

SCHOOL BICYCLE SAFETY PROJECT

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○ **Acknowledgments**



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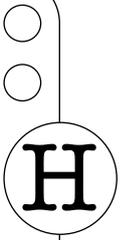
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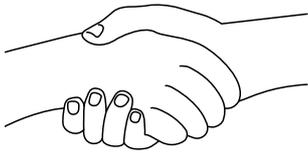


Notes



NOTES





The School Bicycle Safety Project is funded by the National Health and Medical Research Council of Australia and the Western Australian Health Promotion Foundation (Healthway). The project aims to assess the effectiveness of health promoting school activities to increase the correct wearing of bicycle helmets by primary school children. Observational surveys in 1997 found 80% of Western Australian primary school children wear their helmet when riding to school. However, this rate drops to 43% for high school students. Further, these surveys do not report if children are wearing helmets correctly to achieve maximum protection from the helmet.

Health Promoting School

The School Bicycle Safety Project is a two year (2000 and 2001) randomised intervention trial targeting whole school communities. The health promoting school activities in this project include:

- Classroom learning activities and peer teaching;
- Communication with parents and the school community;
- Policy development and implementation; and
- Environmental assessment and supports.

The design of this project and this resource builds on research previously conducted by the WA Centre for Health Promotion Research, Curtin University, as part of the Child Pedestrian Injury Prevention Project and a formative evaluation of helmet use by young people.

The Helmet Files, Year 5 & 6 Learning Activities

The Helmet Files, Year 6 program follows the year 2000 Year 5 program. Each program comprises six, 40 minute learning activities. These learning activities will enable students to:

- Practise wearing a bike helmet correctly;
- Identify the advantages of wearing a bike helmet correctly;
- Determine and practise ways to resist pressure to not wear a helmet or not wear it correctly; and
- Demonstrate role-play situations skills to convincingly resist pressure to not wear a bike helmet.

Peer Teaching

Because children may face situations where there is pressure from other children to not wear a helmet, the learning activities also include a peer-teaching component. While the teachers are asked to conduct the introduction, conclusion and information sections of the learning activities, selected Year 7 "peer-leaders" are trained to work with groups of five students in small group activities in five of the six learning activities.

Home Activities

For four of the six learning activities Year 6 teachers are asked to distribute 'home activities' to their students to actively involve families in supporting each other to wear a helmet correctly when riding a bike.

Curriculum Framework

All learning activities are outcomes-based and match the Health and Physical Education Learning Area Statement in the Curriculum Framework, published by the Curriculum Council of Western Australia. Pointers to monitor student progress in the learning activities have been developed in accordance with the Education Department of Western Australia's (EDWA) Student Outcome Statements for the Health and Physical Education Learning Area. This resource is also designed to be used in conjunction with the EDWA Health Education K-10 Syllabus and the Western Australian School Road Safety Project's Kids and Roads Year K-7 program.



Notes





Activity 1: Riders

H

Task

Students participate in the game "Riders" to assess each other's knowledge of how to wear a bike helmet correctly.

Outcomes in the Health and Physical Education Learning Area

This activity may provide students with the opportunity to achieve the following outcomes.

Knowledge and understandings

CHL 3 – The student understands that personal health, safety and physical activity practices enhance the physical, mental and social aspects of their own and others' health.

- Describes how to wear a helmet correctly.
- Understands the consequences of not wearing a bike helmet.

Attitudes and values

- Values the need for prevention and safety to prevent injury.
- Values personal responsibility for wearing a bike helmet.
- Describes beliefs about perceived risks associated with riding a bike.

Self-management skills

SMS 3 – The student uses basic self-management skills to meet personal health and physical activity needs.

- Considers the advantages and disadvantages of wearing a bike helmet as part of the decision-making process.

Interpersonal skills

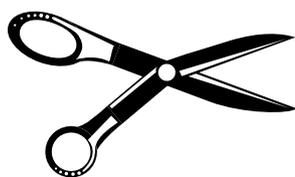
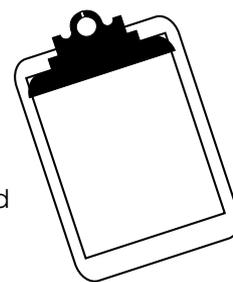
IS 3 – The student demonstrates communication and cooperation skills that contribute to interpersonal and group interactions.

- Works cooperatively in small groups.
- Demonstrates assertive behaviour concerning wearing a bike helmet.

Monitoring and assessment

This activity will provide teachers with an opportunity to assess whether students can:

- Describe how to wear a bike helmet correctly;
- Identify the advantages and disadvantages of wearing a bike helmet correctly; and
- Demonstrate assertive behaviour when wearing a bike helmet.



Preparation

1. Arrange for Year 7 peer leaders to attend the class.
2. Prepare enough sets of "Riders" cards for one set between five class members. One set of "Riders" cards is comprised of:

- **24 Question Cards** (Cut out the cards on the question cards sheets. Write the letter Q on the back of each question card.)
- **11 Answer Cards** (Cut out the cards on the answer cards sheets. Write the number of the rider the answer card relates to the back of each answer card.)

Each group will require one **"Riders" picture** which is located on the centre pages of the Student Activity Book.

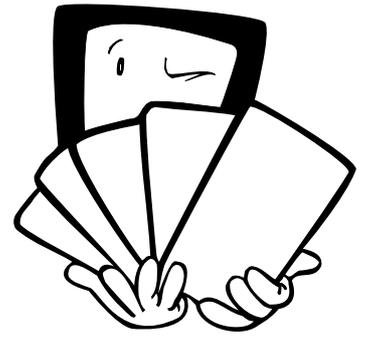
3. Student Activity Books – Activity Sheet 1
4. Home Activity 1

Activity 1: Riders

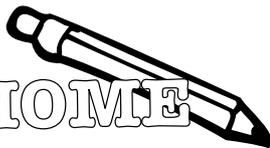
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Procedure

1. Explain that you would like to assess what the class knows about wearing a helmet when riding a bike. To do this the class will play a card game called "Riders". The selected Year 7 students in the class will lead group activities – they might like to be called bike buddies.
2. Allocate students to groups of five and a bike buddy.
3. Briefly explain the rules of the game described on the "Rules" card. Under the direction of the bike buddy, ask each group to play the game.
4. While groups are playing "Riders" the teacher may observe students to assess their knowledge and skills concerning:
 - How to wear a bike helmet correctly;
 - Advantages and disadvantages of wearing a bike helmet correctly;
 - Assertive behaviour when wearing a bike helmet.
5. After playing the game for an allocated period of time, ask the groups to complete Activity Sheet 1 in their Student Activity Book. The group should discuss the questions and reach agreement re: how many questions their group answered before students write examples on their Activity Sheet. This activity sheet allows students to conduct a self-assessment of their group's knowledge and skills in the areas listed. Students can look back over the question cards they collected when they answered correctly, to assess responses to the activity sheet.
6. Ask each bike buddy to report to the class the findings from Activity Sheet 1.
7. Thank the bike buddies for their assistance and ask them to return to class.

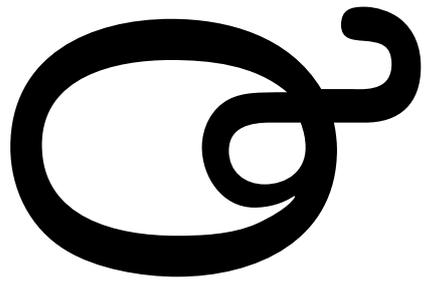
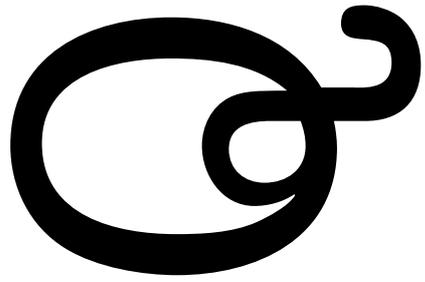
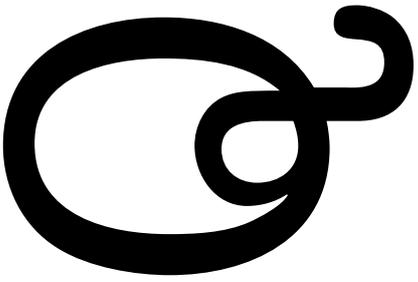
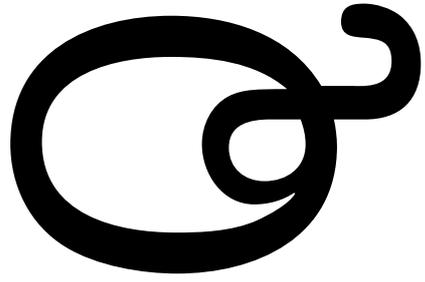
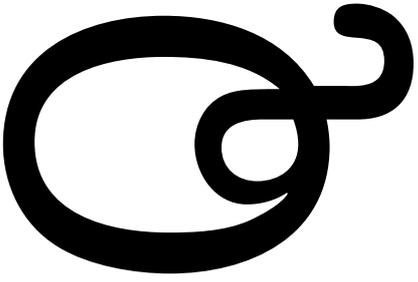
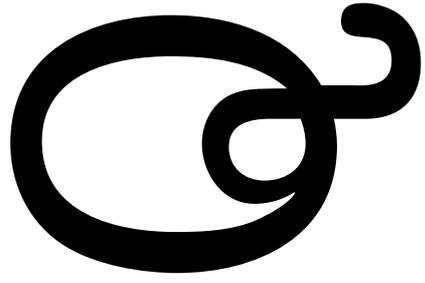
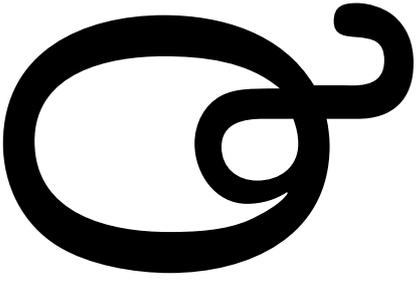


HOME



8. **Home Activity 1** – Distribute Home Activity 1 to students. Discuss the procedures for Home Activity 1. Ask students to complete the home activity with an adult and return it to the next class.





1.

What would you do to
the rider's helmet straps
to be safer?



2.

What would you do to
the angle of the helmet
on the rider's head to be
safer?



3.

How could you check
that the helmet the
rider is wearing is
suitable for bike riding?



4.

How could you check
that the helmet is the
correct size for the
rider's head?



5.

What should the rider
do to look after his/her
helmet?



6.

What could the rider do
to be safer?



7.

What risks is the rider
exposed to?
(eg: law, money, friends,
family, school,
health – injury
and feelings)



8.

What does having a
helmet "firmly"
strapped mean?



9.

Why should a helmet cover part of the rider's forehead?



10.

Why should the rider only wear a helmet that meets the Australian Standards for bike helmets?



11.

Why should the rider wear a helmet that fits him/her correctly?



12.

Why is it important for the rider not to wear a cap under his/her helmet when riding a bike?



BONUS

13.

If this rider fell from his/her bike what injuries could he/she sustain?



14.

What might the rider's friends say to him/her about how he/she is wearing a helmet? What could he/she say or do in reply?



15.

What might the rider's parents say to him/her about how he/she is wearing a helmet? What could he/she say or do in reply?



16.

If you were the rider and were pressured to take your helmet off to ride with the group, what would you say or do that would keep your friends, but keep you safer?



BONUS

17.

What tips would you give the rider on how to be assertive?

BONUS

18.

Describe one advantage of wearing a helmet for the rider.

BONUS

19.

Describe one disadvantage of wearing a helmet for the rider.

BONUS

20.

Describe one advantage of not wearing a helmet for the rider.

BONUS

21.

Describe one disadvantage of not wearing a helmet for the rider.

BONUS

22.

Would it be okay for the rider to wear/not wear his/her helmet in this way if she/he was riding a short distance?

BONUS

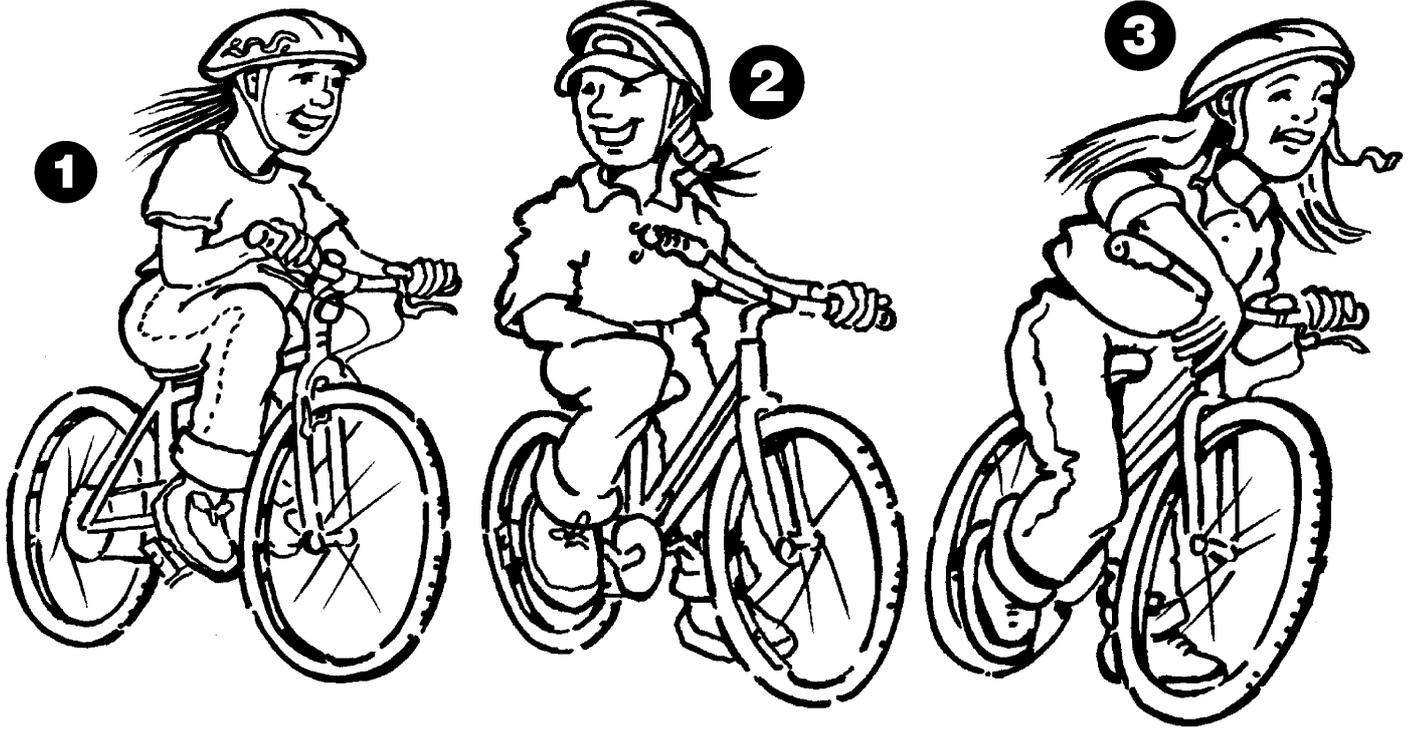
23.

Would it be okay for the rider to wear/not wear his/her helmet in this way if she/he was riding on a bike path?

