually increase the pace. Let students see how the braking distance increases with speed.

Bikes with a front brake run the risk of sending the rider over the handlebars if they brake too quickly. To minimise the risk of going over the bars, demonstrate how to move your weight back over the rear wheel when braking heavily.

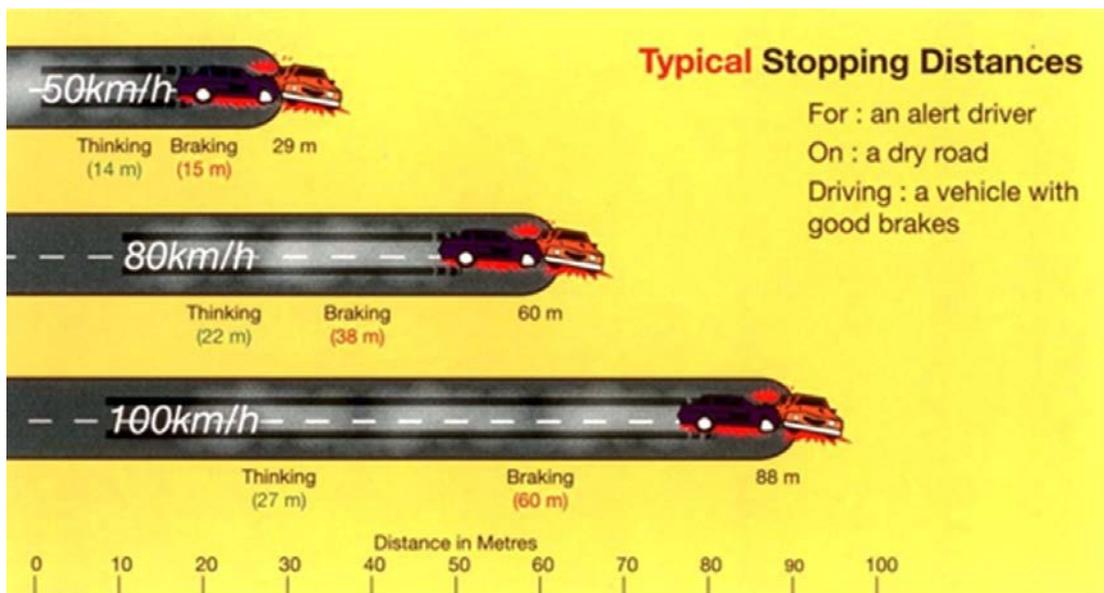


Rider's weight over the back of the seat



An alternate breaking technique often used by young riders on small bikes is a 'Power-slide'. This is when the rider is commonly using a back-pedal brake bike. The rear brake is applied and the rider leans the bike over side-ways and slides the bike 90 degree to the direction of travel. This technique is better suited to smaller bikes only.

Discussion point: in addition to bike handling and rider safety changing as speed increased, ask students what they noticed about the distance it took to stop as they increased speed. Translate this experience on bikes to cars. Use the table below to inform students about braking distances for cars.



Extension activity: numeracy, measurement and geometry, estimation of distances. Ask students to estimate how long the above distances are. In a suitably open space mark the starting line and ask students to stand at 15m, 38m and 88m from the start line. Measure the distances and see how accurate the students were.

Activity 7 Student Stories and Local Hazards

Focus:

- Hazard awareness
- Risk management
- Safe for self and others decision making
- Identify times that students have been at risk whilst riding or in a car
- Identify risk taking behaviour, minimise danger to self and others

Required resources:

