



Student learning journal

School

Class & Year Level

Name



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My Way2Go Bike Ed goal

My learning goal for *Way2Go* Bike Ed is...

(What will you learn and by when will you learn it?)

This goal is important because...

The challenges I might face...

Things I can do to achieve this goal...

To show that I have achieved my goal I will...

Reflection

(How did you go? Did you need to revise your goal?)

Bikes - My thoughts

How often do you ride a bike?

- Never
- Once or twice (a year)
- Sometimes (at least once a month)
- Regularly (at least once a week)

Choose one option and circle

Describe your level of interest of bike riding



Not interested



Not sure



Very
Interested

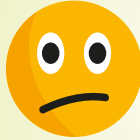
Use three words to describe bike riding

Choose one option and circle

How confident do you feel about riding on the footpath?



Not confident



OK



Very confident

Choose one option and circle

How confident do you feel about riding on the road?



Not confident



OK



Very confident

Before I start **Way2Go Bike Ed** I want my teacher to know...

Ready to ride

What I need to bring	Why it's important
Record your plan for how you will make sure you have these items	

My bike

Ask an adult to help you record the details about your bike.



Bike make and model (words are on the frame)

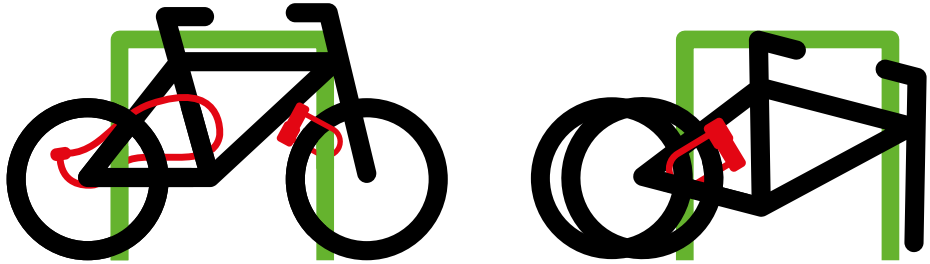
Bike size (look for a sticker on the frame with measurements like cm, inches or S, M, L)

Have you added any accessories or stickers to your bike? If so, describe what they are and where to find them on your bike.

Serial number (turn your bike upside down and look for a sticker or indented letters and numbers on the frame)

Bike security tips

It's important to make sure you lock your bike properly. Lock the frame and wheels to something that cannot be moved like a bike rack or stobie pole.



Things to remember

- Make sure you always lock your bike, even if you are only leaving it for a short period of time.
- Helmets and lights can be expensive and are easily stolen. Take them with you if you plan to leave your bike unattended.

If your bike does get stolen you should report it to the police as soon as possible.

Local police station phone number:

For more information about bike security visit the **Way2Go** website

www.dpti.sa.gov.au/way2go

2-4-1 helmet fit



1st try

- Ok
- Too much space
- Not enough space

2nd try

- Ok
- Need help



1st try

- Ok
- Too tight
- Too loose

2nd try

- Ok
- Need help



1st try

- Ok
- Strap not in 'V' shape over ear
- Adjuster not underneath the ear

2nd try

- Ok
- Need help

2-4-1 helmet fit continued

Reflection

The task that I found easy was...

e.g. Making sure I could see

The task that I found difficult was...

e.g. Adjusting the straps was hard because they are tight

I'll make sure my helmet is fitted properly before each **Way2Go Bike Ed** visit by...

e.g. Practising at home until I can do it myself

Bike safety checklist

Air



Check the tyre pressure by squeezing the sides of the tyre between your thumb and index finger. It should feel as hard as an inflated basketball.



How to fix

1. Look on the side of the tyre to check the recommended air pressure.
2. Unscrew the valve cap and connect the pump to the valve.
3. Pump until the tyre reaches the right pressure – check the pump gauge.
4. Remove the pump connection and replace the cap.

Bike safety checklist continued

Brakes and Bell



OK



Needed fixing

Check by holding the brake levers and trying to push the bike forward.



If the wheels move forward the brakes need to be checked more closely.



Check that the bell works by pulling the lever. The ring sound should be reasonably loud enough for people to hear from a distance.

Brakes: A closer look

If the brakes are not working properly they need adjusting or replacing. Talk to an adult or go to a bike shop to find out how to fix these problems.