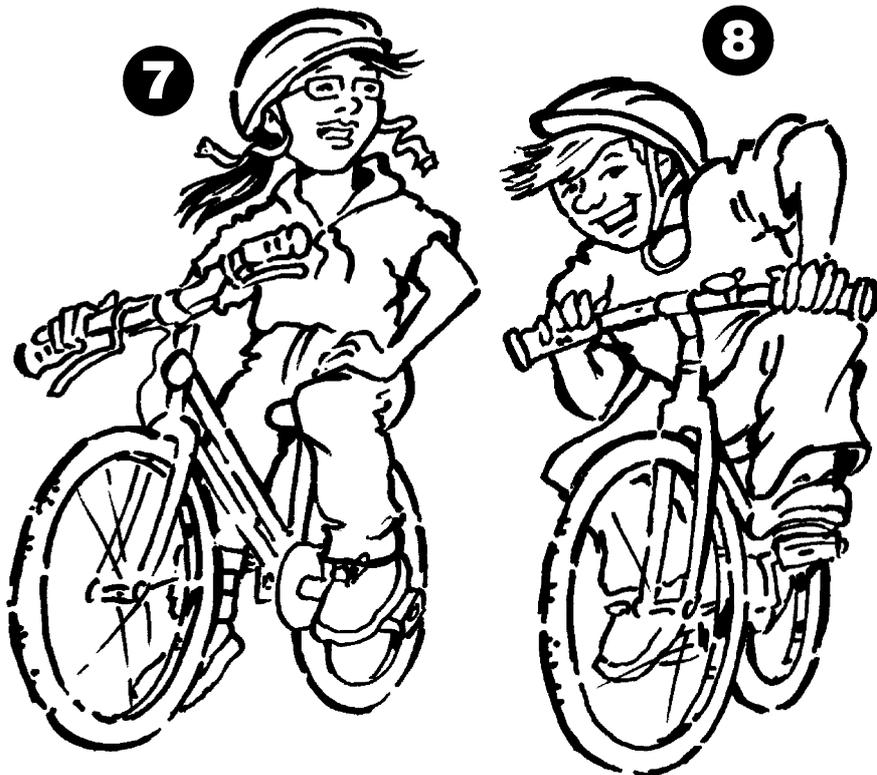
BONUS

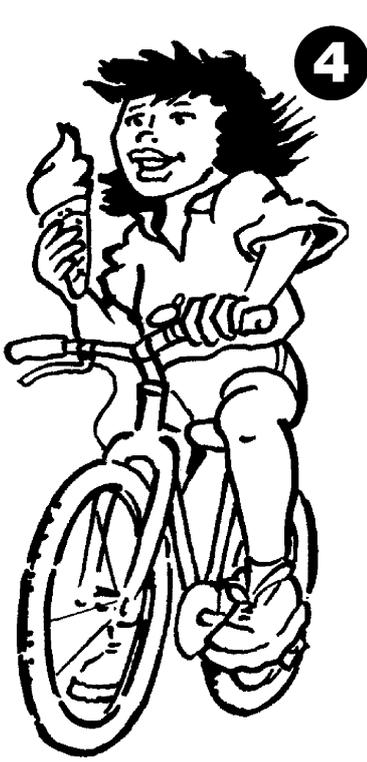
24.

What might the rider be feeling about wearing/not wearing his/her helmet?



The Riders The Riders The Riders The Riders





The Riders The Riders The Riders The Riders



Rider 1

1. They look okay. Check that they are fastened firmly under the chin. Check that the straps are not frayed.
2. The angle looks okay. The angle of the helmet should be square on the head to cover the forehead.
3. The inside of the helmet should be labelled with the Australian Standard Mark.
4. If the rider shakes his/her head the helmet should not move.
5. Store her helmet away from the sun and water.
6. Ride on a bike path instead of the road. Ride with an adult. Follow the road rules when riding. Concentrate on riding and not get distracted. Maintain her bike in good order. Attend a bike safety course. Ride a bike that is the right size for her. Don't ride at night. Don't ride in the rain. Don't carry heavy loads on her bike. Don't carry passengers.
7. While she is wearing a helmet to protect herself from head injury, she could fall from her bike and injure herself.
8. There is no space between the chin and the strap.
9. A helmet can only protect what it covers. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
11. To give the best possible protection to her head. So her helmet doesn't fall off.
12. Wearing a cap under her helmet can make the helmet sit higher on her head giving her less protection. If she did fall from her bike the peak of her cap could hit the road, forcing her helmet backwards and giving her head less protection. A helmet only protects what it covers. **BONUS**
13. Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
14. Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better take off my cap."; "Your cap looks good. Take your helmet off and ride with us." "I want to wear my helmet." "How about we walk." Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
15. Bike buddy judges answer. Eg: "Good to see you wearing your helmet." "Thanks." **BONUS**
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg: Law - She will not get stopped by police. Money - She won't get fined \$50 for not wearing a helmet. Friends - Her friends may think she knows what she wants to do. Family - Her family will be happy she is keeping safer. School - She will not be in trouble for not wearing a helmet. Health - A helmet will help to protect her from injury. She may feel happy that she is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want her to wear a helmet may not be happy with her decision to wear a helmet. Family - Her family will have to pay for her helmet and help to make sure she doesn't lose her helmet (but they will be happy she is keeping safer). School - She will have to find a place to store her helmet if she rides her bike to school. Health - Her helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg: Law - She may meet a police officer. Money - She will not have paid \$20 or more for a helmet. Friends - Her friends who do not want her to wear a helmet will have their way. Family - She may be grounded for not wearing a helmet and spend more time at home. School - She may spend more time at school on detention. Health - none. **BONUS**
21. Law - She may be stopped by police. Money - She may be fined \$50 for not wearing a helmet. Friends - Her friends who care about her safety may worry about her. Friends who want her not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy she is not keeping safer or doing as she has been asked to do. School - She may be in trouble for not wearing a helmet. Health - She will not be protected from a head injury if she falls from her bike. She may feel unhappy that she is breaking the law; that her head is not protected from injury. **BONUS**
22. Yes. **BONUS**
23. Yes. **BONUS**
24. She may feel happy that she is keeping safer. She may feel happy that she is like most people - wearing a helmet when riding a bike.

Rider 3

1. Fasten the straps firmly under the chin. Check that the straps are not frayed.
2. The angle of the helmet should be square on the head to cover the forehead.
3. The inside of the helmet should be labelled with the Australian Standard Mark.
4. If the rider shakes his/her head the helmet should not move.
5. Store her helmet away from the sun and water.
6. Fasten the straps firmly under her chin and make sure her helmet is square on her head.
7. She could fall from her bike and injure herself.
8. There is no space between the chin and the strap.
9. A helmet can only protect what it covers.
10. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
11. To give the best possible protection to her head. So her helmet doesn't fall off.
12. Wearing a cap under her helmet can make the helmet sit higher on her head giving her less protection. If she did fall from her bike the peak of her cap could hit the road, forcing her helmet backwards and giving her head less protection. A helmet only protects what it covers. **BONUS**
13. Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
14. Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better do up my straps."; "Take your helmet off and ride with us." "I want to wear my helmet." "How about we walk." Don't ride with them. No words - Put helmet on correctly and ride with them. **BONUS**
15. Bike buddy judges answer. Eg: "Good to see you wearing your helmet. How about you fasten your straps." "Sure." **BONUS**
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg: Law - She will not get stopped by police. Money - She won't get fined \$50 for not wearing a helmet. Friends - Her friends may think she knows what she wants to do. Family - Her family will be happy she is keeping safer. School - She will not be in trouble for not wearing a helmet. Health - A helmet will help to protect her from injury. She may feel happy that she is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want her to wear a helmet may not be happy with her decision to wear a helmet. Family - Her family will have to pay for her helmet and help to make sure she doesn't lose her helmet (but they will be happy she is keeping safer). School - She will have to find a place to store her helmet if she rides her bike to school. Health - Her helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg: Law - She may meet a police officer. Money - She will not have paid \$20 or more for a helmet. Friends - Her friends who do not want her to wear a helmet will have their way. Family - She may be grounded for not wearing a helmet and spend more time at home. School - She may spend more time at school on detention. Health - none. **BONUS**
21. Law - She may be stopped by police. Money - She may be fined \$50 for not wearing a helmet. Friends - Her friends who care about her safety may worry about her. Friends who want her not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy she is not keeping safer or doing as she has been asked to do. School - She may be in trouble for not wearing a helmet. Health - She will not be protected from a head injury if she falls from her bike. She may feel unhappy that she is breaking the law; that her head is not protected from injury. **BONUS**
22. No. **BONUS**
23. No. **BONUS**
24. She may feel uncertain if she knows she should really fasten the straps on her helmet. She may feel happy that she is like most people - wearing a helmet when riding a bike.

Rider 2

1. They look okay. Check that they are fastened firmly under the chin. Check that the straps are not frayed.
2. The angle of the helmet should be square on the head to cover the forehead. Take off her cap.
3. The inside of the helmet should be labelled with the Australian Standard Mark.
4. If the rider shakes his/her head the helmet should not move.
5. Store her helmet away from the sun and water.
6. Take off her cap and make sure her helmet is square on her head.
7. While she is wearing a helmet to protect herself from head injury, she could fall from her bike and injure herself.
8. There is no space between the chin and the strap.
9. A helmet can only protect what it covers.
10. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
11. To give the best possible protection to her head. So her helmet doesn't fall off.
12. Wearing a cap under her helmet can make the helmet sit higher on her head giving her less protection. If she did fall from her bike the peak of her cap could hit the road, forcing her helmet backwards and giving her head less protection. A helmet only protects what it covers. **BONUS**
13. Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
14. Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better take off my cap."; "Your cap looks good. Take your helmet off and ride with us." "I want to wear my helmet and I should take off my cap." "How about we walk." Don't ride with them. No words - Take cap off, put helmet on and ride with them. **BONUS**
15. Bike buddy judges answer. Eg: "Good to see you wearing your helmet. How about you take off your cap." "Sure, I'll hang it on my handle bars." **BONUS**
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg: Law - She will not get stopped by police. Money - She won't get fined \$50 for not wearing a helmet. Friends - Her friends may think she knows what she wants to do. Family - Her family will be happy she is keeping safer. School - She will not be in trouble for not wearing a helmet. Health - A helmet will help to protect her from injury. She may feel happy that she is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want her to wear a helmet may not be happy with her decision to wear a helmet. Family - Her family will have to pay for her helmet and help to make sure she doesn't lose her helmet (but they will be happy she is keeping safer). School - She will have to find a place to store her helmet if she rides her bike to school. Health - Her helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg: Law - She may meet a police officer. Money - She will not have paid \$20 or more for a helmet. Friends - Her friends who do not want her to wear a helmet will have their way. Family - She may be grounded for not wearing a helmet and spend more time at home. School - She may spend more time at school on detention. Health - none. **BONUS**
21. Law - She may be stopped by police. Money - She may be fined \$50 for not wearing a helmet. Friends - Her friends who care about her safety may worry about her. Friends who want her not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy she is not keeping safer or doing as she has been asked to do. School - She may be in trouble for not wearing a helmet. Health - She will not be protected from a head injury if she falls from her bike. She may feel unhappy that she is breaking the law; that her head is not protected from injury. **BONUS**
22. No. **BONUS**
23. No. **BONUS**
24. She may feel uncertain if she knows she should not be wearing her cap under her helmet, but she really likes her cap. She may feel happy that she is like most people - wearing a helmet when riding a bike.

Rider 4

1. Put a helmet on. Fasten the straps firmly under the chin. Check that the straps are not frayed.
2. Put a helmet on. The angle of the helmet should be square on the head to cover the forehead.
3. The inside of the helmet should be labelled with the Australian Standard Mark.
4. If the rider shakes her head the helmet should not move.
5. Store her helmet away from the sun and water.
6. Wear a helmet correctly.
7. She could fall from her bike and injure herself.
8. There is no space between the chin and the strap.
9. A helmet can only protect what it covers.
10. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
11. To give the best possible protection to her head. So her helmet doesn't fall off.
12. Wearing a cap under her helmet can make the helmet sit higher on her head giving her less protection. If she did fall from her bike the peak of her cap could hit the road, forcing her helmet backwards and giving her head less protection. A helmet only protects what it covers. **BONUS**
13. Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
14. Bike buddy judges answer. Eg: "Where is your helmet?" Response: "I'm going to get it now." **BONUS**
15. Bike buddy judges answer. Eg: "Where is your helmet?" Response: "I'm going to get it now." **BONUS**
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg: Law - She will not get stopped by police. Money - She won't get fined \$50 for not wearing a helmet. Friends - Her friends may think she knows what she wants to do. Family - Her family will be happy she is keeping safer. School - She will not be in trouble for not wearing a helmet. Health - A helmet will help to protect her from injury. She may feel happy that she is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want her to wear a helmet may not be happy with her decision to wear a helmet. Family - Her family will have to pay for her helmet and help to make sure she doesn't lose her helmet (but they will be happy she is keeping safer). School - She will have to find a place to store her helmet if she rides her bike to school. Health - Her helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg: Law - She may meet a police officer. Money - She will not have paid \$20 or more for a helmet. Friends - Her friends who do not want her to wear a helmet will have their way. Family - She may be grounded for not wearing a helmet and spend more time at home. School - She may spend more time at school on detention. Health - none. **BONUS**
21. Law - She may be stopped by police. Money - She may be fined \$50 for not wearing a helmet. Friends - Her friends who care about her safety may worry about her. Friends who want her not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy she is not keeping safer or doing as she has been asked to do. School - She may be in trouble for not wearing a helmet. Health - She will not be protected from a head injury if she falls from her bike. She may feel unhappy that she is breaking the law; that her head is not protected from injury. **BONUS**
22. No. **BONUS**
23. No. **BONUS**
24. She may feel uncertain if she knows she should really be wearing a helmet. She may feel unhappy that she is not like most people - wearing a helmet when riding a bike.

Rider 5

- Put a helmet on. Fasten the straps firmly under the chin. Check that the straps are not frayed.
- Put a helmet on. The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Wear a helmet correctly.
- He could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
- Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
- To give the best possible protection to his head. So his helmet doesn't fall off.
- Wearing a cap under his helmet can make the helmet sit higher on his head giving him less protection. If he did fall from his bike the peak of his cap could hit the road, forcing his helmet backwards and giving his head less protection. A helmet only protects what it covers. **BONUS**
- Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
- Bike buddy judges answer. Eg: "Where is your helmet?" Response: "I'm going to get it now." **BONUS**
- Bike buddy judges answer. Eg: "Where is your helmet?" Response: "I'm going to get it now." **BONUS**
- Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
- Bike buddy judges answer. Eg: Law - He will not get stopped by police. Money - He won't get fined \$50 for not wearing a helmet. Friends - His friends may think he knows what he wants to do. Family - His family will be happy he is keeping safer. School - He will not be in trouble for not wearing a helmet.

- Health - A helmet will help to protect him from injury. He may feel happy that he is keeping safer. **BONUS**
- Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want his to wear a helmet may not be happy with his decision to wear a helmet. Family - His family will have to pay for his helmet and help to make sure he doesn't lose his helmet (but they will be happy he is keeping safer). School - He will have to find a place to store his helmet if he rides his bike to school. Health - His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
 - Bike buddy judges answer. Eg: Law - He may meet a police officer. Money - He will not have paid \$20 or more for a helmet. Friends - His friends who do not want him to wear a helmet will have their way. Family - He may be grounded for not wearing a helmet and spend more time at home. School - He may spend more time at school on detention. Health - none. **BONUS**
 - Law - He may be stopped by police. Money - He may be fined \$50 for not wearing a helmet. Friends - His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy he is not keeping safer or doing as he has been asked to do. School - He may be in trouble for not wearing a helmet. Health - He will not be protected from a head injury if she falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
 - No. **BONUS**
 - No. **BONUS**
 - He may feel uncertain if he knows he should really be wearing a helmet. He may feel unhappy that he is not like most people - wearing a helmet when riding a bike.

