

RACQ Streets Ahead

Riding Safety

Parent Activity Pack

What is this activity pack for?

Children need to learn how to be safe on wheeled devices such as scooters, roller blades/skates, skateboards and bicycles as early as possible. To do this, they need to know the risks and dangers involved and how they can avoid these and protect themselves. Parents can play an important part in their children's safety by repeating key messages and by setting a good example.

The purpose of this activity pack is to provide knowledge and strategies to help parents keep their children safe on wheels. The more times children hear the safety messages and see safe behaviour modelled, the better their chances of avoiding harm on our roads.

Why is Riding Safety so important?

There is limited data on injuries and accidents from scooters and skateboards; however, data for bicycles shows us how important it is to be careful on wheeled devices. Between 2015 – 2019 in Australia, 12,027 cyclists were hospitalised. 2,620 of those cyclists were 14 or under. In the same period, 117 cyclists lost their lives.¹

What is in this pack?

The activities in this pack are designed for children aged between 2-10 years.

- Ideas for how you can teach your child safety when riding a range of wheeled devices.
- Activity sheets that you can work through with your child to help them remember the key rules for staying safe on wheels.
- Tips from teachers about types of communication that help children's learning.

Key learning

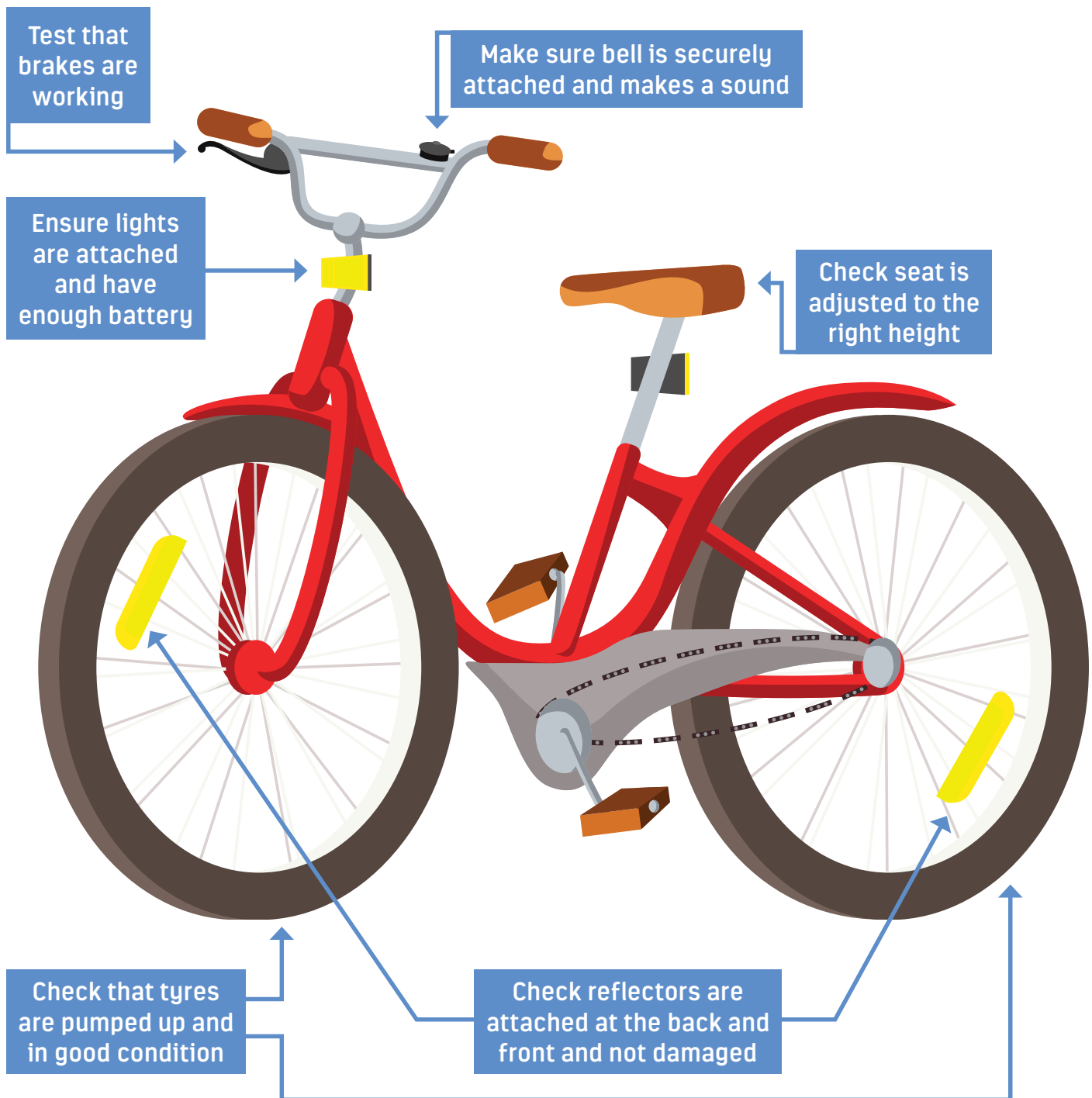
- Children should understand what safety gear they need when they are riding wheeled devices.
- Children should know how to check their equipment is safe to ride.
- There should be an awareness that different activities require different equipment.