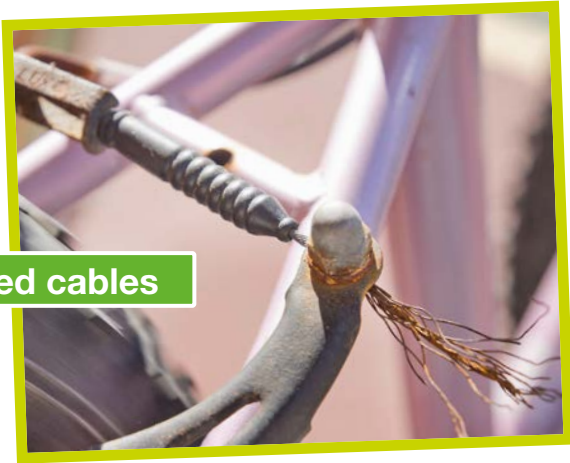
Worn brake pads



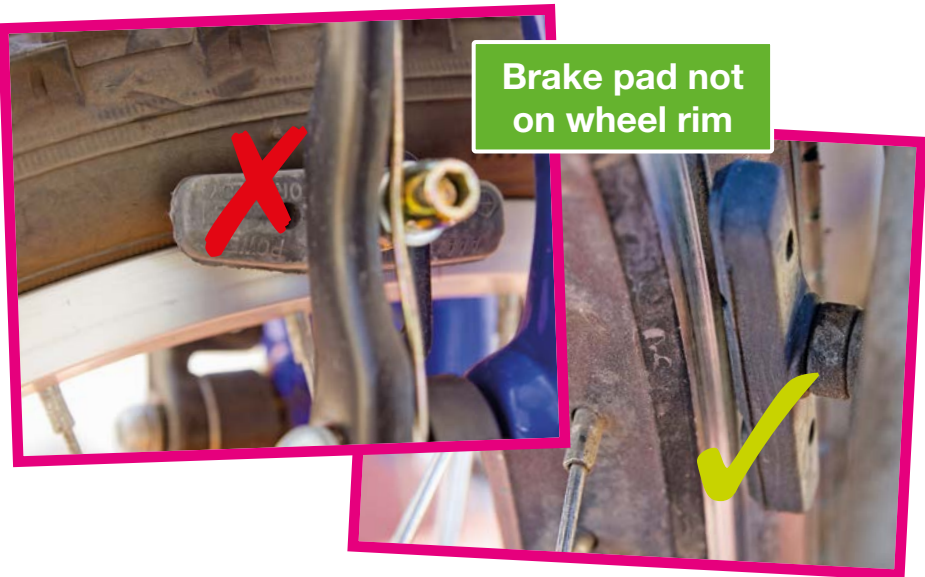
Bike safety checklist continued

Brakes: A closer look continued

Damaged cables



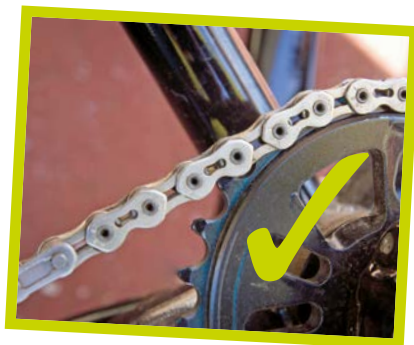
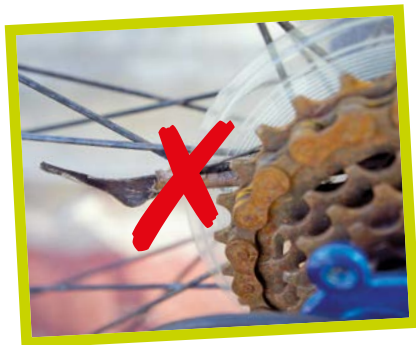
Brake pad not on wheel rim



Chain and Crank Arm



Check that the chain is clean and free of debris.



Check if the chain moves smoothly by holding the pedal and rotating it anticlockwise. If it feels stiff or jerks get an adult or bike shop to check it.



Check that the crank arm is tight and doesn't move from side to side. If it does there might be loose nuts and bolts. Get an adult or bike shop to check it.

Bike safety checklist continued

Drop test



OK



Needed fixing

Check that there are no loose parts by lifting the bike about 30cm off the ground and then dropping it. Ask for help if you need. Listen for unusual jingling noises.



If it does sound strange then check that the quick release is pushed in properly.

Height



Sometimes we borrow or share a bike with someone else. If you are borrowing a bike you need to make sure that the height of the seat is right for you.

Stand next to the bike. The seat should be at the same height as your hip.



Sit on the seat to check that your feet can touch the ground.