Rider 6

- They look okay. Check that they are fastened firmly under the chin. Check that the straps are not frayed.
- The angle of the helmet should be square on the head to cover the forehead. Take off his cap.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Take off his cap and make sure his helmet is square on his head.
- While he is wearing a helmet to protect himself from head injury, he could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
- Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/his bike and hits the road.
- To give the best possible protection to his head. So his helmet doesn't fall off.
- Wearing a cap under his helmet can make the helmet sit higher on his head giving his less protection. If he did fall from his bike the peak of his cap could hit the road, forcing his helmet backwards and giving his head less protection. A helmet only protects what it covers. **BONUS**
- Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
- Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better take off my cap.", "Your cap looks good. Take your helmet off and ride with us." "I want to wear my helmet and I should take off my cap." "How about we walk." "Don't ride with them. No words - Take cap off, put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: "Good to see you wearing your helmet. How about you take off your cap." "Sure, I'll hang it on my handle bars." **BONUS**
- Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**

- Bike buddy judges answer. Eg: Law - He will not get stopped by police. Money - He won't get fined \$50 for not wearing a helmet. Friends - His friends may think he knows what he wants to do. Family - His family will be happy he is keeping safer. School - He will not be in trouble for not wearing a helmet. Health - A helmet will help to protect his from injury. He may feel happy that he is keeping safer. **BONUS**
- Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want his to wear a helmet may not be happy with his decision to wear a helmet. Family - His family will have to pay for his helmet and help to make sure he doesn't lose his helmet (but they will be happy he is keeping safer). School - He will have to find a place to store his helmet if he rides his bike to school. Health - His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
- Bike buddy judges answer. Eg: Law - He may meet a police officer. Money - He will not have paid \$20 or more for a helmet. Friends - His friends who do not want his to wear a helmet will have their way. Family - He may be grounded for not wearing a helmet and spend more time at home. School - He may spend more time at school on detention. Health - none. **BONUS**
- Law - He may be stopped by police. Money - He may be fined \$50 for not wearing a helmet. Friends - His friends who care about his safety may worry about his. Friends who want his not to wear a helmet may think they can manipulate his. Family - His family will be unhappy he is not keeping safer or doing as he has been asked to do. School - He may be in trouble for not wearing a helmet. Health - He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
- No. **BONUS**
- No. **BONUS**
- He may feel uncertain if he knows he should not be wearing his cap under his helmet, but he really likes his cap. He may feel happy that he is like most people - wearing a helmet when riding a bike.

Rider 7

- Fasten the straps firmly under the chin. Check that the straps are not frayed.
- The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his/her head the helmet should not move.
- Store her helmet away from the sun and water.
- Fasten the straps firmly under her chin and make sure her helmet is square on her head. She could fall from her bike and injure herself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
- Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
- To give the best possible protection to her head. So her helmet doesn't fall off.
- Wearing a cap under her helmet can make the helmet sit higher on her head giving her less protection. If she did fall from her bike the peak of her cap could hit the road, forcing her helmet backwards and giving her head less protection. A helmet only protects what it covers. **BONUS**
- Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
- Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better do up my straps.", "Take your helmet off and ride with us." "I want to wear my helmet." "How about we walk." "Don't ride with them. No words - Put helmet on correctly and ride with them." **BONUS**
- Bike buddy judges answer. Eg: "Good to see you wearing your helmet. How about you fasten your straps." "Sure." **BONUS**
- Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
- Bike buddy judges answer. Eg: Law - She will not get stopped by police. Money - She won't get fined \$50 for not wearing a helmet. Friends - Her friends may think she knows what she wants to do.

- Family - Her family will be happy she is keeping safer.
- School - She will not be in trouble for not wearing a helmet.
- Health - A helmet will help to protect her from injury. She may feel happy that she is keeping safer. **BONUS**
- Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want her to wear a helmet may not be happy with her decision to wear a helmet. Family - Her family will have to pay for her helmet and help to make sure she doesn't lose her helmet (but they will be happy she is keeping safer). School - She will have to find a place to store her helmet if she rides her bike to school. Health - Her helmet may be uncomfortable if it is not fitted correctly. **BONUS**
 - Bike buddy judges answer. Eg: Law - She may meet a police officer. Money - She will not have paid \$20 or more for a helmet. Friends - Her friends who do not want her to wear a helmet will have their way. Family - She may be grounded for not wearing a helmet and spend more time at home. School - She may spend more time at school on detention. Health - none. **BONUS**
 - Law - She may be stopped by police. Money - She may be fined \$50 for not wearing a helmet. Friends - Her friends who care about her safety may worry about her. Friends who want her not to wear a helmet may think they can manipulate her. Family - Her family will be unhappy she is not keeping safer or doing as she has been asked to do. School - She may be in trouble for not wearing a helmet. Health - She will not be protected from a head injury if she falls from her bike. She may feel unhappy that she is: breaking the law; that her head is not protected from injury. **BONUS**
 - No. **BONUS**
 - No. **BONUS**
 - She may feel uncertain if she knows she should really fasten the straps on her helmet. She may feel happy that she is like most people - wearing a helmet when riding a bike.

Rider 8

- They look okay. Check that they are fastened firmly under the chin. Check that the straps are not frayed.
- The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Make sure his helmet is square on his head.
- While he is wearing a helmet to protect himself from head injury, he could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
- Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/his bike and hits the road.
- To give the best possible protection to his head. So his helmet doesn't fall off.
- Wearing a cap under his helmet can make the helmet sit higher on his head giving his less protection. If he did fall from his bike the peak of his cap could hit the road, forcing his helmet backwards and giving his head less protection. A helmet only protects what it covers. **BONUS**
- Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
- Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks, I'd better straighten it up.", "Take your helmet off and ride with us." "I want to wear my helmet." "How about we walk." "Don't ride with them. No words - Put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: "Good to see you wearing your helmet. How about you straighten it up." "I think I need a new helmet." **BONUS**
- Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them." **BONUS**
- Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative - do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
- Bike buddy judges answer. Eg: Law - He will not get stopped by police. Money - He won't get fined \$50 for not wearing a helmet. Friends - His friends may think he knows what he wants to do.

- Family - His family will be happy he is keeping safer.
- School - He will not be in trouble for not wearing a helmet.
- Health - A helmet will help to protect his from injury. He may feel happy that he is keeping safer. **BONUS**
- Bike buddy judges answer. Eg: Law - None if it is fastened and is an Australian Standards approved bike helmet. Money - Helmets cost \$20 or more (but they are well worth the investment). Friends - Friends that don't want his to wear a helmet may not be happy with his decision to wear a helmet. Family - His family will have to pay for his helmet and help to make sure he doesn't lose his helmet (but they will be happy he is keeping safer). School - He will have to find a place to store his helmet if he rides his bike to school. Health - His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
 - Bike buddy judges answer. Eg: Law - He may meet a police officer. Money - He will not have paid \$20 or more for a helmet. Friends - His friends who do not want his to wear a helmet will have their way. Family - He may be grounded for not wearing a helmet and spend more time at home. School - He may spend more time at school on detention. Health - none. **BONUS**
 - Law - He may be stopped by police. Money - He may be fined \$50 for not wearing a helmet. Friends - His friends who care about his safety may worry about his. Friends who want his not to wear a helmet may think they can manipulate his. Family - His family will be unhappy he is not keeping safer or doing as he has been asked to do. School - He may be in trouble for not wearing a helmet. Health - He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
 - No. **BONUS**
 - No. **BONUS**
 - He may feel uncertain if he knows he should make sure his helmet covers his forehead. He may feel happy that he is like most people - wearing a helmet when riding a bike.

Rider 9

- Put a helmet on. Fasten the straps firmly under the chin. Check that the straps are not frayed.
- Put a helmet on. The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Wear a helmet correctly.
- He could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
19. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
20. Friends – His friends who don't want him to wear a helmet will have their way.
21. Family – He may be grounded for not wearing a helmet and spend more time at home.
22. School – He may spend more time at school on detention.
23. Health – His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg:
Law – He may meet a police officer.
Money – He will not have paid \$20 or more for a helmet.
Friends – His friends who do not want him to wear a helmet will have their way.
Family – He may be grounded for not wearing a helmet and spend more time at home.
School – He may spend more time at school on detention.
Health – none. **BONUS**
21. Law – He may be stopped by police.
Money – He may be fined \$50 for not wearing a helmet.
Friends – His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her.
Family – Her family will be unhappy he is not keeping safer or doing as he has been asked to do.
School – He may be in trouble for not wearing a helmet.
Health – He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
22. No. **BONUS**
23. No. **BONUS**
24. He may feel uncertain if he knows he should really be wearing a helmet. He may feel unhappy that he is not like most people – wearing a helmet when riding a bike.
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative – do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg:
Law – He will not get stopped by police.
Money – He won't get fined \$50 for not wearing a helmet.
Friends – His friends may think he knows what he wants to do.
Family – His family will be happy he is keeping safer.
School – He will not be in trouble for not wearing a helmet.

Rider 11

- They look okay. Check that they are fastened firmly under the chin. Check that the straps are not frayed.
- The angle looks okay. The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Ride on a bike path instead of the road. Ride with an adult. Follow the road rules when riding. Concentrate on riding and not get distracted. Maintain his bike in good order. Attend a bike safety course. Ride a bike that is the right size for him. Don't ride at night. Don't ride in the rain. Don't carry heavy loads on his bike. Don't carry passengers.
- While he is wearing a helmet to protect himself from head injury, he could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
- Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
- To give the best possible protection to his head. So his helmet doesn't fall off.
- Wearing a cap under his helmet can make the helmet sit higher on his head giving him less protection. If he did fall from his bike the peak of his cap could hit the road, forcing his helmet backwards and giving his head less protection. A helmet only protects what it covers. **BONUS**
- Broken arm (30%); cuts and bruises (17%); dislocation or sprain (10%); facial injury (12%); concussion or other head injury (17%); broken leg (8%); internal injuries (1%); other.
14. Bike buddy judges answer. Eg: "Your helmet looks cool." Response: "Thanks." "If you wear your helmet you are not riding with us." Response: "I want to wear my helmet." "How about we walk." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
15. Bike buddy judges answer. Eg: "Good to see you wearing your helmet." "Thanks." **BONUS**
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative – do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**

- Health – A helmet will help to protect him from injury. He may feel happy that he is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg:
Law – None if it is fastened and is an Australian Standards approved bike helmet.
Money – Helmets cost \$20 or more (but they are well worth the investment).
Friends – Friends that don't want his to wear a helmet may not be happy with his decision to wear a helmet.
Family – His family will have to pay for his helmet and help to make sure he doesn't lose his helmet (but they will be happy he is keeping safer).
School – He will have to find a place to store his helmet if he rides his bike to school.
Health – His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
 20. Bike buddy judges answer. Eg:
Law – He may meet a police officer.
Money – He will not have paid \$20 or more for a helmet.
Friends – His friends who do not want him to wear a helmet will have their way.
Family – He may be grounded for not wearing a helmet and spend more time at home.
School – He may spend more time at school on detention.
Health – none. **BONUS**
 21. Law – He may be stopped by police.
Money – He may be fined \$50 for not wearing a helmet.
Friends – His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her.
Family – Her family will be unhappy he is not keeping safer or doing as he has been asked to do.
School – He may be in trouble for not wearing a helmet.
Health – He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
 22. No. **BONUS**
 23. No. **BONUS**
 24. He may feel uncertain if he knows he should really be wearing a helmet. He may feel unhappy that he is not like most people – wearing a helmet when riding a bike.

Rider 10

- Put a helmet on. Fasten the straps firmly under the chin. Check that the straps are not frayed.
- Put a helmet on. The angle of the helmet should be square on the head to cover the forehead.
- The inside of the helmet should be labelled with the Australian Standard Mark.
- If the rider shakes his head the helmet should not move.
- Store his helmet away from the sun and water.
- Wear a helmet correctly.
- He could fall from his bike and injure himself.
- There is no space between the chin and the strap.
- A helmet can only protect what it covers.
19. Helmets that meet the Australian Standards for bike riding have been tested so that the thickness of the foam liner will adequately protect the head if a rider falls from his/her bike and hits the road.
20. Friends – His friends who do not want him to wear a helmet will have their way.
21. Family – He may be grounded for not wearing a helmet and spend more time at home.
22. School – He may spend more time at school on detention.
23. Health – His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
20. Bike buddy judges answer. Eg:
Law – He may meet a police officer.
Money – He will not have paid \$20 or more for a helmet.
Friends – His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her.
Family – Her family will be unhappy he is not keeping safer or doing as he has been asked to do.
School – He may be in trouble for not wearing a helmet.
Health – He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
21. Law – He may be stopped by police.
Money – He may be fined \$50 for not wearing a helmet.
Friends – His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her.
Family – Her family will be unhappy he is not keeping safer or doing as he has been asked to do.
School – He may be in trouble for not wearing a helmet.
Health – He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
22. No. **BONUS**
23. No. **BONUS**
24. He may feel uncertain if he knows he should really be wearing a helmet. He may feel unhappy that he is not like most people – wearing a helmet when riding a bike.
16. Bike buddy judges answer. Eg: "I want to wear my helmet." "Don't ride with them. No words - Put helmet on and ride with them. **BONUS**
17. Bike buddy judges answer. Eg: Say what you want. Look at the person. Keep hands and face relaxed. Speak firmly but friendly. Suggest an alternative – do something else. Do what you want to do. Walk away. Get help from a friend or adult. **BONUS**
18. Bike buddy judges answer. Eg:
Law – He will not get stopped by police.
Money – He won't get fined \$50 for not wearing a helmet.
Friends – His friends may think he knows what he wants to do.
Family – His family will be happy he is keeping safer.
School – He will not be in trouble for not wearing a helmet.

- Health – A helmet will help to protect him from injury. He may feel happy that he is keeping safer. **BONUS**
19. Bike buddy judges answer. Eg:
Law – None if it is fastened and is an Australian Standards approved bike helmet.
Money – Helmets cost \$20 or more (but they are well worth the investment).
Friends – Friends that don't want his to wear a helmet may not be happy with his decision to wear a helmet.
Family – His family will have to pay for his helmet and help to make sure he doesn't lose his helmet (but they will be happy he is keeping safer).
School – He will have to find a place to store his helmet if he rides his bike to school.
Health – His helmet may be uncomfortable if it is not fitted correctly. **BONUS**
 20. Bike buddy judges answer. Eg:
Law – He may meet a police officer.
Money – He will not have paid \$20 or more for a helmet.
Friends – His friends who do not want him to wear a helmet will have their way.
Family – He may be grounded for not wearing a helmet and spend more time at home.
School – He may spend more time at school on detention.
Health – none. **BONUS**
 21. Law – He may be stopped by police.
Money – He may be fined \$50 for not wearing a helmet.
Friends – His friends who care about his safety may worry about him. Friends who want him not to wear a helmet may think they can manipulate her.
Family – Her family will be unhappy he is not keeping safer or doing as he has been asked to do.
School – He may be in trouble for not wearing a helmet.
Health – He will not be protected from a head injury if he falls from his bike. He may feel unhappy that he is: breaking the law; that his head is not protected from injury. **BONUS**
 22. No. **BONUS**
 23. No. **BONUS**
 24. He may feel uncertain if he knows he should really be wearing a helmet. He may feel unhappy that he is not like most people – wearing a helmet when riding a bike.

Riders

Contents

- 24 Question Cards (Cut out the cards on the question cards sheets. Write the letter Q on the back of each question card.)
- 11 Answer Cards (Cut out the cards on the answer cards sheets. Write the number of the rider the answer card relates to the back of each answer card.)
- One "Riders" picture (Located on the centre pages of the Student Activity Book.)

Rules

Aim:

The aim of the game is score the most points from the question cards collected.