1. "Pedal cyclist deaths and hospitalisations." Australian Institute of Health and Welfare, Australian Government, 2016, <https://www.aihw.gov.au/getmedia/fbfff1344-6b3f-4b2a-8649-fb879dcd69ab/aihw-injcat-203.pdf.aspx?inline=true>.

Checking your bicycle

Before each ride you should check your bicycle is in good working order to minimise the risks of accidents due to a damaged or faulty bicycle.

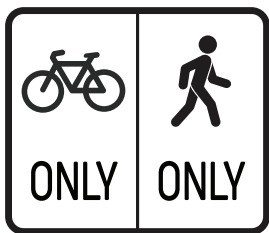


Laws for riding your bicycle

When you ride a bicycle, you must:

- wear an Australian Standard (AS) approved bicycle helmet
- have a working bell, horn or a similar warning device
- have at least one working brake
- face forwards
- have one leg on each side of the seat
- keep at least one hand on the handlebars

Riding on a separated path



On a separated path, you can only ride on the side that is for bicycle riders. The other side is for pedestrians. The separated path sign will show you which side of the path you must ride on. You must always ride to the left of bicycle riders coming toward you.

Riding on a footpath or shared path



On footpaths and shared paths, you share the space with pedestrians. You must:

- keep left and give way to all pedestrians
- always ride to the left of bicycle riders coming toward you.

'No bicycle' signs and markings



You cannot ride on a road or path where signs or road markings prohibit bicycles.

For more information about bicycle laws in Queensland go to:
<https://www.qld.gov.au/transport/safety/rules/wheeled-devices/bicycle>

Wearing a helmet

Check your child's helmet is sitting in the correct position by using the 2 finger rule.

2 finger rule



2 fingers between your eyebrow and your helmet



Straps form a "V" under your ears



2 finger space between the strap and chin



- Make sure your child understands that they ALWAYS need to wear a helmet when on a wheeled device, no matter what distance they are travelling or how good a rider they are.
- Check your child's helmet is safe by confirming it has the Australian Standard sticker inside. This means the helmet has been tested for construction, performance and materials.

Helmet safety

Help your child learn to wear their helmet correctly.



Activity

Approximate age range: 4 – 7 years old

Estimated time frame: 20 – 30 minutes

Resources: Pencil

- Count with your child from 1-50 to get them thinking about the order of numbers.
- Model joining the dots from 1-2 and 2-3 using a pencil.
- Allow your child to finish the picture by joining all the dots.
- Once they have finished, they can colour in the picture.
- Read the sentence and fill in the missing word. For older children, ask them to extend the sentence by adding why it is important to wear a helmet.



Teacher tips

Ask questions during the activity to help your child think critically.

What do you think the picture will be of? Why do you think that?

