



Safety in Schools Week May 17th to 21st 2004

Bike Ed Unit – Police Road Safety Activity

Agency

Bike ED Unit – Police Road Safety Section

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Activity Title

School Bicycle Safety Project - A Game of Helmet Worms

Curriculum Framework Activity Outcomes

Learning Area	Learning Outcome	Specific Learning
Health and Physical Education	1. Knowledge and Understanding.	<ul style="list-style-type: none">Identify ways to reduce or prevent bike-related injury.Demonstrate the correct way to wear a helmet.
	2. Attitudes and Values.	<ul style="list-style-type: none">Describe their beliefs about perceived risks associated with riding a bike.Describe their beliefs about perceived advantages of wearing a helmet correctly when riding a bike.
	3. Self-Management Skills	<ul style="list-style-type: none">Demonstrate the application of decision making skills when assessing the consequences of riding without a helmet.
	4. Interpersonal skills	<ul style="list-style-type: none">Working collaboratively with others in small group situations.Demonstrate effective communication skills.Demonstrate assertive communication skills.

Phases of development

Early childhood (phase 1) & Middle childhood (phase2)

Activity resources required

- Kids and Roads Resource.
- Bike Ed Kit.
- Word Game Cards/Coloured Cards/Field Report #4 from The Helmet Files Year 5 Teacher Manual – School Bicycle Safety Project, WA Centre for Health Promotion Research, Curtin University

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Procedure

1. Allocate students to groups of five and a Bike Buddy

(Activities from The Helmet File #5 Year 5 Teacher Manual pages 47-57)

2. “Worms” game – explain the game ‘worms’ to students. The aim of the game is to see who can make the longest worm. Bike Buddies reads the card and the player has 20 seconds to respond – the Bike Buddy judges the time and the response. The player then adds the body segment to his/her worm.

(Extra activities from Bike Ed Instructor’s Manual Part 2 and Kids and Roads)

3. Discuss key points of ‘worms’ – eg, how to wear a helmet correctly, speaking assertively in pressure situations about wearing a helmet.
4. Assertive Questionnaire – Explain to students that to act on a decision you need to clearly say what you want to happen – this is called speaking assertively. Ask students to discuss with partner if their skill to speak assertively has improved.
5. Prepare for Bike Safety Circuit – ask students to bring their bike and helmet to school, if they can’t bring a bike, then a helmet.
6. Set up Bike Safety Circuit on playground and assess students riding abilities in riding a straight line, riding slowly, riding a figure 8, U turns, slalom, riding between two objects, riding in a narrow alley, intersections – starting, stopping, turning right/left, using hand signals.

Community Links

- Involve School Based Police Officer or invite local Community Policing Officer to participate in helmet checks; bicycle maintenance and bike theft prevention activities.
- Encourage P&C and school canteen to assist in organising breakfast activity or healthy reward for walking and bike riding participants.

Policy and Procedures

Are you aware of the schools written Health and Safety Policy? If not: -

- Refer to the Education Departments’ Risk Management Policy.
- Visit the Safety Rules OK! website for guidelines
www.safetyrules.health.wa.gov.au

Do you have safety structures and procedures in place?

Ie **School Road Safety Policy** including helmet use, scooter and bike use.

Other resources available



Additional **Bike Ed Kits** are available from Police Road Safety Section.

Police Road Safety Display Trailer.