To Start:

1. Arrange the cards into two decks: Question Cards and Answer Cards.
2. Shuffle each deck and place them question/answer side down on a desk.
3. Open one Student Activity Book to the centre pages that illustrates the "Riders" picture and place it in the centre of the desk.
4. Deal one Question Card to each player.

To Play:

1. Players look at their Question Card.
2. The Bike Buddy has the first turn. He/she reads the question on his/her Question Card aloud, then answers the question about the person in the picture that is wearing the number of the top card on the Answer Card deck. Every question works with every rider in the picture.
3. The Bike Buddy picks up the Answer Card and checks the answer on the back of the card. Every question is numbered and has a corresponding answer on the answer card.
4. If a player answers correctly, he/she keeps the Question Card. If a player answers incorrectly, he/she returns the Question Card to the bottom of the deck. For questions with more than one answer, an answer is correct if matches any one of the answers. The bike buddy judges if answers are correct. Question cards with BONUS written on them score two points and all other cards are worth one point.
5. Play continues in an anti-clockwise direction.
6. When every player has answered his or her question for the Rider numbered on the Answer Card, place the answer card on the bottom of the deck and deal a new Question Card to each player.

The Winner:

The winner is the person who has the most points from the question cards that he/she has collected when all question cards have been won; or a time limit is reached.

Activity Sheet 1: Riders



After group discussion, write in the box the number of questions your group answered about the word or statement.

How to wear a helmet correctly

- SIZE - When shakes head the helmet doesn't move.
- POSITION - Helmet covers the forehead, sits square on the head.
- STRAPS - Straps are firmly fastened under the chin
Side straps are fastened so the helmet doesn't move
Straps in good condition
- FOAM SHELL - Replace your helmet if the foam shell is damaged.
- CAP - Wearing a cap under a helmet can prevent the forehead from being protected.
- COLOUR - A brightly coloured helmet can help a cyclist to be seen.
- AUSTRALIAN STANDARD MARK - The Australian Standard Mark inside the helmet means it is suitable for bike riders.
- OTHER (Please describe) _____



Advantages of wearing a helmet correctly (Write one example for each word)

- Law _____
- Money _____
- Friends _____
- Family _____
- School _____
- Health _____
- OTHER (Please describe) _____

Disadvantages of wearing a helmet correctly (Write one example for each word)

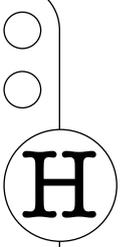
- Law _____
- Money _____
- Friends _____
- Family _____
- School _____
- Health _____
- OTHER (Please describe) _____

Assertive behaviour when wearing a helmet (Write one example for each behaviour)

- Say what you want to say _____
- Do what you want to do _____
- Get help _____
- Tips for behaving assertively _____



Home Activity 1: Home Helmet Check



Ask an adult you live with to look at your bike helmet with you.

Name of person helping you: _____

We have been learning about the advantages of wearing a bike helmet correctly. Would you please look at my bike helmet with me to make sure it will give me the best protection?"

My bike helmet on my head	TEST	SCORING	My Score
SIZE	When shaking the head the helmet...	Moves 0 points Doesn't move 1 point	
POSITION	Forehead protected?	No 0 points Yes 1 point	
STRAPS	Clipped together?	No 0 points Yes 1 point	
	Firm under chin?	No 0 points Yes 1 point	
	Condition of straps?	Poor 0 points Good 1 point	
FOAM SHELL	Cracked?	Yes 0 points No 1 point	
	Signs of breaking up?	Yes 0 points No 1 point	
COLOUR	What colour is it?	Dark 0 points Bright 1 point	
COVER	What type of cover?	None 0 points Soft 1 point Hard 2 points	
CAP/HAT	Worn under helmet?	Yes 0 points No 1 point	
AUSTRALIAN STANDARD MARK	Inside the foam shell?	No 0 points Yes 1 point	

HOME ACTIVITY 1: HOME HELMET CHECK

YOUR SCORE: _____ / 12

● Factors that led to a lower score included:

● How can I improve my score?

● Do I need a new helmet? Yes No

Thank you for looking at my bike helmet on my head.

Signature of person helping - _____



● Please return your Home Activity to class.



Home Activity 1: Family Information Sheet

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Task

How to wear a bike helmet correctly

- Many things can cause a child to lose balance when cycling – a stone in the road, a kerb, a bike that is too big, a friend calling out, or being hit by a car.
- Your child should wear a helmet every time he/she rides a bike – on roads, footpaths, bike paths, even in the back yard.
- Wearing a helmet can help protect cyclists from head injuries if the helmet is:
 1. The right size;
 2. Fastened firmly under the chin; and
 3. Positioned to protect the forehead.
- The information below will help you to check your child's helmet:

If the helmet has been dropped or involved in a crash, it should be replaced. Even if you can't see the damage.

The helmet should fit firmly, without moving backwards or forwards or side to side.

The helmet should be positioned on the head to protect the forehead. A helmet can only protect what it covers.

A brightly coloured helmet or clothing can help a cyclist to be seen.

Wearing a cap or other hat under the helmet can prevent the forehead from being protected.

Ventilation holes help the head to stay cool.

The side straps need to be adjusted so the helmet doesn't move.

The chin straps need to be fastened firmly under the chin.

Look for the Australian Standard Mark ASM on the helmet. This means the helmet is suitable for bike riders.

The helmet should be stored out of the sun and the rain.



Have you talked with your family and agreed on Family Cycling Rules?

Yes No

Which of these are in your Family Cycling Rules?

Always wear a bike helmet whenever you ride ("No helmet, no riding.")

We talk about our Family Cycling Rules.

We check that our helmet fits correctly.



Activity 2: Riders 2

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Task

Students participate in an empathy building exercise to allow them to examine their attitudes to wearing a bike helmet when riding.

Outcomes in the Health and Physical Education Learning Area

This activity may provide students with the opportunity to achieve the following outcomes.

Knowledge and understandings

CHL 3 – The student understands that personal health, safety and physical activity practices enhance the physical, mental and social aspects of their own and other’s health.

- Describes factors that are associated with bicycle crashes.
- Understands the extent of bicycle-related injury to Western Australian children.

Attitudes and values

- Values the need for wearing a helmet when riding.
- Values personal responsibility for wearing a bike helmet.

Self-management skills

SMS 3 – The student uses basic self-management skills to meet personal health and physical activity needs.

- Examines the consequences of wearing or not wearing a bike helmet using the decision-making process.

Interpersonal skills

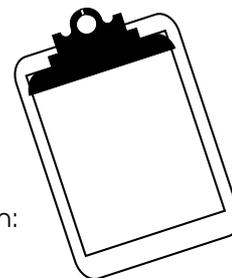
IS 3 – The student demonstrates communication and cooperation skills that contribute to interpersonal and group interactions

- Works cooperatively in small groups.

Monitoring and assessment

This activity will provide teachers with an opportunity to assess whether students can:

- Describe factors that are associated with bicycle crashes;
- Understand the consequences of not wearing a helmet if involved in a bicycle-related crash; and
- Describe the effect not wearing a helmet can have on the individual, family and friends.



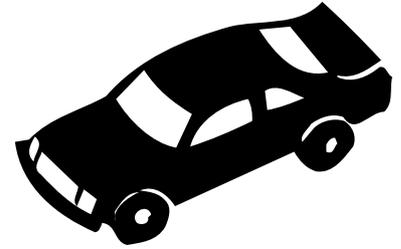
Preparation

1. Arrange for Year 7 peer leaders to attend the class.
2. Six pieces of paper numbered one to six that can be placed in a cap. Place a red dot beside two numbers and a blue dot beside another two numbers.
3. One die.
4. Student Activity Books – Activity Sheet 2.
5. Home Activity 2.



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Activity 2: Riders 2



Procedure

1. Review Home Activity 1.
2. Discuss any crashes or 'near misses' students have seen or experienced. Ask students to identify factors that helped avoid or reduce the injuries experienced by the cyclist.
3. Present the following statistics to students.

In one year in Western Australia, as a result of being injured when riding a bicycle:

- 3 children aged 12-16 years were killed;
 - 500 children aged 6-16 years attended the emergency department at hospital. (Eg: equivalent to every student in your school)
 - 213 children were admitted to hospital
 - 148 children had a broken arm (Eg: equivalent to five classes of students)
 - 37 had a skull fracture and/or bleeding in the brain (Eg: equivalent to $1\frac{1}{3}$ times our class)
 - 250 were wearing a helmet, the other 250 were not.
4. Brainstorm the factors that may have contributed to the crashes that caused these deaths and injuries. Consider environment, person and vehicle/bike factors. For example:
 - lack of balance
 - loss of control of the bike
 - not concentrating
 - riding on a busy road
 - ignore traffic
 - hit kerb
 - riding on the wrong side of the road
 - driver didn't see cyclist
 - wearing a helmet leading to an injury rather than a death
 - poor brakes on bike
 - no lights on bike

Be sure the discussion includes protective measures that were, or, could have been taken by the driver or the cyclist to minimise the injuries.

Discuss the possible effects of each crash on the people who were involved. Emphasise to student that these situations relate to real people (like themselves) and how crashes impact on families (like their own).



Activity 2: Riders 2

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6. Draw six bicycles on the board and explain that in this scenario, six young people about their age go for a ride. Draw a face above each bike and allocate each face a number from one to six. Explain that only four people are wearing helmets – draw a helmet above four of the faces.



6. Put students into six groups, assign a bike buddy to each group and allocate each group a number that corresponds with a rider number. (This could be done by drawing numbers from a hat. Put a red dot next to two numbers to indicate that these people will not be wearing a helmet. Put a blue dot next to another two numbers to indicate that these people will be wearing a helmet but it does not fit them correctly.) Have each group build their rider profile by answering the questions on Activity Sheet 2 in their Student Activity Book – Riders 2. Allow the groups time to feel some personal involvement with their rider.

7. When the students have completed Activity Sheet 2 write the names of the riders above the riders drawn on the board.

8. Explain that riders are going to have a crash and that crashes don't follow strict patterns as to who dies, lives or is injured. To illustrate this element of chance the teacher throws a die for each of the riders such that:

Six – means he/she dies.

Five – means he/she suffers severe head injuries e.g. becomes a quadriplegic.

Four – means he/she is injured to the point of needing to be hospitalised.

Three – means he/she had been injured but not seriously enough to be hospitalised.

Two – means he/she is uninjured, but his/her closest friend is seriously injured.

One – means he/she is uninjured.



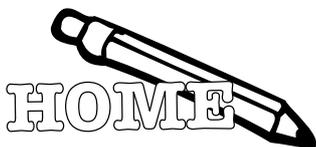
9. Tell students that one point will be taken off the number rolled if the person was wearing a helmet, and two points off if they were wearing it correctly because the risk of serious injury is decreased. Write the results on the board: eg: Bill – dead; Francis – seriously injured.

10. Have students reflect on the riders in their groups and list how the riders' lives and /or their families' lives might change as a result of this crash. Discuss with the class.

11. Discuss the following questions with the class:

- What factors could have contributed to this crash?
- How might the injuries from the crash have been prevented or reduced?

This activity should be used carefully if you have a child in the class who was injured in a bike crash. The focus should be that there are things bike riders and car drivers can do to avoid a crash. However, sometimes these events occur when we do try hard to prevent them.

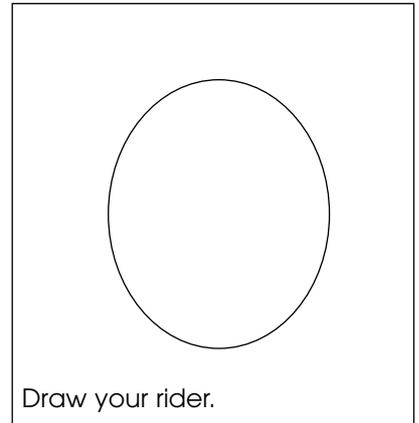
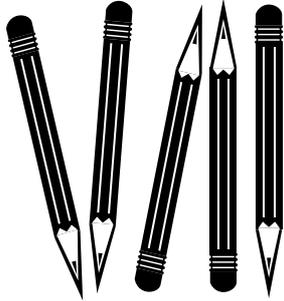


12. **Home Activity 2** – Discuss the procedures for Home Activity 2. Ask students to complete the home activity with an adult and return it to the next class.

Activity Sheet 2: Riders 2

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Complete the following information about you rider.



Draw your rider.

Name: _____

Age: _____

Describe family: _____

How his/her parents describe him/her: _____

After school activities: _____

Weekend activities: _____

Sports: _____

Relationship to any of the other riders: _____

Short term goals (this week or this year):

School _____

Sport _____

Holidays _____

Friends _____

Home/family _____

Long term goals (over the next ten years):

School _____

Work _____

Sport _____

Holidays _____

Friends _____

Relationships _____

Home/family _____

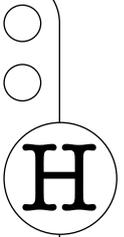
Wearing a helmet

Yes No

Wearing a helmet correctly

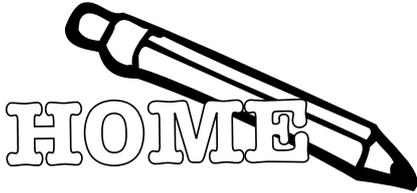
Yes No

Home Activity 2: Interview with a Driver



Ask an adult driver you live with if you could interview him/her about cyclists.

Name of person being interviewed: _____



We have been learning about cycling situations at school. Would you please discuss each of the following questions with me and then I will write your answer?

1. What type of motor vehicle do you mostly drive?

2. How long have you had your driver's licence? _____ years

3. Do you sometimes find it difficult to see cyclists when you are driving? Yes No

4. In what situations is it difficult to see cyclists when you are driving?

5. What actions could cyclists take that would make it easier for drivers to see them?

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

7. What do younger cyclists do that put them at greater risk than older cyclists?

8. Why do you think it is more important for cyclists to wear a helmet now than when you were younger? (Eg: because there are more cars on the roads these days)

9. What do you do to be a safer driver around cyclists?

Thank you for allowing me to interview you.

Signature of person interviewed - _____

My goal (student) for becoming a safer cyclist is:

● Please return your Home Activity to class.



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NOTES

HEAVE HO! TUG OF WAR

Activity 3: Heave Ho, Tug of War

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Task

Students participate in a tug of war (the decision making process) by weighing up the advantages and disadvantages of choosing to wear or not wear a bike helmet.

Outcomes in the Health and Physical Education Learning Area

This activity may provide students with the opportunity to achieve the following outcomes.

Knowledge and understandings

CHL 3 – The student understands that personal health, safety and physical activity enhance the physical, mental and social aspects of their own and other’s health.

- Describes the social, economic, legal, physical and emotional consequences of wearing or not wearing a bike helmet.
- Identifies consequences to the individual, friends and family of wearing or not wearing a bike helmet.

Attitudes and values

- Values the need for wearing a helmet when riding.
- Values personal responsibility for wearing a bike helmet.

Self-management skills

SMS 3 – The student uses basic self-management skills to meet personal health and physical activity needs.

- Recognises decisions have positive and negative consequences.
- Considers the advantages and disadvantages of wearing a bike helmet in the decision-making process.
- Uses the decision-making model to make an informed choice.

Interpersonal skills

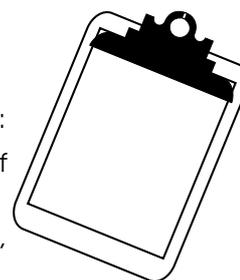
IS 3 – The student demonstrates communication and cooperation skills that contribute to interpersonal and group interactions

- Works cooperatively in small groups.
- Uses speaking and listening skills to consider their own and others’ feelings in a dilemma situation.