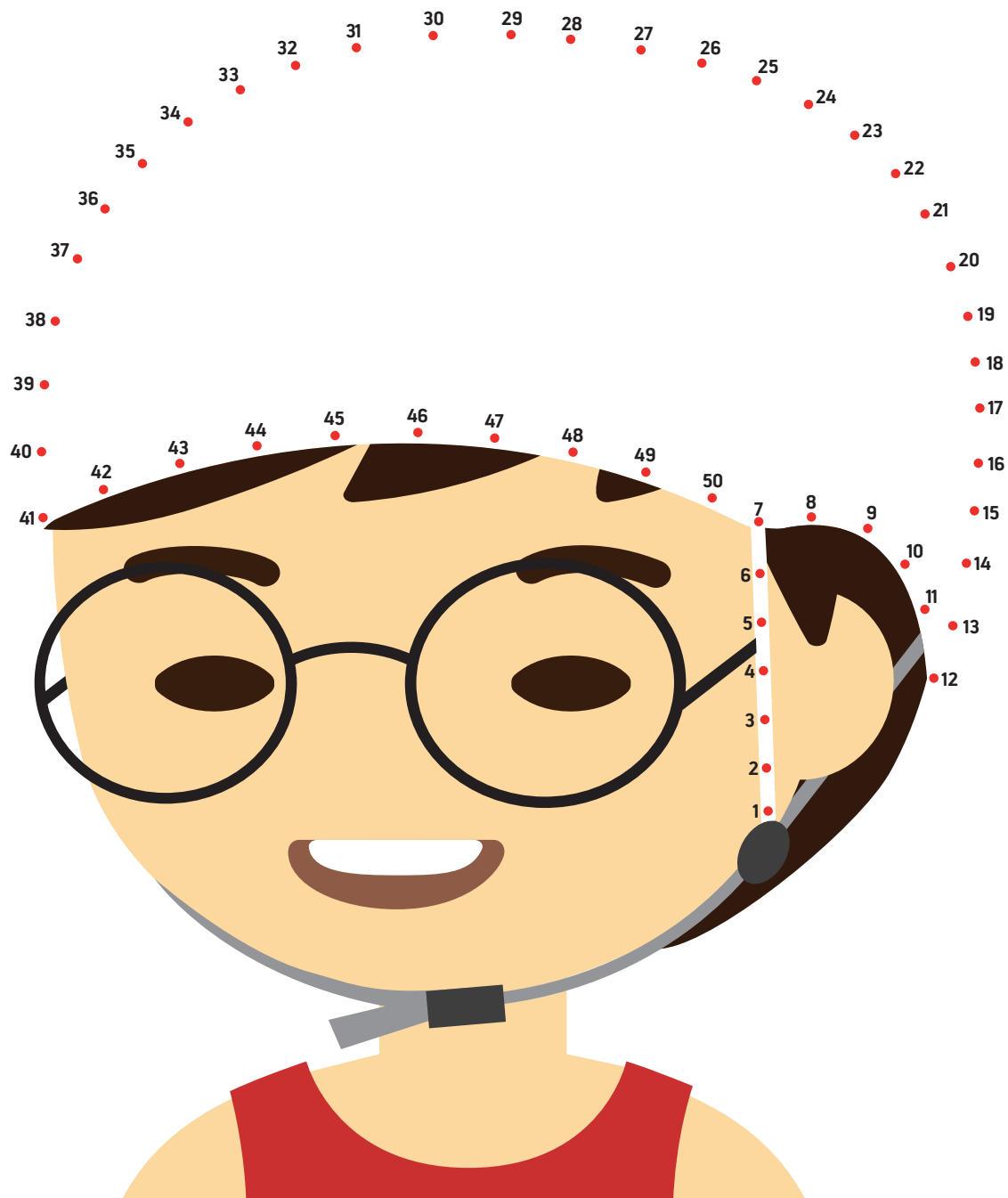
How do you know where to start?

Where will the picture end?

Who needs to wear a helmet?

Why do people wear helmets?

Helmet safety



We always need to wear a _____.

What head gear?

Help your child pick the correct head gear for the right activity.



Activity

Approximate age range: 3 – 6 years old

Estimated time frame: 20 – 45 minutes

Resources: Pencil

- Talk through the pictures with your child. What activity is the character doing? What dangers are there during this activity? What kind of protection will they need?
- Discuss the different types of head gear and how they differ. For example, a motorbike helmet covers the whole of your head and face for extra protection, rugby head gear is soft, so it won't hurt others, but it will still protect your head.
- Help your child to draw lines to match the correct activity with the appropriate head gear. Ensure they understand the difference between each one and why they vary.
- For older children, ask them to pick a piece of head gear and describe it using adjectives. For example, a sun hat has a wide, large brim to protect you from the sun. It is a soft, lightweight hat that can be any colour.