- Maps of your local area

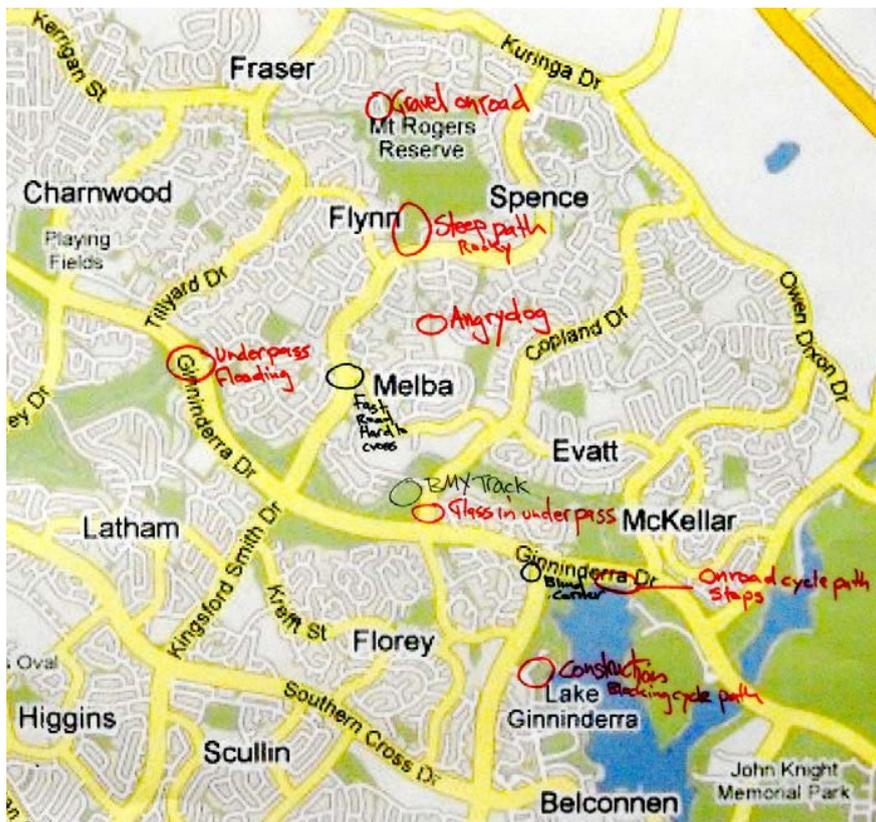
Task 1, Student Group Work

Ask students who has had a near miss or experienced a hazard while riding their bike. Show students with the map of the school and surrounding areas. Ask students to identify hazards in your area. When identifying a hazard use the scaffolding from the Risk Management lesson:

1. What is the hazard?
2. Who is at risk?
3. What protective behaviour could be applied?

Instructors to mark hazards on the map, promote a class discussion.

Example from Melba Copland Secondary School



Discussion example: Kingsford Smith Drive. Fast (70km/h) multiple lane road without controlled crossing points.

1. Hazard; road type and car speed, create the possibility of being hit whilst crossing.
2. Cyclist is at risk
3. To minimise risk, use alternate route to use underpass or traffic lights. Select a section of road with least bend or obstacles obstructing cyclist/driver vision.

Planning safer travelling routes when travelling between home and school, links in with Pedal Power's 'Travel Planning' initiative. Refer to Pedal Power for more details, contact details in appendices in this document.

Extension Activity: The Australian Curriculum cross-curriculum English

Literacy task: writing a narrative or a recount.

Language: Text structure and organisation

Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Literacy: Creating texts

Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

NARRATIVE

Write a short story about an accident that happened to a student (or students) whilst riding to or from school.

Use the scaffold to help structure the story.

When do I use it?

To tell a story, to provide entertainment, or make an audience think about an issue, teach them a lesson or excite their emotions.

Novels, short stories, diaries, biographies, some songs, dramatic monologues, plays, narrative films, poems can all use this format.

SCAFFOLD

1. Orientation

Tell the audience who is in the story, when is it happening, where it is happening and what is going on.

2. Complication

This is the part of the story where something happens, usually a problem for the main character, which triggers a chain of events.

3. Sequence of events

This tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks.

4. Resolution

Rising tension leading to a climax (high point/major drama).
The complication or the problem is resolved.

5. Coda

The narrator includes a coda (an additional section) if there is a moral or message to be learned from the story. What is the lesson to be learnt from this story?

NARRATIVE TEMPLATE

Vocabulary: Hazard - The source of harm

Risk - The potential for harm

Brainstorming

Title

Name of the story

Orientation

Who or what is involved
When and where the story is set

- Who was involved in the accident?
- Where is the hazard?

Complication (problem)

The usual life of characters is interrupted, which adds tension and makes the story interesting.

- What was the hazard?
- Who was at risk of being harmed?

Series of events

Events that occur because of the complication

Rising tension leading to a climax (high point/ major drama)

- What happened to the characters when they encountered the hazard?
- What were they doing which put the characters at risk?

Resolution

How can the problem be solved?

- How did the characters respond to the hazard?
- What could the characters have done to reduce the potential for harm?

RECOUNT

Write a recount of an accident or near miss you have experienced or seen when riding your bike.

Types of recounts:

A **personal recount** is where the author is recounting an experience they were involved in directly.

A **factual recount** can be used to retell a particular incident or event, such as an accident or newspaper report.

An **imaginative recount** is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

Setting

- Who?
- Where?
- When?
- Why?

Events in the Time order (first to last) – What happened....

- 1:
- 2:
- etc.

Concluding statement or ending

RECOUNT TEMPLATE

TOPIC: An accident or near miss you have experienced while riding your bike

SETTING: WHO? WHERE? WHEN? WHAT? WHY?

Who was involved?

What was the hazard?

Who was at risk of being harmed?

What was the risk?

EVENTS IN TIME ORDER

Event: What were you doing leading up to the accident or near miss?

Event 2: What happened just before the accident or near miss?

Event 3: What happened during the accident or near miss?

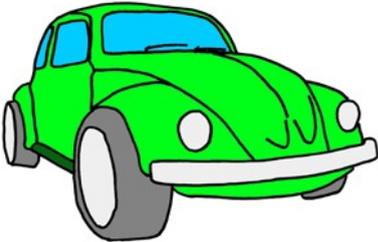
Event 4: What happened after the accident or near miss?

CONCLUDING STATEMENT OR ENDING

What could you have done differently to reduce your potential for harm?