Monitoring and assessment

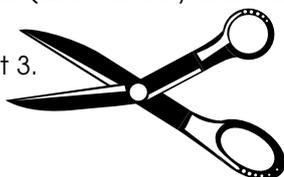
This activity will provide teachers with an opportunity to assess whether students can:

- Describe the social, economic, legal, physical and emotional consequences of wearing or not wearing a bike helmet;
- Describe the consequences wearing a bike helmet can have on the individual, family and friends; and
- Use speaking and listening skills to consider their own and others’ feelings in a dilemma situation.



Preparation

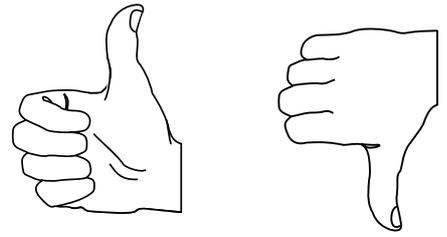
1. Arrange for Year 7 peer leaders to attend the class.
2. Paper or cards for students to write key points raised in group work.
3. One long rope suitable for a tug of war (alternatively draw a rope on the board and have blue tack available).
4. Student Activity Books – Activity Sheet 3.
5. Home Activity 3.



ACTIVITY 3: HEAVE HO, TUG OF WAR

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Activity 3: Heave Ho, Tug of War



Procedure

1. Review Home Activity 2.
2. Discuss with students how decisions are often made by assessing the advantages and disadvantages of taking particular actions.
3. The following is a summary of the decision making procedure with which children may be familiar. (This can be substituted for other models used with students.)

Decision Making

Situation – What is the situation and how do you feel about it?

Choices – What choices could you make?

Positive things that might happen for each choice

Negative things that might happen for each choice

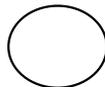
Action – Think about the positives and negatives and decide which choice is best for you

Reflection – Was it a good choice? What would you do next time?

4. Students individually read Activity Sheet 3 and list the reasons for and against the possible decisions that have been suggested for each scenario.

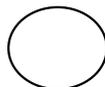
Students could be prompted to think of reasons concerning themselves and

- the law;
- money
- friends;
- family;
- school; and
- health.



Students could also be prompted to think of reasons concerning others (eg: friends, family) and

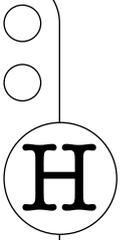
- the law;
- money
- friends;
- family;
- school; and
- health.



5. Allocate students to groups of five and a bike buddy. Under the direction of their bike buddy, group members take it in turns to raise a new point for or against a decision. For each scenario, groups should select their group's three most likely reasons people their age would give for and their best three points against each decision. Each of the groups selected six points should be written on six separate pieces of card or paper.

HEAVE HO! TUG OF WAR

Activity 3: Heave Ho, Tug of War



- When completed, have all students move to a large grassed area with their activity sheets and group cards. Randomly assign groups to the 'for' or 'against' team.

Note: to ensure equal numbers on either side of the 'tug', students may have to be on a side representing a view to which they are opposed. Explain to students that this can be a useful exercise in helping them to appreciate, but not necessarily agree with, an opposing view.

- Ask students/groups to indicate a reason alternately for or against the situation and then join the tug on the appropriate side. The teacher will need to adjudicate if the reason is appropriate and different to other points already raised. Using a long rope, begin the tug when all new points have been made. (If a tug of war using rope is not available draw a rope on the board and have students stick their pieces of paper on the appropriate end of the rope drawn on the board.)
- Repeat this procedure for each of the situations after a brief discussion about what the students would decide to do after careful consideration of the pros and cons. Although noisy and strenuous, this game does make students feel involved in examining the safe and dangerous aspects of road-related decisions.

Allow time for students to reflect privately on their stance for each of the scenarios presented and reconsider the view they expressed on the resource sheet.

- As a class or individually give students the opportunity to reflect on the decision making process by answering the following questions:
 - Why is it important to consider the positive and negative outcomes that might happen for each choice before making a decision?
 - For each of the situations, what would you decide to do and how would you act on that decision?
 - Why is it sometimes difficult to act on a decision you have made when you are with your friends?
 - What are some techniques you have seen others using to withdraw from a dangerous situation without losing friends or being embarrassed?



- Home Activity 3** - Discuss the procedures for Home Activity 3. Ask students to complete the home activity with an adult and return it to the next class.

ACTIVITY 3: HEAVE HO, TUG OF WAR



Activity Sheet 3: Tug of War



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Steps

You are riding your bike at the park (with your helmet on) when you meet up with a new friend. You take off your helmet and talk for a while. Your friend borrows your bike and shows you how he/she can ride down the set of five steps you are standing near, using your bike. He/she doesn't wear your helmet. He/she suggests you try the trick. You want to try.

Reasons for and against putting your helmet back on before attempting to ride down the steps:

FOR

AGAINST

Friends

This is the first time your mum has allowed you to ride on your own. Wearing your helmet, you ride to the local shops where you meet up with some friends. Two of your friends are wearing helmets and two are not. Your friends ask you to ride with them to the basketball court.

Reasons for and against riding with your friends and wearing your helmet:

FOR

AGAINST

Small Helmet

Your friend comes to your house asking you to ride with him/her. You want to go for a ride but you haven't ridden for a while and your helmet is too small for you. You tell your friend you would rather do something else because your helmet is too small. Your friend says "Don't worry about a helmet, we won't go far. Just hang it on your handle bars."

Reasons for and against riding with your friend without a helmet:

FOR

AGAINST



Home Activity 3: Being Assertive



Ask an adult family member to help you to complete the questionnaire below.

Dear Parent/Care giver,

Over the next few years your child and many of his/her friends may feel pressured to do something that is not safe, for example, not wear a helmet when bike riding. Some young people find it hard to resist this pressure and find it hard to say or do what they want or feel around people their age and older.

Find out how assertive you and your child are by responding to the following statements. Read each statement carefully before ticking the best response for you.

DO YOU FIND IT EASY TO ...	ADULT FAMILY MEMBER			STUDENT		
	Almost never 1 point	Some-times 2 points	Usually 3 points	Almost never 1 point	Some-times 2 points	Usually 3 points
1. Tell someone how you really feel.						
2. Accept a sincere compliment.						
3. Talk when everyone is watching you.						
4. Say "NO" when you want to.						
5. Control your temper in an argument.						
6. Remain calm when someone makes fun of you.						
7. Speak up when you don't like how you are being treated.						
8. Do what seems right to you, even if others disagree.						
9. Ask friends for help.						
10. Ask for something you want.						
11. Tell your friends when they have upset or ignored you.						
12. Admit that you were wrong or that you don't know.						
13. Remind a good friend who owes you money to pay it back.						
COLUMN SCORE						
TOTAL SCORE						
RATING						

HOME ACTIVITY 3: BEING ASSERTIVE

How assertive are you? Match your score to the following ratings:

- 13-19 points - not very assertive
- 20-26 points - somewhat assertive
- 27-33 points - assertive
- 34-39 points - very assertive

- Discuss any of the situations you found difficult.
- What do you suggest you could do to improve?
Did you know that about 90% of primary school children riding to school wear a helmet, but only 43% of high school students riding to school wear a helmet?

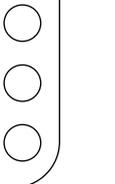
Tips on how you can support your child to always wear a helmet when riding now and in the future include:

- TALK with your child about wearing a helmet correctly and situations when he/she may be pressured to not wear a helmet.
- PRACTISE - Describe a situation to your child where he/she might feel pressured to not wear a helmet. Ask your child what he/she would say or do in the situation. Speaking assertively can be easier for young people if they practise in lots of different everyday situations.
- SUPERVISION - Know where your child is and what they are doing.
- FAMILY RULES - Discuss and maintain family rules about keeping safe when riding a bike. Support your family rules by all family members following the rules and making sure all family members have a correctly fitting helmet.

Thank you for completing the questionnaire with me.

Signature of adult family member - _____

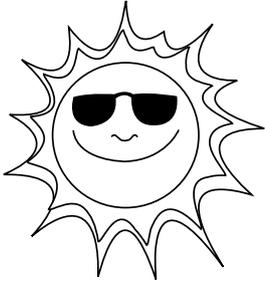
- Please return your Home Activity to class.





Notes





Activity 4: Assertive Behaviour

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Task

Students participate in role-plays to practise assertive behaviour to wear a bike helmet correctly.

Outcomes in the Health and Physical Education Learning Area

This activity may provide students with the opportunity to achieve the following outcomes.

Knowledge and understandings

CHL 3 – The student understands that personal health, safety and physical activity practices enhance the physical, mental and social aspects of their own and others' health.

- Describes assertive behaviour.
- Identifies the differences between submissive, assertive and aggressive behaviour.

Attitudes and values

- Values the need for prevention and safety to prevent bicycle-related injury.
- Values personal responsibility for wearing a bike helmet.

Self-management skills

SMS 3 – The student uses basic self-management skills to meet personal health and physical activity needs.

SMS 4 – The student applies self-management skills, showing an awareness of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals.

- Demonstrates ways to cope with positive and negative comments from peers.
- Predicts and reflects, in role-play situations, on the consequences of decisions when faced with peer pressure.

Interpersonal skills

IS 3 – The student demonstrates communication and cooperation skills that contribute to interpersonal and group interactions.

IS 4 – The student demonstrates communication and cooperation skills that enhance interpersonal and group interactions.

- Works cooperatively in small groups.
- Uses speaking and listening skills to consider their own and others' feelings in a dilemma situation.
- Demonstrates examples of assertive behaviour concerning wearing a bike helmet.
- Demonstrates effective communication.

Monitoring and assessment

This activity will provide teachers with an opportunity to assess whether students can:

- Describe assertive behaviour;
- Identify the differences between submissive, assertive and aggressive behaviour;
- Demonstrate examples of assertive behaviour concerning wearing a bike helmet;
- Demonstrate effective communication; and
- Work cooperatively in small groups.



Activity 4: Assertive Behaviour

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Preparation

1. Arrange for Year 7 peer leaders to attend the class.
2. Teacher Sheet 1.
3. Cut out: the words or statements; group instructions; zag cards.
4. Blu tack.
5. Student Activity Books – Activity Sheet 4, Activity Sheet 5, Activity Sheet 6.
6. Home Activity 4.



Procedure

1. Review home activity

Review the assertiveness questionnaire from Home Activity 3.

2. Making decisions

Discuss with students that sometimes they may be in a situation where they feel pressured to do something they:

- a. **don't want to do; or**
- b. **would like to do, but feel it is not safe to do.**

For example, you might see some friends skateboarding or rollerblading on the road and they ask you to join them.

Ask students for possible reasons why you **don't want to skate/rollerblade** with them. Responses may include – you might:

- get hurt;
- fall off and look silly; or
- get into trouble from a family member.



Ask student for reasons why you might **want to skate/rollerblade** with them. Responses may include – you might:

- want to be a part of the group and skate;
- like the group and feel you won't stay friends if you don't skate;
- don't want to be left out; or
- think it will be fun to skate/rollerblade.

After **weighing up the reasons for and against skating/rollerblading** on the road you **decide it is not safe to do it now and/or not what you want to do**, you are going to have to say or do something about it, and maybe need to give a response.

Activity 4: Assertive Behaviour

H

3. Assertive Behaviour "Y" Chart

Explain to students that one way to deal with these pressure situations is to be assertive. Write the words "Assertive Behaviour" on the board. Using a "Y" chart brainstorm what students think being assertive looks, sounds and feels like. Stress that assertive behaviours are both verbal and non-verbal behaviours. See Teacher Sheet 1 for an example.

Ask students to copy the Y chart from the board to their Student Activity Book on Activity Sheet 4.

4 Submissive – Assertive – Aggressive

Write the words submissive and aggressive on either side of the assertive behaviour Y chart so that the words submissive, assertive, aggressive appear in this order on the board. Explain that assertive is in the middle of the three words because assertive is half way between "too soft" (submissive) and "too hard" (aggressive). Discuss the differences between submissive, assertive and aggressive language/behaviour by cutting up the cards on Resource Sheet 1 and distributing them to students. Ask three students at a time to come forward and place their card under the behaviour that they think matches their card. Students use a small piece of blu tack to secure the card to the board. Some students may need to use a dictionary for words they aren't familiar with. As students place their cards on the board discuss classifications where there is any disagreement. Disagreement is good if students can justify their argument with accurate information.

Stress to students that each of these words alone rarely constitute assertiveness. They should recall the "Y" chart where an assertive behavior is a combination of looks like, sounds like and feels like.

Ask students how each of the aggressive and submissive characteristics can be changed to be assertive behaviours eg: Lowered eyes – change to "make eye contact".

Emphasise that people can be all three. We are not categorising people but the associated behaviours.

5. Being Assertive

Explain the following two tips for assertive behaviour:

- **Be assertive at all times**

Discuss with students that the assertive behaviours brainstormed in the Y chart are behaviours that we should use at all times, not just in pressure situations. Being assertive is communicating effectively.

- **The less "drama" the better**

For many situations or decisions that you make you don't need to say anything. Where possible you should "just do it", the less "drama" the better.

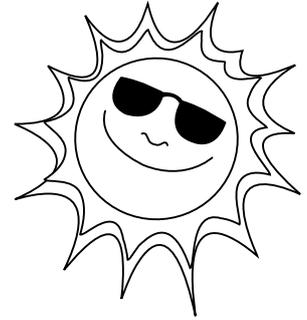
For example, in a situation where you were being pressured to not wear a helmet, an assertive response would be:

Say: I want to ride with you, and I am going to wear my helmet.

Do: Just put on your helmet.

Ask students to read through the "zig bank" in their Student Activity Book, Activity Sheet 5. The "zig bank" is a list of assertive responses to get "warmed up" for responding assertively.

Activity 4: Assertive Behaviour



H

6. Practise Responding Assertively

Demonstration

As a class and under the direction of the teacher, work through the first scenario on Activity Sheet 6. The first three scenarios are from Activity 3, therefore students will already have weighed up the advantages and disadvantages to wearing a helmet in the situations. Students should never role-play negative behaviours.

The teacher should read the scenario and ask a bike buddy to respond assertively. An example of a response to the first scenario could be:

Scenario - STEPS

You are riding your bike at the park (with your helmet on) when you meet up with a new friend. You take off your helmet and talk for a while. Your friend borrows your bike and shows you how he/she can ride down the set of five steps you are standing near, using your bike. He/she doesn't wear your helmet. He/she suggests you try the trick. You want to try.

What would you say or do?

Say: That looks cool, I'll try it. Just wait a minute while I put my helmet on.

Do: Puts on helmet without saying anything.

Individuals

Using Activity Sheet 6 have students write what they would say or do in response to the first three scenarios.

Pairs

After completing individual responses ask students to discuss the script in pairs and make any adjustments to their script that they think is required. If they are having difficulty thinking of assertive responses they can use the "Zig Bank" in their activity book.

Activity 4: Assertive Behaviour

H

ACTIVITY 4: ASSERTIVE BEHAVIOUR

Groups

Allocate students to same gender groups of four and a bike buddy. Explain that each group member will have a role in presenting a shadow role-play for the three scenarios they have written responses for.

A shadow role-play is where two people play the one role-play – one speaks or acts and the other (the shadow) explains the components of being assertive the other uses. The shadow can use the assertive behaviour Y chart as a check list.

Distribute group instruction cards. The possible roles and descriptions for group members are:

Checker ensures that everybody understands the work in progress and that every one has a turn in the different role-play tasks (Bike Buddy)

Reader reads scenarios and instructions to the group (Bike Buddy)

Timekeeper keeps the group focused on the task and monitors the time (Bike Buddy)

Role-player responds assertively to the question/situation

Shadow explains the components of being assertive the role-player uses. The shadow can use the assertive behaviour Y chart as a checklist.