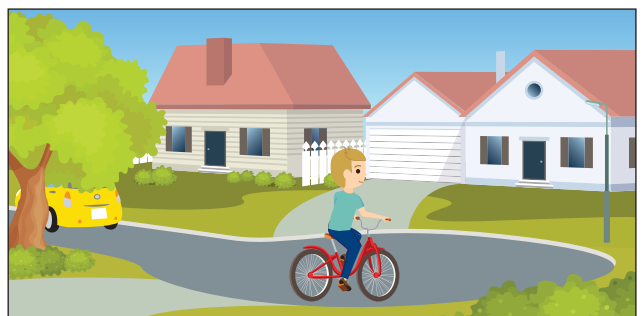
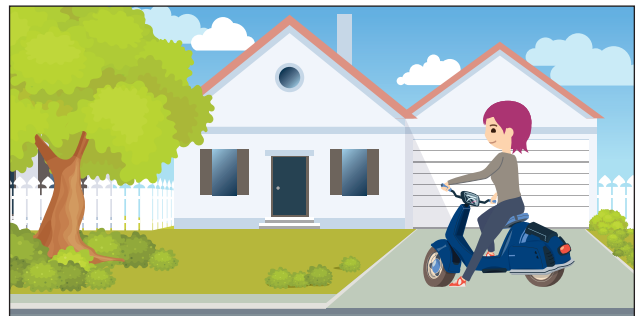
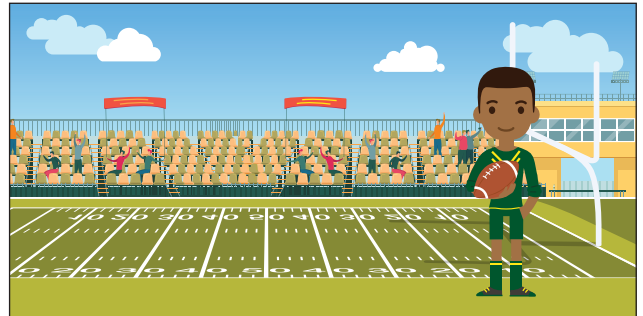
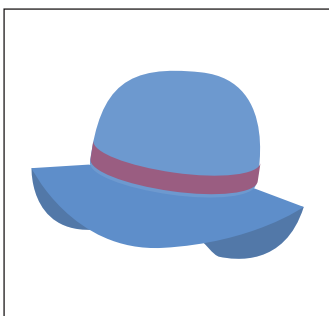
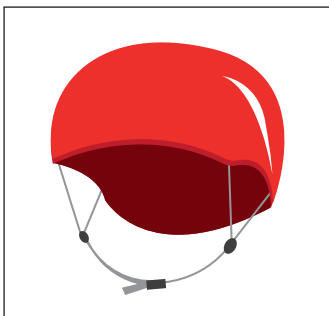


Teacher tips

Use this activity as an opportunity to have a two-way conversation with your child about safety gear (where it should be worn, when it should be worn, what activities need what head gear etc.).

Start by getting them to identify any other safety gear they can see on the picture such as high visibility vests, sunglasses, closed in shoes etc. It is best to have your child lead the discussion to show you their current understanding. You can then extend their current understanding by scaffolding their learning to the next step.

What head gear?



Bicycle parts

Help your child learn to check the safety of their bicycle.



Activity

Approximate age range: 2 – 8 years old
Estimated time frame: 15 – 40 minutes
Resources: Pencil

Part 1

- Look at the different parts of the bicycle and discuss where they are.
- Read out the labels and discuss the purpose of each part of the bicycle.
- Work through the labels with your child and put them in the correct places.

Part 2

Once your child has finished labelling the bike:

- Read the clues and draw lines to match the clues to the correct answer.