If you are new to riding a bike, try lowering the seat so that your feet are flat on the ground to help you with balance.

Bike safety checklist continued

Lights



OK



Needed fixing

Remember being seen is just as important as seeing others. Lights help others see you. They are not just for night time. If you ride when there is low light such as sunrise, sunset or foggy days use your lights.

Make sure your front and rear lights are clean and free of dirt.

Check that they work. If they look dull charge or replace the battery.



Reflectors help other people see you when their lights shine on you. Make sure they are clean.



If you use batteries to power your lights, always keep a spare set with you just in case your batteries run out.

Bike check summary

What is the **Way2Go Bike Ed** six point safety check?

A

B

C

D

H

L

To view a short video about how to do these checks visit the **Way2Go** website at www.dpti.sa.gov.au/Way2Go

Bike check logbook

You will need to do a bike safety check before every **Way2Go Bike Ed** lesson. Use the logbook to record and discuss the safety of your bike with an adult.

Week/day	Safe	Needs fixing	Comment
1	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	

Control your roll

Write two bike riding tips for the school newsletter about...

A. What to do to ride **faster** or **slower**

B. What to do to make a **tight** or **slight** turn

Name the bike parts

Use the words and description to identify and label the bike on the next page.

Front light - A white light that can shine constantly or flash.

Rear light - A red light that can shine constantly or flash.

Warning device - Makes a sound to let other people know that the bike rider is nearby.

Handlebars - Bars that you place your hands on to control the direction of the bike.

Reflectors - Reflects light to help make you more visible. Can be found on the front, back and wheels of a bike.

Frame - What the other major parts attach to. It usually has words to describe the bike brand and model.

Seat - Where you sit on a bike. It can also be called a saddle.

Wheel rim - Part of the bike that holds the tyre. The brake pads squeeze on them when you pull the brake levers.

Tyre - The rubber found on the wheel rim. It has tread to help grip to the ground.

Brake pads - Rubber pads that grip to the wheel rim when you pull on the brake levers.

Spokes - Thin wires on the wheel that help distribute your weight on the wheel.

Pressure valve - Where you attach a pump to inflate air into the tyres.

Pedal - Where you rest your feet or push to move the bike forward.

Crank arm - It attaches the pedal to the rest of the bike.

Chain - A loop of small metal links found on the cogs. When they push or pull the cogs the wheels move.



Give me a brake!

Discuss with an adult and tick which braking procedure you would use for each scenario. Explain your reason. **Hint: Is the scenario predictable?**

Scenario	Controlled	Emergency	
Example: <i>You see a red light traffic signal ahead</i>	✓		
A ball comes flying over the gate onto the footpath			
The bike rider in front of you stops suddenly			
You see a stop sign as you are riding towards the end of the road			
You're riding in a park and a dog without a leash decides to chase after the birds			
From a distance you see an elderly person about to walk across the road you are riding on			

Reason
<i>Because I'm looking ahead and have time to slow down before stopping</i>

Rules and laws

The **Way2Go Bike Ed** rules are for everybody who participates in the program. They help make and keep it a safe and enjoyable experience for everyone.

The rules are:-

1. Show **RESPECT** for the people, places and things
2. Show **CARE** for the safety and wellbeing of yourself and others
3. Give your best **EFFORT**

Think of how you could show respect, care and effort as a bike rider and then finish the sentences below.

I can show **RESPECT** during **Way2Go Bike Ed** by...

I can show **CARE** during **Way2Go Bike Ed** by...

I can give my best **EFFORT** in **Way2Go Bike Ed** by...

Some bike riding rules are created by a family, school or club and only the members of that group have to follow them.

Traffic laws are created by the government and everybody that lives in or visits South Australia must follow them.

Why do we need to have traffic laws?

Read each sentence. Is it a **Way2Go Bike Ed** rule or a traffic law? Circle the correct answer.

1. You must wear an Australian standard bicycle helmet when you ride on public roads (**rule / law**)
2. Use the bike stand to park your bike. Don't just drop it on the ground (**rule / law**)
3. When riding, use hand signals to let other people know you are going to turn or stop (**rule / law**)
4. At the traffic lights, you must stop on a red signal (**rule / law**)
5. Keep a safe distance between yourself and other bike riders (**rule / law**)
6. Listen to the adults and stay with the riding group (**rule / law**)

Rules and laws continued

Traffic rule and laws – exploring how they affect our lives.

Have you got a school zone at your school? If you have, you might see signs like these.

Just like car drivers, bike riders must follow the road rules and laws. Talk with an adult then answer the questions below.