Interviewer After a pair of students have shadow role-played an assertive response the interviewer asks the person who gave the assertive response to reflect on his/her response by responding to the following questions (See resource sheet for group copies.):

1. Do you think your response was assertive?
2. How did you feel when you spoke assertively?
3. Was it hard to make a quick response?
4. How could you have made a better response?
5. Were you happy with your response? If not, what could you have said or done?

Summariser/active listener pulls together what has taken place in the role-play – ie., what the reader, role-player and shadow have said or done in the role-play and post-role-play interview

Have groups practise their assertive responses to the scenarios on Activity Sheet 6 using a shadow role-play. Ensure students swap roles so they each have an opportunity to be a 'shadow' and practise being assertive. Students who respond submissively or aggressively will need assistance from the bike buddy or the teacher to modify their response to an assertive response.



Notes

H

NOTES



Activity 4 Part 2: Assertive Behaviour

H

Task

Students participate in zig-zag role-plays where they are required to maintain assertive behaviour under continued pressure.



7. Responding assertively again to a push back - Zig-Zag

As a class and under the direction of the teacher explain to students that sometimes situations don't end with one response. Sometimes when people "push" you a little further, you perceive you need to say more, or a situation changes. These can be called 'push backs'.

Write the words 'zig' and 'zag' on the board. Under the word zig write 'assertive response' and under the word zag write 'push back'.

Zig
Assertive response

Zag
Push back



Demonstrate the 'Zig-Zag' activity using the STEPS scenario on Activity Sheet 6. The Zig-Zag activity requires students to maintain their stance under continued pressure.

Demonstration

Step 1 Teacher reads STEPS scenario on Activity Sheet 4.

You are riding your bike at the park (with your helmet on) when you meet up with a new friend. You take off your helmet and talk for a while. Your friend borrows your bike and shows you how he/she can ride down the set of five steps you are standing near, using your bike. He/she doesn't wear your helmet. He/she suggest you try the trick. You want to try.

What would you say or do?

Step 2 Ask a bike buddy to respond assertively (zig)

That looks cool, I'll try it. Just wait for a minute while I put my helmet on.

If the group feels this is an assertive response place a tick under the zig column

Step 3 Teacher reads a push back (zag).

Before you put your helmet on your new friend says "What do you need your helmet for, it's only a few steps?"

Place a tick under the zag column.

Step 4 Ask a bike buddy to respond assertively (zig)

"My parents would be furious with me if they saw me without a helmet on."

If the group feels this is an assertive response place a tick under the zig column.

Activity 4 Part 2: Assertive Behaviour

H

Step 5 Teacher reads a push back (zag).

"I did it without a helmet on why can't you?"

Place a tick under the zag column.

Step 6 Ask a bike buddy to respond assertively (zig)

Just put the helmet on - no words.

If the group feels this is an assertive response place a tick under the zig column

Step 7 Teacher reads a push back (zag).

It is starting to rain and the steps are slippery.

Step 8 Ask a bike buddy to respond assertively (zig)

"I don't want to get wet, let's go home."

Group work

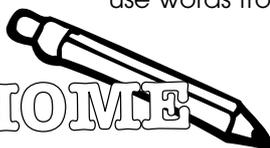
Ask students to return to their groups of four and their bike buddy from the first part of this lesson. Cut out Zag cards and distribute one set of zag cards to each group. Ask the groups to conduct a zig-zag activity for the numbered scenarios on Activity Sheet 6 in their Activity Book. Group members can either take it in turns responding to the push back or see how many zigs each group member can respond to. When each group has completed their role-play rotate the sets of zag cards around the groups.

Ask students to suggest scenarios they have experienced or seen others experiencing and conduct a zig-zag activity.

8 Reflection

Give students the opportunity to reflect on their assertive behaviour activities by responding to the following questions:

- What assertive responses do you like best?
- How did you feel when you responded assertively?
- What sort of body language did you use when you were responding assertively?
- What might stop you from responding assertively if you were really faced with these situations?
 - Why is it sometimes difficult to be assertive to your friends or peers?
 - What could you do to make it easier to be assertive with your friends?
 - If you were repeatedly under pressure to do something you didn't want to, what else could you do? (Get help from a friend or an adult. Walk away.)
 - Make up an acronym for being assertive: eg: TED - treat everyone decently. Students could use words from the assertive behaviour Y chart. BESAC - Be strong and considerate.

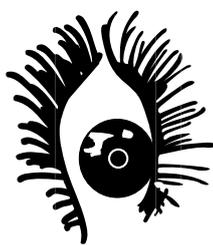


HOME

9. **Home Activity 4** - Discuss the procedures for Home Activity 3. Ask students to complete the home activity with an adult and return it to the next class.



Teacher Sheet 1: Assertive Behaviour "Y" Chart



Looks like:

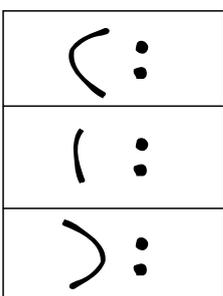
- Stand tall/upright
- Direct eye contact
- Smile or look calm
- Ignore the pressure
- Walk away, leave the situation
- Get help from an adult
- Get help from a friend



Sounds like:

- Speaking firmly but friendly
- Start strong, finish strong
- Standing up for yourself

Assertive Behaviour



Feels like:

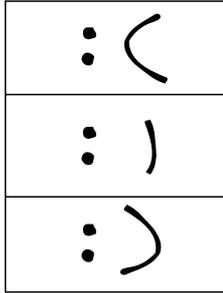
- Feeling strong
- Feeling in control
- Doing what you want to do
- Stay confident
- Feeling happy
- Resist manipulation
- Feel good about yourself

Activity Sheet 4: Assertive Behaviour "Y" Chart

H

ACTIVITY SHEET 4:
ASSERTIVE BEHAVIOUR "Y" CHART

Looks like:



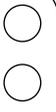
Feels like:

Assertive Behaviour

Sounds like:



Notes





Assertive

Stand tall/upright	Bold
Direct eye contact	Confident
Smile or look calm	Positive
Ignore the pressure	Firm
Walk away, leave the situation	Attractive
Get help from an adult	Strong
Get help from a friend	Respected
Speaking firmly but friendly	Appropriate
Start strong, finish strong	Direct
Standing up for yourself	Responsible
Feeling strong	Calm
Feeling in control	Honest
Doing what you want to do	Space
Stay confident	Steady
Feeling happy	"I choose not to ..."
Resist manipulation	
Feel good about yourself	

Submissive

No eye contact
Voice too quiet
Doesn't consider self, lets other do what they want
Apologising too much
Looks scared
Subservient
Appease
Silent
Whinging
Whining
Hinting
Pleading
Self-effacing
Lethargic
Inert
Compliant
Selfless



Deferential

Shy

Quiet

Passive

"I can't ..."

Polite

Inferior

Humble

Aggressive



Speaking too loudly

Using gestures that feel and/or look unkind like pointing

Standing too close

Fist shaking

Using threatening words

Only thinking about self

Putting other people down

Getting angry

Degrade

Hostile

Angry

Violate

Bullying

Loud

Humiliating

Selfish

Destructive

Injurious

Belittling

Tantrum-thrower

Monster

Demanding

"I won't ..."

superior

Threatening

Sarcastic

Condescending

Arrogant

Manipulating

Irresponsible

Dishonest

Guilt-inducer

Saboteur

Martyr

Quiet aggressive

Group Instructions

Checker ensures that everybody understands the work in progress and that every one has a turn in the different role-play tasks (Bike Buddy)

Reader reads scenarios and instructions to the group (Bike Buddy)

Timekeeper keeps the group focused on the task and monitors the time (Bike Buddy)

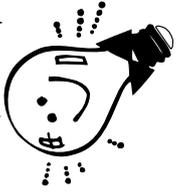
Role-player responds assertively to the question/situation

Shadow explains the components of being assertive the role-player uses. The shadow can use the assertive behaviour Y chart as a checklist.

Interviewer After a pair of students have shadow role-played an assertive response the interviewer asks the person who gave the assertive response to reflect on his/her response by responding to the following questions.

1. Do you think your response was assertive?
2. How did you feel when you spoke assertively?
3. Was it hard to make a quick response?
4. How could you have made a better response?
5. Were you happy with your response? If not what could you have said or done?

Summariser/active listener pulls together what has taken place in the role-play – i.e., what the reader, role-player and shadow have said or done in the role-play and post-role-play interview



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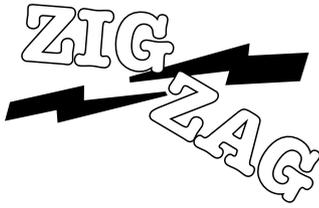
Summariser/active listener pulls together what has taken place in the role-play – i.e., what the reader, role-player and shadow have said or done in the role-play and post-role-play interview



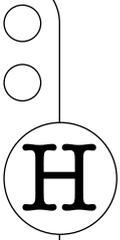


Notes





Activity Sheet 6: Being Assertive



Steps

You are riding your bike at the park (with your helmet on) when you meet up with a new friend. You take off your helmet and talk for a while. Your friend borrows your bike and shows you how he/she can ride down the set of five steps you are standing near, using your bike. He/she doesn't wear your helmet. He/she suggests you try the trick. You want to try but you are feeling a bit scared because the steps are steep.

What would you say or do?

Friends

This is the first time your mum has allowed you to ride on your own. Wearing your helmet, you ride to the local shops where you meet up with some friends. Two of your friends are wearing helmets and two are not. Your friends ask you to ride with them to the basketball court. You are feeling uncertain about wearing your helmet.

What would you say or do?

Small Helmet

Your friend comes to your house asking you to ride with him/her. You want to go for a ride but you haven't ridden for a while and your helmet is too small for you. You tell your friend you would rather do something else because your helmet is too small. Your friend says "Don't worry about a helmet, we won't go far. Just hang it on your handle bars". You are feeling uncomfortable.

What would you say or do?

Walking Home

You and your friend ride home from school every day and always wear your helmets. Recently a group of older boys have begun to call out to you as you ride past them. They always tease you and other students who ride past wearing helmets. This makes you feel very uncomfortable.

What would you say or do?

Visiting

Wearing your helmet you have ridden your bike to a friend's house. After playing inside the house your friend suggests the two of you ride to the park. When you reach the street where you have left your bike you realise your helmet is in the house. Your friend says not to worry about a helmet.

What would you say or do?

Jumps

You are riding past bushland and see some friends riding down a steep hill and jumping over logs. They encourage you to have a go, but you don't want to. The hill looks too steep and the jumps too big. They call out "You're wearing a helmet, why not have a go?"

What would you say or do?

New Friend

You meet a new boy/girl at the bike racks after school. The new boy/girl asks to ride home with you and suggests you cut through the bush behind the school. Your new friend doesn't wear his/her helmet. You want to wear your helmet but are not sure what your new friend will say.

What would you say or do?

Your scenario

What would you say or do?

ACTIVITY SHEET 6: BEING ASSERTIVE

Zig-Zag 1: Walking Home



- Zag 1 - there is no other way you can ride home, you have to ride past them.
- Zag 1 - they block your path
- Zag 1 - "Take it off, you look stupid"
- Zag 1 - "You're only riding on the bike path"
- Zag 1 - "What makes you think you are going to fall off your bike"
- Zag 1 - A police car drives past
- Zag 1 - one of the boys is the brother/sister of a girl/boy at your school that you really like
- Zag 1 - one of the boys lives next door to you
- Zag 1 - one of the boys plays for the same basketball club you play for

Zig-Zag 2: Visiting



- Zag 2 - "It will mess up your hair"
- Zag 2 - "If you wear yours it will make it obvious I'm not wearing mine"
- Zag 2 - "I don't want to be teased about being with someone who is wearing a helmet"
- Zag 2 - "We haven't got time, we won't get much of a ride if you go back for your helmet."
- Zag 2 - You go back to the house to get your helmet but the door is locked and your friend's mum is not answering the door.
- Zag 2 - it is starting to rain
- Zag 2 - it is getting dark
- Zag 2 - your friend's mother is watching you

Zig-Zag 3: Jumps



- Zag 3 - "there's no law that says you have to wear your helmet off the road"
- Zag 3 - "the sand's soft, you won't hurt yourself if you come off"
- Zag 3 - it is starting to rain
- Zag 3 - it is getting dark
- Zag 3 - one of the boys is the brother/sister of a girl/boy at your school that you really like
- Zag 3 - you stand and watch and now everyone has ridden down the hill and jumped successfully
- Zag 3 - a boy has ridden down the hill and fallen off his bike

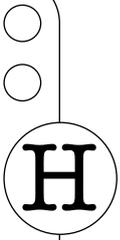
Zig-Zag 4: New Friend



- Zag 4 - "If you wear yours it will make it obvious I'm not wearing mine"
- Zag 4 - "I don't want to be teased about being with someone who is wearing a helmet"
- Zag 4 - it is starting to rain
- Zag 4 - you can see a friend of your mother walking near by and she is watching you



Home Activity 4: Bike Riders



Ask a family member if you could ask them questions about bike riders.

Name of person being interviewed: _____

We have been learning about cycling situations at school. We played a game called "Riders" where we answered questions about bike helmets and speaking assertively. Could we please see how many questions you can answer correctly?"

Correct way to wear a helmet

1. How loose on your head should a helmet be?

2. Where on your head should a helmet be positioned?

3. How should the straps on a helmet be fastened?

4. How does wearing a cap under a helmet affect the protection provided by a helmet?

The best helmet to wear

5. Why is it best to wear a brightly coloured helmet?

6. What does the Australian Standard Mark inside a bike helmet mean?

Why wear a helmet correctly?

7. What are some possible positive and negative consequences (with the law, money, your health, friends and / or family) of not wearing a helmet correctly?

8. What are some reasons (concerning the law, money, your health, friends and / or family) to wear a helmet when riding a bike?

Assertive behaviour

Here are two tips for assertive behaviour:

- **Be assertive at all times**
Being assertive is communicating clearly and effectively. We should use assertive behaviours at all times, not just in pressure situations.
 - **The less "drama" the better**
For many situations or decisions that have been made we don't need to say anything. Where possible we should "just do it", the less "drama" the better.
9. What could a young person say or do in a situation where he/she was being pressured to not wear a helmet? He/she could:

Say: _____

Do: _____

If after your assertive response the person says "We're not going far, you don't need a helmet." This is called a push-back - what could a young person say or do now. He/she could:

Say: _____

Do: _____

Thank you for answering the questions with me.

Signature of adult family member - _____

- Please return your Home Activity to class.

HOME ACTIVITY 4: BIKE RIDERS



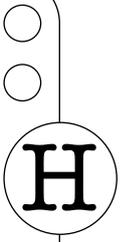


Notes





Activity 5: Advocates for Bike Helmets



Task

Students advocate for wearing bike helmets correctly to the school community by planning, producing and presenting a selected text type, eg: a pamphlet.

Outcomes in the Health and Physical Education Learning Area

Knowledge and understandings

CHL 3 – Understands that personal health, safety and physical activity practices enhance the physical, mental and social aspects of their own and other’s health.

- Describes how to wear a bike helmet correctly.
- Understands the consequences of not wearing a bike helmet.
- Plans to advocate to the school community about the importance of wearing their bike helmets correctly when riding.

Attitudes and values

- Values the need for prevention and safety to prevent injury.
- Values personal responsibility for wearing a bike helmet.

Self-management skills

SMS 3 – The student uses basic self-management skills to meet personal health and physical activity needs.

- Considers the advantages and disadvantages of wearing a helmet in the decision-making process.