PRIMARY SOURCE DATA COLLECTION AND REPRESENTATION

In class survey - student travel to and from school

Mode of Travel	Number of people
Active travel - Walk Walk, run 	
Active travel - Bicycle bike, scooter, skate, roller-blade 	
Public Transport Bus 	
Car 	
Total number of people	

Use this data to prepare a class graph

Activity 8: Observed Ride Planning

Lesson focus: Practical application of riding defensively.

Previous lessons have been working towards this activity; this lesson is the opportunity for students to put into place skills they have learnt.

Plan your ride:

Plan the route to ride. Chosen route should consider rider safety and allow for areas with identifiable hazards or points of road awareness interests for discussion. ACT Department of Education guidelines consider cycling on local cycle or multi-user paths a low risk activity. Plan your route to avoid riding on roads or crossing at busy or controlled intersections.

If your route crosses roads, consider using intersections with pedestrian lights and marshals at other road crossings. If your route is along a road use a car escort at the rear of the group with cyclists ahead warning signs. Please consult guidelines for riding on the road and complete a risk assessment.

Prepare a map of your area clearly showing your route.

Prepare a risk assessment and an emergency response plan for your ride, see examples next pages.

Organise students into groups at a ratio of about 1 Educator and 1 Adult supervisor to 8 students. Use the Educator at the front to show the way and set the pace, while the Adult supervisor is at the rear to observe the group.

Required resources:

- Risk assessment and emergency response plan
- Bike ABC-Tight check List
- Bike in good working order
- Helmet that meets the Australian standards
- Map of route.
- First aid kit (with Observed Ride supervisors or first aid available at checkpoint(s) on route.)

Recommended resources:

- High visibility vests for front and rear riders
- Sun screen
- Drink bottle
- Snacks
- Cycling gloves
- Sunglasses

Lesson start

- Equipment check
- Ride briefing prior to departure.
- No one to go in front of designated front rider
- Obey rules (Cycle and multi-user paths; keep left unless overtaking, give way as required and use hand signals.)
- Explain where the route goes (map shown previous lesson) and time frame for returning.
- Watch for dangers.

Observe Ride

- Follow the planned route.
- Along the way observe students riding for safety and obeying rules.
- Stop at predetermined areas that allow for discussion of hazards.
- Encourage students to identify hazards and recommend strategies to keep

safe.

- Supervisor to identify at risk behaviour and discuss potential consequences. Safe Cycle Assessment Table

Name: _____

Criteria	Undeveloped	Developing	Successful	Accomplished	Exemplary
Understanding of basic road rules					
Practical Riding Skills					
Perform a bike safety check					
Fit a helmet					
Considers other area users when cycling					
Safely control bike					
Maintains a safe distance to rider in front					
Hand signals as required					
Rear head check					
Looks in multiple directions before turning/ changing lane					
Spatial awareness, gives way appropriately					
Perform a hook turn					
Safely enter a round-about					
Safely exit a round-about					
Swerve around an obstacle without entering lane of traffic					
Brake safely at different speeds/conditions					
Pass another person safely					
Risk Awareness					
Identify potential hazards					
Identify strategies to reduce risk					
Identify car driver's blind spots					
Demonstrates safety conscious behaviour					

Comments: _____

Service Providers

The following businesses assisted in the development of Safe Cycle:

Assistance	Name	Contact Details
Bike Hire	Capital Bike Hire	Peter Dowse 0412 547 387 http://www.capitalbicyclehire.com.au/
Instructors	Capital Bike Hire	Peter Dowse 0412 547 387 http://www.capitalbicyclehire.com.au/
Instructor	Cycle Education	Raynie McNee 0410 623 957 http://www.cycleducation.com.au/

Local cycling organisations:

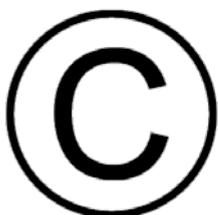
Canberra Off-road Cyclists	http://new.corc.asn.au/index.asp?IntCatId=14
Canberra Cycling Club	http://www.canberracyclingclub.org.au/index.asp?IntCatId=17
Pedal Power	http://www.pedalpower.org.au/

National cycling organisations:

Australian Bicycle Council	http://www.austroroads.com.au/abc/
Amy Gillett Foundation	http://www.amygillett.org.au/
Vic Roads Bike Ed	http://www.vicroads.vic.gov.au
Australian Bicycle Council	http://www.austroroads.com.au/abc/



Southern Cross Early Childhood School students participating in official opening of the Learn to Ride Centre.



Safe Cycle is copyrighted to the ACT Education and Training Directorate, and Terry Eveston. In the interests of promoting cycling safety, Safe Cycle is a resource that may be used free of charge by ACT ETD schools and not for profit organisations. If you alter, transform or build upon this work you are to notify and accredit the program developers and in no way suggest that they endorse you or your use of this work. You may not use this work for commercial purposes without permission from the program developer. Where non-original material has been used, permission has been granted or its use under the education provision has been adhered to.