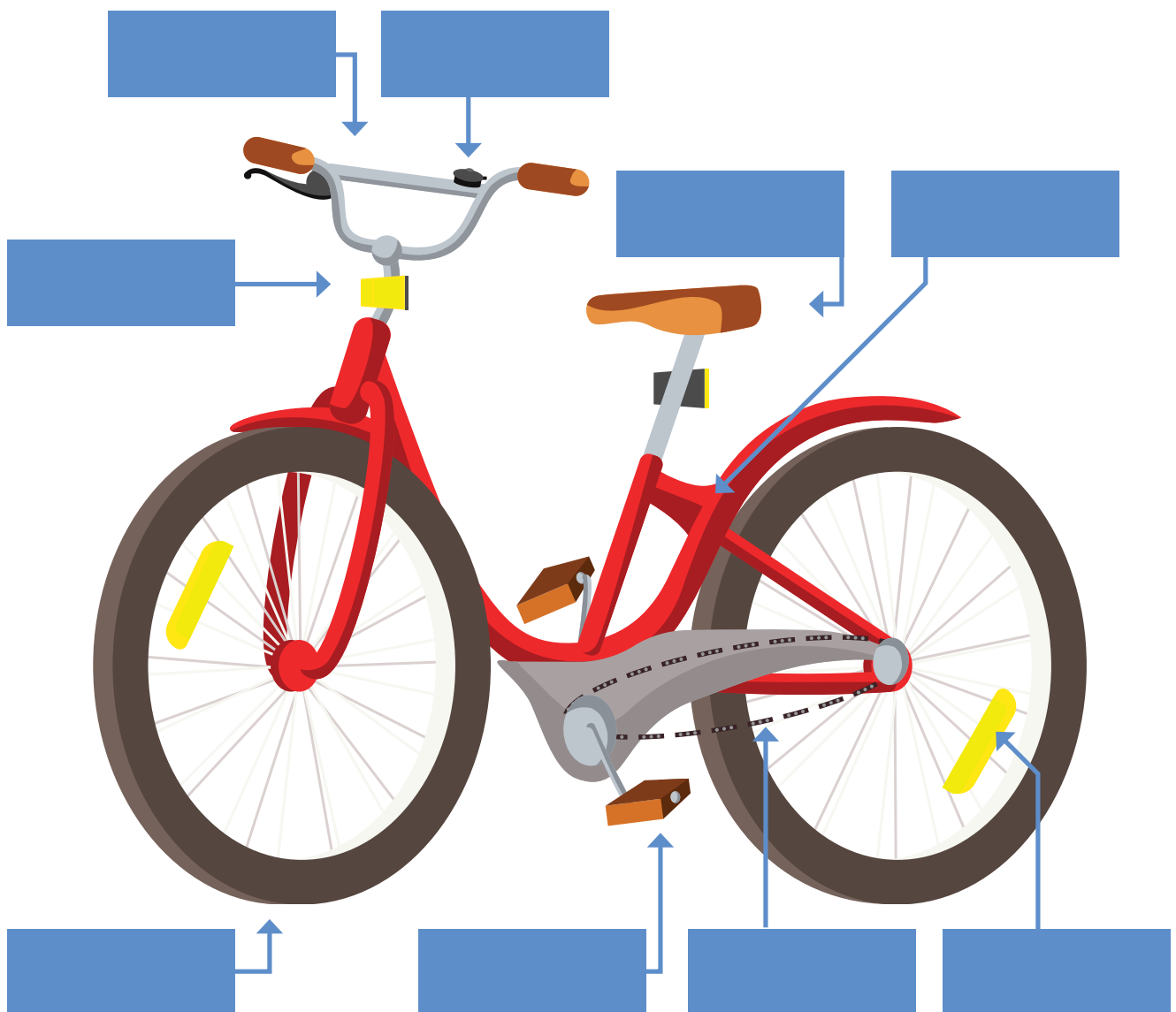


Teacher tips

- Go outside and have a look at the different parts of your child's bicycle with them.
- Ask them to point out parts they didn't label and ask them what they think they are for. For example, brake pads help the bicycle slow down safely, a chain guard protects the chain from loose rocks and stops the rider from getting covered in grease or getting their clothing caught in the chain.
- If there are any bicycle parts your child doesn't recognise discuss the purpose of these together.
- Understanding how a bicycle works and what the different parts are, helps a child to know if their bicycle is safe or not to ride.

Bicycle parts - Part 1

HANDLEBAR	CHAIN	FRAME	BELL	LIGHT
SEAT	TYRE	PEDAL	REFLECTOR	



Bicycle parts - Part 2

CLUE

1. It makes a noise.

2. You sit on it.

3. You hold on to this part.

4. This holds the bicycle together.

5. This part is round and black.

6. This helps you see at night.

7. The pedals turn the...

8. You put your feet on the...

9. They are located on your wheels.

ANSWER

CHAIN

LIGHT

PEDAL

TYRE

SEAT

BELL

HANDLEBAR

FRAME

REFLECTORS

Where is it safe to ride?