Interpersonal skills

IS 3 – The student demonstrates communication and cooperation skills that contribute to interpersonal and group interactions

- Works cooperatively in small groups.
- Demonstrate examples of assertive behaviour concerning wearing a bike helmet.

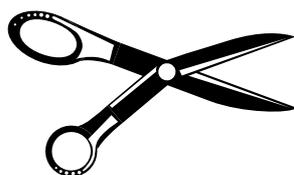
Monitoring and assessment

This activity will provide teachers with an opportunity to assess whether students can:

- Describe how to wear a bike helmet correctly;
- Identify the advantages and disadvantages of wearing a bike helmet correctly;
- Identify assertive behaviour when wearing a bike helmet; and
- Plan to advocate to the school community about the importance of wearing their helmets correctly when riding.



Preparation



1. Teacher Sheet 2.
2. Student Activity Books – Activity Sheet 7.

ACTIVITY 5: ADVOCATES FOR BIKE HELMETS

Activity 5: Advocates for Bike Helmets



H

Procedure

1. Review

In pairs ask students to look back over their Helmet Files, Student Activity Book and Home Files sheet. Discuss with students what they have learned about:

- How to wear a bike helmet correctly
- Advantages of wearing a bike helmet correctly
- Disadvantages of wearing a bike helmet correctly
- Assertive behaviour when wearing a bike helmet

Explain to students that they are going to promote the message of wearing a bike helmet correctly to other members of their school. This is called being an advocate.

2. What is an advocate? What does an advocate do?

By speaking up about an issue, providing information and being a role model for the issue you are advocating for the issue.

3. Framing messages 'positively'

Explain that most people like to hear good news rather than bad news and like to be told about the good things they do rather than the bad things. Thinking this way means that it is more likely people will like our message if it is positive. The message should be about what to do, not, what not to do.

Practice framing messages positively by asking students to rephrase the following negatively phrased messages.

Negative message

Don't eat lollies

Don't smoke

Don't talk while I'm driving

Don't watch TV

Positive message

Eat more fruit and vegetables

Choose to be smoke free

Please tell me that when I stop the car

Find time to exercise

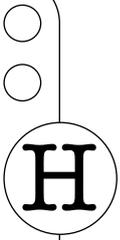
Ask students to develop some of their own positive messages or some they have seen in advertising.

In pairs ask students to review their Helmet Files, Student Activity Book and Home Files and develop at least two positive messages for each of the following topics:

- How to wear a bike helmet correctly
- Advantages of wearing a bike helmet correctly
- Disadvantages of wearing a bike helmet correctly
- Assertive behaviour when wearing a bike helmet

Have students report their messages back to the class. Write popular positively phrased messages on the board.

Activity 5: Advocates for Bike Helmets



4. Planning

Explain to students that in pairs or small groups they will develop a product to promote their message or messages about wearing a bike helmet correctly to other members of their school.

Work through the Writing Process on Teacher Sheet 2, with students, following Activity Sheet 7 in their Student Activity Book.

The Report

Define what a report is: a report tells us about something, eg: a report on how to wear a helmet tells how to wear a helmet. Use modelled writing to demonstrate what information the class needs to put into the text for a bike helmet pamphlet. Brainstorm with students ways to present information, eg: written text in paragraph form, diagrams, tables, illustrations, examples, etc.

Discuss with students what information should be included in a report for primary school children on wearing a helmet correctly, based on what they have learnt about the topic. Eg:

- How to wear a bike helmet correctly
- Advantages of wearing a bike helmet correctly
- Disadvantages of wearing a bike helmet correctly
- Assertive behaviour when wearing a bike helmet

5. Write draft

Ask students to write their 'draft' Report Plan on Activity Sheet 7.

6. Edit

Review student drafts using the following questions:

Is the purpose of the pamphlet clear?

Does it make you feel like reading on?

Information: is the message clear?

Is it in language you can understand?

Pamphlet example

1. Cover
5. Slogan

2. How to wear a helmet correctly

3. Advantages / disadvantages of wearing a helmet correctly

4. Assertive behaviour when wearing a helmet
5. Slogan

ACTIVITY 5: ADVOCATES FOR BIKE HELMETS



Activity 5: Advocates for Bike Helmets

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Webquest example

A webquest is a self-directed learning task where the audience follows instructions and answers questions after gathering information from websites they are directed to.

Websites on how to develop a webquest:

www.ozline.com/webquest/intro.html

www.edweb.sdsu.edu/webquest/overview.htm

Suitable websites for students to include in a webquest on how to wear a helmet correctly:

<http://www.forsyth.k12.ga.us/kadkins/news>

1. How to wear a helmet correctly

<http://www.cdc.gov/ncipc/factsheets/bikehel.htm>

2. Advantages / disadvantages of wearing a helmet correctly

<http://www.bikehelmet.org/>

3. Assertive behaviour when wearing a helmet

http://kidshealth.org/kid/feeling/friend/peer_pressure_p4.html



7. Publication

Have students print or produce their product using the publication format they chose in their plan.

Review student products using the following questions:

Is it eye-catching?

Layout: is it simple and clear?

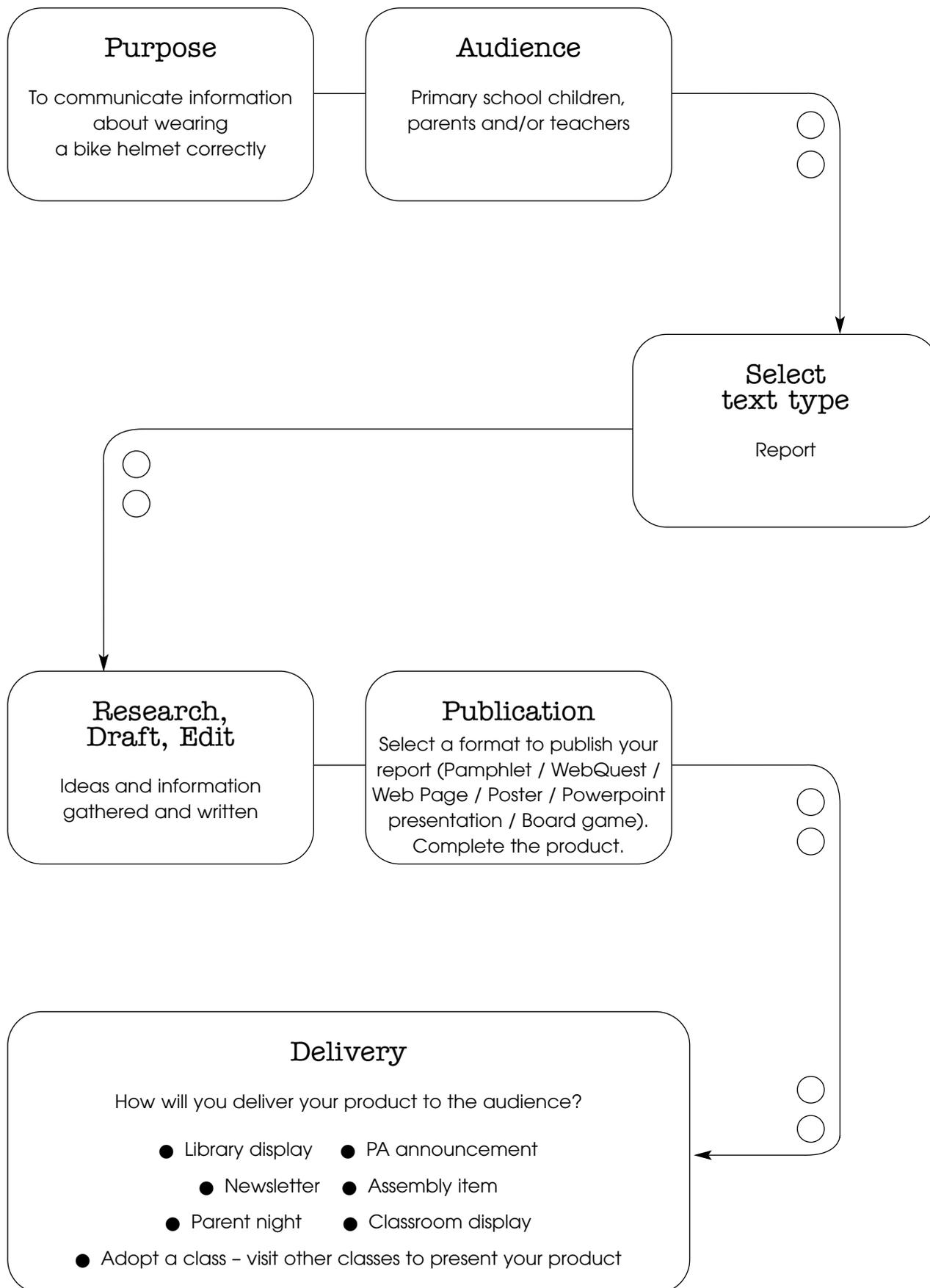
Does it organise the information well?

8 Delivery

Published products can be read by classmates before being used in the school for other young people and school community members. Have students deliver their product using the delivery method they chose in their plan.

Teacher Sheet 2: The Writing Process

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TEACHER SHEET 2: THE WRITING PROCESS

Activity Sheet 7: The Writing Process Plan



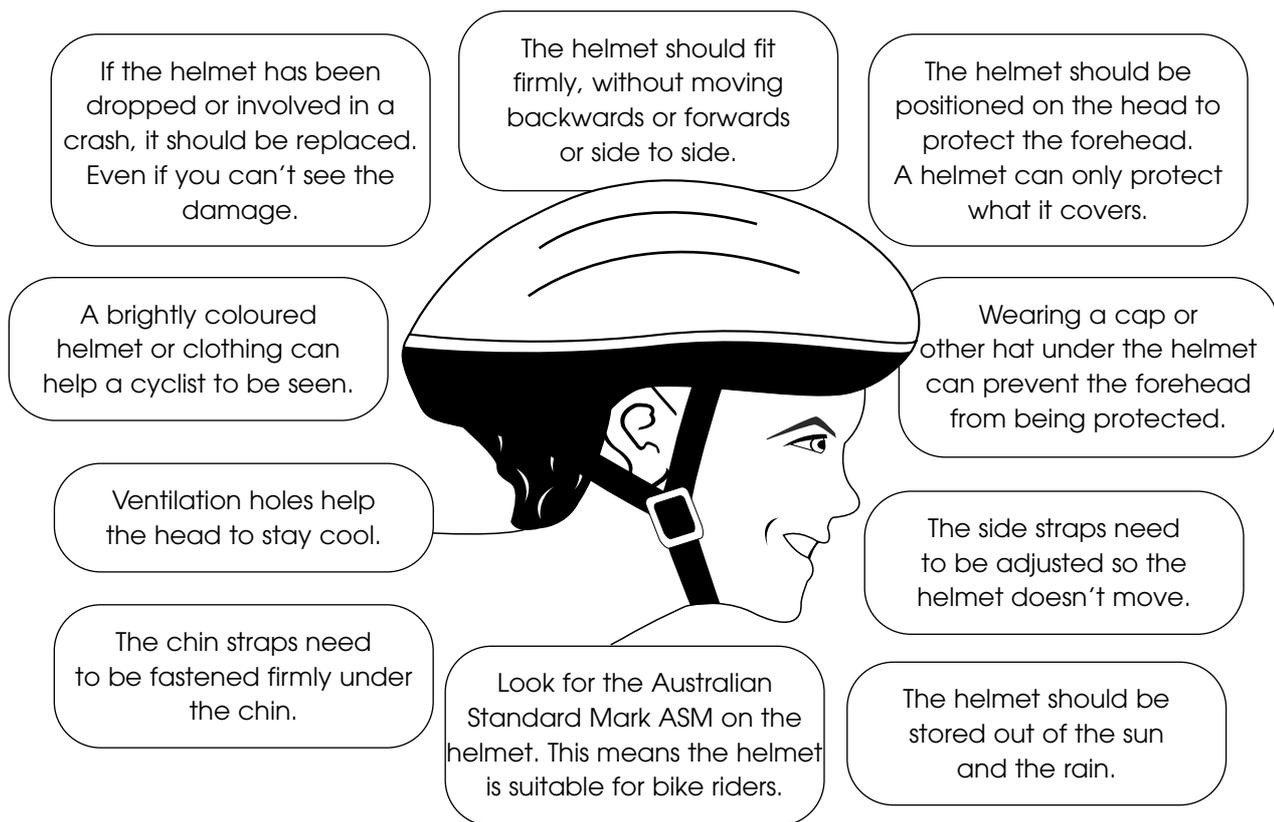
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<p>Framework Headings</p>	<p>Make notes or drawings to help plan your publication.</p>
<p>Purpose</p>	<p>To communicate information about wearing a bike helmet correctly.</p>
<p>Audience</p>	
<p>Text type</p>	
<p>----- Plan</p>	<p>1. Title page</p>
<p>2. What is the correct way to wear a bike helmet when riding a bike?</p>	
<p>3. What are the advantages of wearing a bike helmet correctly?</p>	
<p>4. What ways can you behave assertively if pressured to not wear a helmet?</p>	
<p>5. Summary slogan for wearing a bike helmet.</p>	
<p>Publication What format will you use to publish your report?</p>	
<p>Delivery How will you deliver your product to the audience?</p>	

ACTIVITY SHEET 7:
THE WRITING PROCESS PLAN

How to wear a bike helmet correctly

- Many things can cause a child to lose balance when cycling – a stone in the road, a kerb, a bike that is too big, a friend calling out, or being hit by a car.
- A child should wear a helmet every time he/she rides a bike – on roads, footpaths, bike paths, even in the back yard.
- Wearing a helmet can help protect cyclists from head injuries if the helmet is:
 1. The right size;
 2. Fastened firmly under the chin; and
 3. Positioned to protect the forehead.
- The information below will help you to check a bike helmet:



Teachers Notes

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Why use peer leaders in classroom learning activities?

Using peer educators is not a new concept. Many schools have long involved same age or older students in tutoring or buddy roles.

- The main reason for the success of the peer education process appears to be the "give and take" friendship relationship among students as opposed to the authoritarian teacher-pupil relationship.
- Young adolescents are becoming less attached to parents and teachers and more attached to peers. Young people are more likely to discuss difficult social situations with other students than teachers or other authority figures.

Peer leaders may be a critically important part of a social-psychological approach to promote correct helmet use as they can:

- Be credible role models for wearing a helmet correctly. Adults are not part of the peer group social system.
- Create a norm in the social environment that wearing a helmet correctly is the expected behaviour. Adults may be seen as controlling and out of touch with adolescent social expectations.
- Support others to wear a helmet correctly.
- Teach social skills to resist pressure to not wear a helmet.
- Provide knowledge of the social situations students are involved in and generate group discussion. Adults do not tend to speak the same 'language' as adolescents and are often seen as authority figures.
- Create alternative meanings and responses in social situations of adolescents. Adults often place adult values on adolescent social situations.
- Promote social responsibility in social situations through their participation as peer group members.
- Display and teach social skills to manage pressure situations about wearing a helmet correctly that are credible to their peers.
- Provide immediate reinforcement for wearing a helmet correctly during out of school situations.

Bandura's Social Cognitive Theory provides the conceptual framework for the program content. To change expected behaviour, changes first need to be made in the students' environment, in their decision making ability, and in their personal values regarding wearing a helmet. Older students become the facilitators of these changes by modelling and reinforcing appropriate bike helmet related attitudes and behaviour, and by teaching decision-making skills and assertive communication skills.

