



Middle Primary Bike Safety Activities

Here are some activities and resources that you can use to incorporate bike safety into your classroom. They cover topics such as safe bikes, safe riding, riding equipment and provide the associated curriculum links underneath.

English		Maths		Science		Health and PE	
HASS		Technologies		The Arts			

Importance of a correctly-fitted helmet

- Discuss with students that a helmet is essential when riding as it protects your brain. Your helmet must fit your head properly; if it is not the right size and is not fitted correctly it will not protect your head correctly. You can demonstrate this on a student head with their own bicycle helmet, or even with your own helmet on your head. Put the helmet on and leave the straps loose or unclipped. Show that the helmet can move about freely while the helmet is not fitted properly. Helmets must be the correct size and fitted correctly, which the following activities will address.
- Students can complete the maths link 'How big is my head' activity.
- Helmets also need to be fitted correctly. An easy way to check a helmet fits correctly is to do the 2-4-1 rule (more information on the teacher information sheet). Run through the 2-4-1 rule with students and they can complete the 'fitting a helmet' activity sheet attached.

Parts of a bike

- As well as having a correctly fitted helmet, knowing the parts of a bike and how they keep you safe is also important. Students can do the ‘bike puzzle’ worksheet with a partner, by cutting out the bike puzzle and then timing each other to complete it. When they have completed the puzzle, they can also add the labels to the parts of the bike.
- Students can also research what the different parts of a bike do. They can record this on the bike labelling worksheet.

Bike Safety Check

- After students know some of the parts of a bike, they can also look at how important it is to ensure that their bike is safe too. Students can research the ABC (D) bike safety check online and record on the attached sheet what each of the components of the bike safety check mean.

Signals for Cyclists- coding a cycle route.

Discuss with students the need for hand signals when riding, so you can let others know of your intentions.

		
<p>Indicating turning left</p>	<p>Indicating stopping</p>	<p>Indicating turning right</p>

Students can use these signals as a simple code for either a partner or a simple robot (such as a bee-bot) to follow along a ‘cycle route’ the student has designed. They can cut out the images attached and lay them down for a partner to follow or to record as their bee bot code.



Curriculum Links

- **Year 3 Being healthy, safe and active:** actions in daily routines that promote health, safety and wellbeing (ACPPS018).
- **Year 4 Being healthy, safe and active:** Strategies to ensure safety and wellbeing at home and at school (ACPPS036)
- **Digital technologies- process and production skills- collecting, managing and analysing data-** Collect and present different types of data using simple software to create useful information(ACTDIP009 opens in new window)

Name:

2-4-1 Rule for fitting a helmet



Fill in the missing parts of this guide to the 2-4-1 rule of fitting your helmet.

Step	Draw it	What to do
2		Place 2 fingers at the top of your eyebrow. Your helmet should sit at the top of your two fingers.
4		
1		

Name:



ABC (D) Bike Safety check

Research the ABC (D) bike safety check and write down what to do for each in the box below.

	What do I have to check?
A=	
B=	
C=	
D=	

Can you label the parts of his bike Chip would need to check as part of an ABC (D) safety check?