Help your child learn the safest way to ride their bicycle.



Activity

Approximate age range: 5 – 9 years old

Estimated time frame: 20 – 45 minutes

Resources: Pencil

- Read the questions with your child. Allow them time to think through their answer and explain their thoughts.
- Highlight or circle their answer to each question.
- Once all questions have been answered discuss your child's responses with them and encourage them to understand why some behaviours are safe or unsafe.
- Encourage your children to change an unsafe behaviour to a safe behaviour.



Teacher tips

Provide your child with an opportunity to reinforce their learning by creating their own questions for a sibling, friend or family member to answer.

Use the template below to provide them with a framework. Reduce the amount of questions for younger children.

Bicycle parts - Part 2

1. Do you always need to wear a helmet if you are riding a bicycle?	☐ Yes	☐ No
2. Should you wear dark clothing when riding your bicycle?	☐ Yes	☐ No
3. Should you make sure you can see and hear your surroundings when riding a bicycle?	☐ Yes	☐ No
4. Is it the law to have a working bell on your bicycle?	☐ Yes	☐ No
5. When riding on a footpath do you need to keep left and give way to pedestrians?	☐ Yes	☐ No
6. Is it safe to ride a bicycle that is too big for you?	☐ Yes	☐ No
7. Does this sign mean you can cycle in this area? 	☐ Yes	☐ No
8. Do flat tyres make riding a bicycle easier?	☐ Yes	☐ No

Extension: On a separate piece of paper or the back, explain how you knew the answer.

Answers
 1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. No 7. No 8. No

What wheels?

Help your child learn about different wheeled devices.



Activity

Approximate age range: 2 – 5 years old

Estimated time frame: 10 – 30 minutes

Resources: Pencil, ruler and colouring pencils

- Read the different words to your child.
- Show them how to trace around the letters and follow the formation.
- Draw lines to match up the correct word with the correct wheeled device.
- Once the words have been traced, colour them to match the key.



Teacher tips

Encourage your child to recognise the words and items independently by asking specific questions. For example, 'point to the word that starts with a b' or 'where is the device with a seat?'

Discuss the common sounds. For example, 'sk' and 'sc' and where they appear within the word (at the start, middle or end).

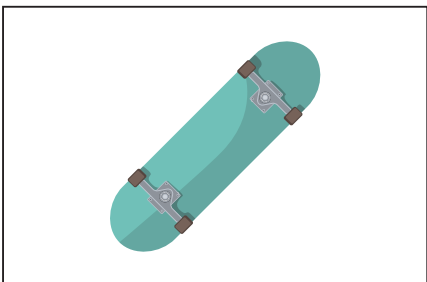
What wheels?



skateboard



scooter



bicycle



skates

Instructions

Draw lines to match up the correct word with the correct wheeled device.

Colour the word skateboard **red**.

Colour the word scooter **green**.

Colour the word bicycle **blue**.

Colour the word skates **orange**.

Riding a bike

Encourage your child to assess when, where and how they should or shouldn't be riding their bicycles.



Activity

Approximate age range: 6 – 9 years old

Estimated time frame: 30 – 50 minutes

Resources: Pencil and paper

- Discuss with your child what they know about cycling. Use the questions as a prompt if needed.
- Organise the ideas into pros and cons using the table.
- Use the table to help your child to decide if they think riding a bicycle is beneficial or not.
- Support your child to write a persuasive paragraph either for or against bicycle riding. Include the points they have listed in the table.
- Use the questions to help them think of points to include in their writing or to help them when making their decision.



Teacher tips

Question your child's responses with, 'why do you think that?' This will support them to back up their opinions with a strong argument.

Pretend you have an opposing opinion to your child; you can then help them to verbally debate their stance and allow them to see how to flip or invalidate counter arguments.

Riding a bike

- Where can you ride a bicycle?
- Why do people ride bicycles?
- What are the health benefits of riding a bicycle?
- What are the dangers of riding a bicycle?
- When can you ride a bicycle?
- Who can ride a bicycle?
- Why is riding a bicycle good for the environment?
- How would you get to your destination if you didn't cycle?

Pros	Cons

Be Bright, Be Seen

Support children to know why wearing something bright when they are out riding is important.