The peer leader approach is guided by Social Cognitive Theory which suggests that children and adolescents tend to copy the behaviour of those they like and admire. The underlying assumption is that positive peer influence can build a peer culture where the expected behaviour is to wear a helmet correctly and to encourage the use of decision making and assertive communication in difficult social situations about wearing a helmet correctly

Since it is peers who may tease or pressure young people to not wear a helmet, it makes sense to draw on the positive aspects of peer influence and use peers to model helmet wearing behaviour and social skills.

Peer leaders also benefit from the process

They have the opportunity to take a more responsible role which in turn helps them to improve their own self-confidence and self-esteem, planning and organisation skills, leadership and communication styles.

Role of peer leaders in learning activities

While the Year 6 teachers are asked to conduct the introduction and conclusion of the learning activities, selected Year 7 "peer-leaders" are trained to work with groups of five students in small group activities, while the teacher facilitates.

The peer-teacher activities focus specifically on providing Year 6 students with opportunities to identify and to practise resisting pressures to not wear a helmet in different (social) cycling situations that are relevant to students.

The Year 6 teachers will be asked to ensure the activities continue according to the allocated time schedule, maintain discipline and classroom order, summarise major points and provide information.

Training peer leaders

The Year 7 peer leader training involves the development of some small group management skills and gives them opportunities to practise leading the small group activities they will be asked to teach. Skills practised at the training include:

- organising and leading small groups;
- leading brainstorm, role play, and discussion activities in a small group; demonstration of correct helmet use;
- demonstration of assertive communication;
- compiling and reporting group responses to questions;
- engaging all group members in activities; and
- coping with group management.

Selecting peer leaders

For every five students in a Year 6 class, one Year 7 student is invited to facilitate group work for the Helmet Files Learning Activities. For example, a Year 6 class of 30 students will need six, Year 7 peer leaders.

Previous research that has involved health education, peer-leader programs suggests that the same age students choose the peer leaders, that is Year 7 students choose Year 7 peer leaders. The following steps are suggested for the selection of Year 7 peer leaders:

Step 1

1. Year 7 students are not told they are selecting peer leaders.
2. The Year 7 teacher asks Year 7 students to: "write down the names of two boys and two girls you like, admire and would like to be like".



Teachers Notes

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Step 2

How many Year 7 boys and girls will be needed?

Social situations affecting the wearing of a helmet can be different for boys and girls. Therefore some group discussions in the lessons may need to be single sex. That is, a Year 7 boy will work with a group of five Year 6 boys and a Year 7 girl will work with a group of five Year 6 girls. Therefore, the number of Year 6 boys and girls in each class will need to be considered in the final selection of peer leaders.

Step 3

The final selection of Year 7 peer leaders should involve both Year 6 and Year 7 teachers. Some points to take into consideration in the selection process are described below.

Previous health education, peer-teacher programs have suggested the following as effective peer leader characteristics:

- Slightly older, popular with peers;
- Respected by peers;
- Other students desire to be like them;
- Slightly extroverted;
- Energetic;
- At least average intelligence (to cope with the training and delivery of activities);
- Positive classroom behaviour;
- Some leadership qualities; and
- Good interpersonal skills, such as communication, decision making and assertiveness.

During focus group discussions with Year 6 students conducted by this project, when asked how they would choose Year 7 peer leaders, their responses were:

- Sensible ones
- Good if they rode and wore helmets
- Give them a test
- Could survey them to see who thought it was a good idea to wear helmets
- Have a buddy system
- Give them a bike safety test
- Vote/election
- Those that are the best example to other students
- Random choice
- Essay / application letter

Trouble shooting

Previous peer leader programs suggest peer leadership appears to be a generally positive experience for Year 7 peer leaders. These peer leaders have identified the following as the primary leadership problems:

- Social interaction skills
- Keeping a group quiet
- Getting the students' attention
- Encouraging participation

Year 6 and Year 7 teachers should be alert to these potential challenges.

These challenges have been addressed in the peer leader training in the social interaction skills training (involving the shy group member, handling a dominant group member).

Keeping the group size for each peer leader to five students is very important.

Encouragement and support for peer leaders from friends, parents and teachers involved is important. (1-3)





Notes

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NOTES



Why should bicycle safety be taught in schools?

- Injuries kill more children in Australia than all diseases combined. (4)
- Road-related trauma is the greatest cause of injury and death for children 12 years of age and younger. (4)
- Bicycles are associated with more childhood injuries than any other injury type. (4)
- Each year in Western Australia, approximately 500 children age 6-16 are injured in bicycle-related incidents. (4, 5)
- Head injuries are the most serious injury type and the most common cause of death among bicyclists, accounting for 85% of cyclist deaths. (6)
- Between 70%(7) and 85%(8) of all bicycle injuries to children aged 10-14 years are caused by falls rather than collisions.
- Approximately 76% of all bicycle injuries to children occur off the road. (7)
- In Western Australia in 1998:
 - 6 cyclists died (three were aged 12-16 years and all three were not wearing a helmet)
 - 824 cyclists were admitted to hospital - 33% were not wearing a helmet when injured, and more than half (59%) were aged 6 to 16 years. (5)
- A survey of children attending Princess Margaret Hospital emergency department in 1999 as a result of a bicycle crash found:
 - 73% were boys and 27% were girls;
 - 40% of crashes occur on a weekend or public holiday;
 - The number of injuries peak between 4:00 pm and 6:00 pm;
 - 35% of crashes occur on public roads;
 - 28% of crashes involved kerbs;
 - The road surface was dry in 96% of the crashes;
 - 80% of the crashes occurred when the child was with others;
 - 62% happened while they were 'just riding around';
 - 93% of the children owned a bike helmet;
 - 57% were wearing their helmet at the time of the crash. (9)

Background Notes

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Why are young cyclists vulnerable in the traffic environment?

- Behavioural, physical, sensory and cognitive abilities of children develop continually through childhood. The skills that take up to age 12 to fully develop include:
 - The ability to discern the speed of an approaching vehicle and distance depth cues ; and
 - The sensitivity to sounds and being able to determine where sounds are coming from. (10)
- Children are poorly skilled at handling their bicycle safely and have limited knowledge of the road rules and how to apply them. (11)
- For cyclists who have mastered balance and keeping course, the additional mental effort required to apply road rules can interfere with the motor tasks. (10)
- Children are unable to respond to sudden changes in the traffic environment.
- When children are playing or cycling with friends their concentration may be poor and their cycling behaviour unsafe.

Why young people wear helmets

- To protect their head from injury.
- Parents and schools say they must wear a helmet.
- The law says they must wear a helmet. (12)

Why young people don't wear helmets

- Dislike how they look in a helmet.
- Helmets are uncomfortable.
- Helmets mess up their hair.
- Peer teasing.
- Do not see the necessity to wear a helmet when riding short distances.
- Parents do not say they must wear a helmet, nor wear one themselves.
- Perceive themselves as careful riders therefore they do not need to wear a helmet.
- Lack of secure storage for helmets.
- Helmets cost too much. (12)

Helmet effectiveness

- Studies have shown that bicycle helmet use reduces the risk of head injury by 85% and brain injury by 88%. (6, 13-17)
- The protective effect of helmets during a crash or fall are reduced by:
 1. The helmet being improperly **worn on the back of the head**, "bonnet style" (52% greater risk of head injury);
 2. The retaining **straps failing, being left loose or unfastened**, allowing the helmet to move or come off (risk of head injury more than tripled) during the crash;
 3. The helmet is **not fitted properly** (doubles the risk of head injury). Helmets that are too large cause an increased distance between the head and helmet that may allow the head, and hence the brain, to accelerate during a crash before it meets the energy absorbing foam liner. The soft fitting pads are not designed for energy absorption. Additionally, helmets that are too large may be more likely to move out of correct position while being worn or during a crash, leaving portions of the head and brain unprotected. (18)
- Reasons why helmeted cyclists might still sustain a head injury in a crash or fall include:
 - The crash force is too great for the helmet; particularly in a collision with a motor vehicle;
 - The impact occurs on a part of the head not covered by the helmet. (18)

How to wear a helmet correctly

Wearing a bicycle helmet can help to protect cyclists from head injuries if the helmet is:

- The right size;
- Fastened firmly under the chin; and
- Positioned to protect the forehead.

Size

A helmet should sit firmly and comfortably on a person's head and not move from side to side or forwards or backwards.

- If a helmet is too small the hairline can probably be seen around the head. It will sit well above the ears. A cap worn under a helmet is likely to make a correctly fitted helmet too small.
- A helmet that is too big is likely to sit close to, or over the ears and/or eyes, and slip backwards or sideways easily.
- Before buying a helmet a person can get an estimate of the helmet size needed by measuring horizontally around the head about 3 cm above the eyebrows. When buying a new helmet it is best to try it on.
- A correctly fitted helmet should not fall off the head when the head is moved from side to side (with the straps unfastened). When the straps are fastened, you should not be able to move the helmet very much in any direction.
- The extra pads that velcro inside the helmet are provided only for comfort. They will not make a helmet that is the wrong shape for properly.
- Pony tails and hair clips affect the fit of a helmet. They need to be taken out before putting on a helmet.
- The right sized helmet allows the wearer to hear and see normally.

Background Notes

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Straps

Straps should be fastened firmly under the chin. There should be no space between the chin and the strap when fastened. There should be no slack on the straps on either side of the ears.

- Adjusting helmet straps is a difficult task for both children and adults. Children will need help from an adult or a specialist bike shop to adjust the straps when they first wear a helmet.
- Take care that there is no slack in both the strap in front of the ear and the strap behind the ear. Straps should be adjusted so that the helmet sits at an angle that protects the forehead. The fastening of the clasp under the chin allows the straps to hold the helmet firmly in position.
- With a chin strap comfortably, but firmly adjusted, it should not be possible to remove the helmet by pulling it from the rear in an upward direction.

Angle

The helmet should be positioned on the head so that the forehead is protected.

- The size of the helmet and the strap adjustment will influence the angle of the helmet on the head.
- If you look upwards you should be able to see the front of your helmet.

Caps/Hats

A cap or hat should not be worn under a helmet.

- A cap/ hat worn under a helmet changes the fit of the helmet and usually causes the forehead to be exposed. Even if a helmet covers the forehead when wearing a cap/hat, the helmet will be forced back if the peak of the cap hits the ground, leaving the forehead unprotected.
- Special shade visors that can be attached to most helmets are available from bike shops and the Cancer Foundation. Hang your hat on your handlebars and put your regular hat on when you are no longer riding.

Which helmet is best?

The best helmet is one that meets the Australian Standards and that fits.

- Like heads, helmets come in different shapes and sizes. The best helmet is one that fits, and meets the Australian Standards.
- Inside a helmet suitable for cycling is an Australian Standards Mark AS 2063.2 or AS/NZS 2063. Helmets designed for rollerblading, baseball or other sports will not usually have this standard.
- Three types of bicycle helmets carry the Australian Standards Mark:
 - Hard shell - a foam helmet with a hard plastic cover;
 - Micro shell - a foam helmet with a thin plastic cover;
 - Foam only - a foam helmet often with a material cover.
- It is the foam in the helmet that is designed to spread the force of a head hitting the road or an object. Therefore, it is the foam that determines if a helmet is suitable for cycling. The type of cover on the helmet should be the type which best suits your price range, comfort and need for durability.
- So the best helmet is any helmet that meets the Australian Standard that fits the wearer, and for a child, one that he/she will wear.

When to get a new helmet

It is time for a new helmet when a helmet is too big, too small or the helmet is damaged.

- A correct fitting helmet provides the best protection for a person's head. A new helmet should be purchased if it does not fit.
- When a helmet-covered head hits a road or object, the polystyrene foam in the helmet crushes slowly to absorb the force; the foam does not spring back, it remains depressed. Helmets are designed to take only one impact. Any helmet that has been involved in a crash or fall should be replaced, even if you can't see the damage.
- The foam shell of the helmet can be damaged by heat from the sun. This damage can also happen if the helmet is left in a bag or a car in the sun. Helmets damaged by the sun or wear and tear should be replaced. Depending on the amount of riding a helmet is exposed to, it should be replaced about every two years, or earlier if it shows obvious signs of wear.

Where should a bike helmet be worn

Whether riding short distances or long distances, on a bike path or on a road, whenever riding a bike, a helmet should be worn.

- Cycle crashes/injuries don't always occur in traffic. In fact, in most of them, no other vehicle is involved.
- Many things can cause a person to lose balance when cycling – a stone in the road, the kerb, railway lines, a bike that is too big, a friend calling out, or just riding with friends.
- Many crashes involving children occur off-road where children believe they are safe.

Colour

A brightly coloured helmet helps a cyclist to be seen by drivers.

- Children are more likely to want to wear helmets which are fashionable, colourful and comfortable to wear. If a helmet is not brightly coloured a rider should try to wear brightly coloured clothing to be seen by drivers.

Helmet Law

In all Australian states and territories, by law, all cyclists must wear a securely fitted, 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.
- There is \$50 fine for not wearing a securely fitted helmet that has been approved by Standards Australia (carries an Australian Standard mark).

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School Bicycle Safety Project: The Helmet Files: Activity Log 2001

School: _____		Teacher: _____		Class: _____	
Please indicate those parts of the learning activities you used with your class.					
Activity Number TERM 3	Date/Duration of Activity	Title of Activity	Did You Teach: (Circle the response) All/Most/Some/None of the activity Did you modify any part of this activity? Please describe in the comments section	Comments For example: What did you like/dislike about the activity? If you modified the activities, what did you do? Reasons you were not able to teach all or most of the activity	
1	___/___/2001 ____ mins	Riders	Activity 1 All Most Some None Modified Yes No Yr 7 peer leaders involved Yes No Home Activity Yes No		
2	___/___/2001 ____ mins	Riders 2	Activity 2 All Most Some None Modified Yes No Yr 7 peer leaders involved Yes No Home Activity Yes No		
3	___/___/2001 ____ mins	Heave Ho, Tug of War	Activity 3 All Most Some None Modified Yes No Yr 7 peer leaders involved Yes No Home Activity Yes No		
4	___/___/2001 ____ mins	Assertive Behaviour Part 1 Part 2	Activity 4 All Most Some None Modified Yes No Yr 7 peer leaders involved Yes No Home Activity Yes No		
After completing activities 1-4 please complete this checklist and mail/fax it to: School Bicycle Safety Project, Marg Hall, Curtin University, School of Public Health, GPO Box U1987, Perth, WA, 6845. Or Fax it to 9266 2958					

School Bicycle Safety Project: The Helmet Files: Activity Log 2001

School: _____ Teacher: _____

Class: _____

Please indicate those parts of the learning activities you used with your class.

Activity Number TERM 4	Date/Duration of Activity	Title of Activity	Did You Teach: (Circle the response) All/Most/Some/None of the activity Did you modify any part of this activity? Please describe in the comments section	Comments For example: What did you like/dislike about the activity? If you modified the activities, what did you do? Reasons you were not able to teach all or most of the activity										
5	___/___/2001 ___ mins	Advocates for Bike Helmets	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Activity 5 Modified</td> <td style="width: 12.5%; text-align: center;">All</td> <td style="width: 12.5%; text-align: center;">Most</td> <td style="width: 12.5%; text-align: center;">Some</td> <td style="width: 12.5%; text-align: center;">None</td> </tr> <tr> <td>Yr 7 peer leaders involved</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table>	Activity 5 Modified	All	Most	Some	None	Yr 7 peer leaders involved	Yes	No	Yes	No	
Activity 5 Modified	All	Most	Some	None										
Yr 7 peer leaders involved	Yes	No	Yes	No										

Comments/ideas you would like to share:

After completing activity 5 please complete this checklist and mail/fax it to: School Bicycle Safety Project, Marg Hall, Curtin University, School of Public Health, GPO Box U1987, Perth, WA, 6845. Or Fax it to 9266 2958