

BIKES ARE BRILLIANT!

EXTENSION ACTIVITIES

Website resources

www.rideabike.com.au

(Cycling Promotion Fund)

www.abc.dotars.gov.au/

(Australian Bicycle Council, hosted by the Australian Department of Transport and Regional Services)

www.bicycles.net.au/

(Bicycles Network Australia)

www.bfa.asn.au/

(Bicycle Federation of Australia)

www.travelsmart.gov.au

(Travelsmart, an Australian government site about alternatives to travelling by car; includes resources for teachers)

www.bv.com.au

www.goforyourlife.vic.gov.au

(Victorian Government site promoting healthy eating and exercise)

www.kidshealth.org/kid

(KidsHealth, an excellent overseas resource on children's health in general; suitable for primary-aged children)

Get to know your bike: Part 2

- Teach students the names of the major and minor parts of the bicycle including the following parts: front forks, front drop-outs, front rim, front brake, valves, tyre, tube, head stem, handlebars, seat (saddle), bell, top tube, down tube, bottom bracket, seat tube, seat post, brake blocks, rear quick-release, front quick-release, front derailleur, left chain-stay, right chain-stay, rear rim, rear brake, rear drop-out, rear derailleur, handlebar grips, rear brake cable, front brake cable, front light, rear light, spokes, rear reflector.
- Play 'Bike Bingo': write all of the above part names on tickets, place the tickets in a box and give children a printed sheet with diagrams of at least eight of the listed parts. As you call out a part each student puts a token on their picture.

Research project: safe routes to school

- Ask students to use a street directory to complete the following activities (alternatively, provide them with a map of the local area):
 - Locate your home and your school.
 - Using a pencil, mark the route:
 - that you take when you travel to school by car
 - that you would take if riding a bike to school (look for bike tracks and other safe routes)
 - that you would take if riding a bike from your home to some nearby place of interest (such as a local park, the local shops, a friend's home or the local swimming pool or sports centre).
 - Calculate how long it takes to travel to school by car and how long it would take to travel by bike.
 - Display your marked maps and results in the classroom for discussion and comparison.

Debating

- Have students debate the following topics:
 - 'All bicycles should be blue (or pink, red etc)'
 - 'Bikes are better than cars'
 - 'Only Girls should be allowed to ride bikes'
 - 'It's better to have a bike that is too big than no bike at all'.

Letter Writing

- Cycling is held in high regard by all levels of Government as a way of improving the quality of life for all Australians. However, governments need some encouragement (to spend funds on cycling) and children, with careful guidance, can play a part.
- Seek out any positive steps that the government (Federal, State or Local) have taken to promote and finance cycling and have your students write letters supporting their actions. It never hurts to include ideas about other important things that need to be financed or followed up! (The website resources listed in the magazine will provide students with a starting point.)

Puppet Play

- Have students make and name puppet characters using cardboard and rulers. Ask them to work in pairs to write, rehearse and perform short puppet plays for students in other classes. Encourage them to include dialogue about how brilliant cycling can be and see if they can include a safety message.
- Don't forget to encourage the use of textiles, props and garments from home to enhance the puppets—a puppet dressed just in underwear, who is trying to find out what is the best clothing for cycling, will quickly grab the audience's attention! (Good cycling clothing should cover as much skin as possible.)
- Poems and rhymes can also add to this activity and are able to be performed for other classes. (Consider using a booking sheet in conjunction with other teachers to organise visits between classes.)

Cycle Game

- Making a bike board game works if you pair up children to create different sections of the board. Stipulate exact road and footpath widths, include T-intersections, pedestrian crossings, etc. and have at least two roads that go off the edge of the section so that they can be joined.
- The game should list different safety tips and road rules related to cycling along the way. All sorts of mathematical and measurement criteria can be stipulated to keep the students on their toes.
- Ask the children to bring in a large (empty) cereal packet; the inside surfaces of the front and back are ideal for making these types of games.

Healthy helmets and bike locks

- Plan a 'helmet day': students bring their bicycle helmets to class to be inspected and checked. Key aspects of a good helmet and its fit include:
 - it fits! (Is snug; not tight or loose)
 - it faces the correct direction!
 - it displays the Australian/New Zealand Standard (2063) approval sticker
 - The outer shell isn't cracked and is still attached to the foam inner
 - ALL of the sponge-foam inserts are in position, in good condition and are firmly attached.
- Ensure that the straps are adjusted so that the helmet sits HORIZONTALLY on the child's head and the straps fit flat against the face; the V-buckle on the straps should sit just below the ears.
- Caps and hats should NOT be worn under a helmet as they diminish the impact reduction of the helmet (the button on a cap can puncture your skull) and can overheat the wearer's head.
- Demonstrate bike locking. The lock must, at a minimum, go through the frame and the front wheel and around a solid fixture.