Activity

Approximate age range: 7 – 10 years old

Estimated time frame: 25 – 50 minutes

Resources: Pencil

- Allow your child as much time as they need to read the text. Tell them they can read it multiple times if needed.
- Encourage your child to answer the questions using information and language in the text.
- Show your child how to refer to the text to gain information if needed.
- Where appropriate, you can read the question to your child and scribe their responses making it a more interactive activity and taking some of the onus off them.



Teacher tips

Model how to highlight key words or phrases from the text.

Recap reading strategies that your child is familiar with such as chunking words, rereading, reading ahead and word substitution to support them when answering the comprehension questions.

Be Bright, Be Seen

It's important to wear bright clothing when you are out riding your bicycle during the day as well as night time. Bright coloured shirts and pants that are yellow, red or fluorescent are much easier to see than dark colours that can blend and camouflage into the environment. This includes black, brown and green.

One of the reasons it is important to be bright is so that vehicles can easily see you when you are crossing the road. When vehicles can see you, it is easier for them to keep you safe and reduce the risk of a collision.

It's not just vehicles that want to avoid crashing into cyclists. Other cyclists and pedestrians want to stay safe too. Being bright makes you more visible to all road and path users and reduces the risk of an accident for everyone.

Unfortunately, every year there are several cyclists that get injured on our roads, and in remote areas like bushland. When a cyclist is injured or lost, the quicker ambulances and helicopters can get to them the better. The brighter their clothes, the more likely they are to be found and rescued quickly.

1. What coloured clothing do you need to wear when riding your bicycle?
2. When should you wear bright clothing?
3. What does the word 'collision' mean in the sentence 'reduces the risk of a 'collision'?
4. What are 2 reasons you should wear bright clothing when riding?
5. Why do dark colours make you harder to be seen and found?
6. Why is it important to be found quickly, when injured?
7. Why do you think being visible to other cyclists and pedestrians reduces the risk of a collision?
8. Why do you think several cyclists get injured on our roads and in bushlands every year?

Answers: 1. Bright coloured shirts and pants that are yellow, red or fluorescent. 2. You should wear bright clothing during the day and night time. Your child can add more detail here... because it makes you easier to see. 3. Collision in this sentence means a bicycle and vehicle hitting into one another. 4. The text provides three reasons, so any two combinations below are fine. So others can see you and avoid you. If you become lost, it makes you easier to find. If you are injured, people can find you and help you more quickly. 5. Wearing dark colours can mean you blend into the environment making it harder for you to be seen and found. 6. The answers here can vary as the information is not in the text. The key idea here is that injuries can get worse if they are left untreated. The quicker an injury is dealt with, the better the chance of recovery. 7. When others can see you, they can move or stop to avoid bumping or crashing into you. 8. Again answers will vary as the information is not explicitly in the text. Children might offer answers such as a cyclist is vulnerable and therefore more easily hurt than if they were in a vehicle. They are small and sometimes harder to see. In bushland they are travelling on uneven terrain and may get lost or fall off their bicycles.

Bicycle checklist

Support children to know what to wear when going out riding and how to check that their bicycle is safe.



Activity

Approximate age range: 6 – 9 years old

Estimated time frame: 30 – 45 minutes

Resources: Pencil

- Read all the sentences with your child or ask them to read them to you.
- Show your child how to add in one of the missing words from the bottom of the sheet and cross it off once it has been used.
- Explain that they should reread the sentence after adding the word, to make sure it makes sense.
- Let your child know that each word can only be used once, so if they have a word left over at the end that doesn't fit- there is a mistake somewhere else.



Teacher tips

Encourage your child to use the spellings provided on the sheet when adding in the missing words.

Model how to read the sentence by verbally inserting a word before you write it, to check it makes sense.

Bicycle checklist

Before I go riding, I need to...

1. Wear _____ clothes, so I can be seen.
2. Check my _____ makes a noise.
3. Test my _____, to make sure they stop the bicycle.
4. Put a _____ on my head and use the 2 finger rule to check it fits correctly.
5. Turn on my _____ to see if they are working.
6. Check my orange _____ are securely attached to my front and back wheels.
7. Check my _____ is adjusted to the right height for me.
8. Check if my _____ need to be pumped up.

bright

lights

seat

brakes

tyres

reflectors

helmet

bell