What is the **purpose** of a school zone?

Hint – Whose safety does it aim to protect?



What should bike riders and car drivers do in a school zone? Why?

What might happen if someone didn't follow the rules for a school zone?

Roads are not a safe place to do tricks and stunts. Where is a safe place to practise these skills?

Do you know the meaning of each sign? Talk with an adult or do some research, then record the answer next to each sign.



Decision making

Read the scenarios then pick one, or write your own.

Scenario 1

You are at your friend's house and he asks you to go for a ride to the park. You didn't bring your bike so his big brother offers to let you borrow his. The helmet doesn't fit properly and you can't touch the ground when you sit on the bike. You really want to go for a ride.

Scenario 2

You're riding to school. You need to cross a road but you can see traffic coming and you're not sure if you can get across in time. You left home late and are worried that you won't get to school on time.

Scenario 3

You see broken glass on the road ahead. You don't want to get a punctured tyre from riding over it. You want to go around the glass but you hear a car coming up from behind you.

Write your own

The scenario I have chosen is: _____

What action could you take? Record two choices

Choice 1

Record a consequence from picking choice 1.

How do you feel about this consequence? Why?

This consequence is (circle one) **Wanted** **Not wanted** **Not sure**

Decision making continued

Choice 2

Record a consequence from picking choice 2.

How do you feel about this consequence? Why?

This consequence is (circle one) **Wanted** **Not wanted** **Not sure**

Record your decision with reasons

Parent/carer feedback on your decision

Signature: _____

Making decisions about how to stay safe in traffic can be tricky. Like most things, you need lots of practice to get better.

Why not try these ideas

- Teach a sibling or family friend something you learned in **Way2Go Bike Ed**.
- Ask to be the leader on the next family outing. This is a great way to show your parents how much you can do all by yourself.
- Create new opportunities to practice. E.g. Talk with your parent or carer about whether you could ride to school once a week if you usually go by car.

Making decisions logbook

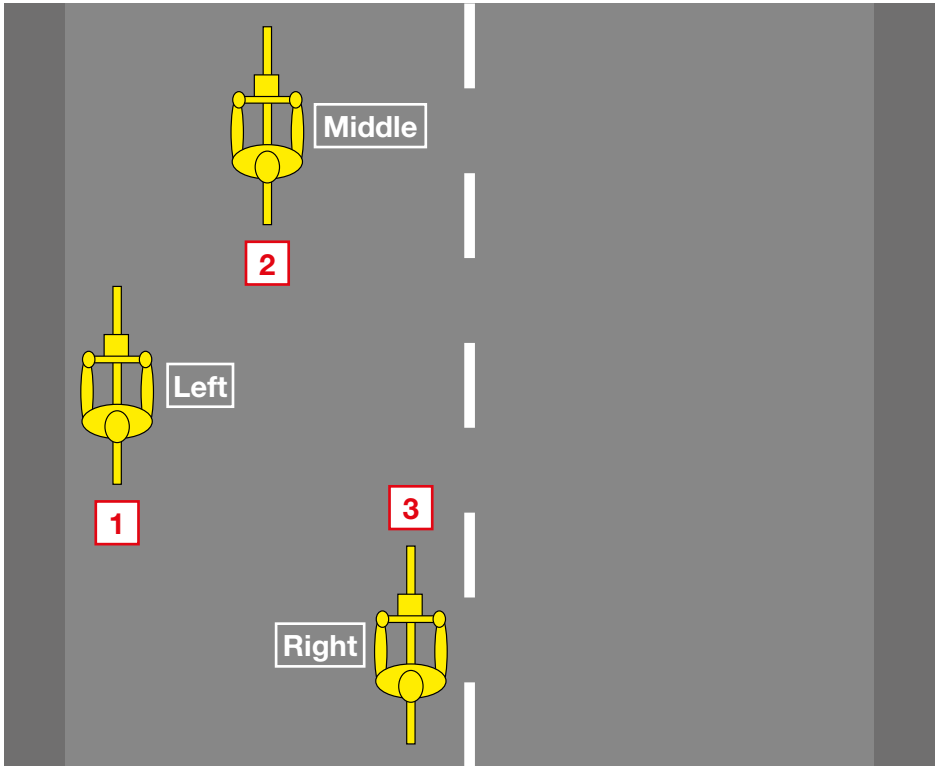
Describe the situation	What were your choices?	

What was your decision?	What happened? What would you do differently next time?

Roads, riders and respect

Where should the bike rider ride on the road?

Circle your answer and record a reason in the space next to it.

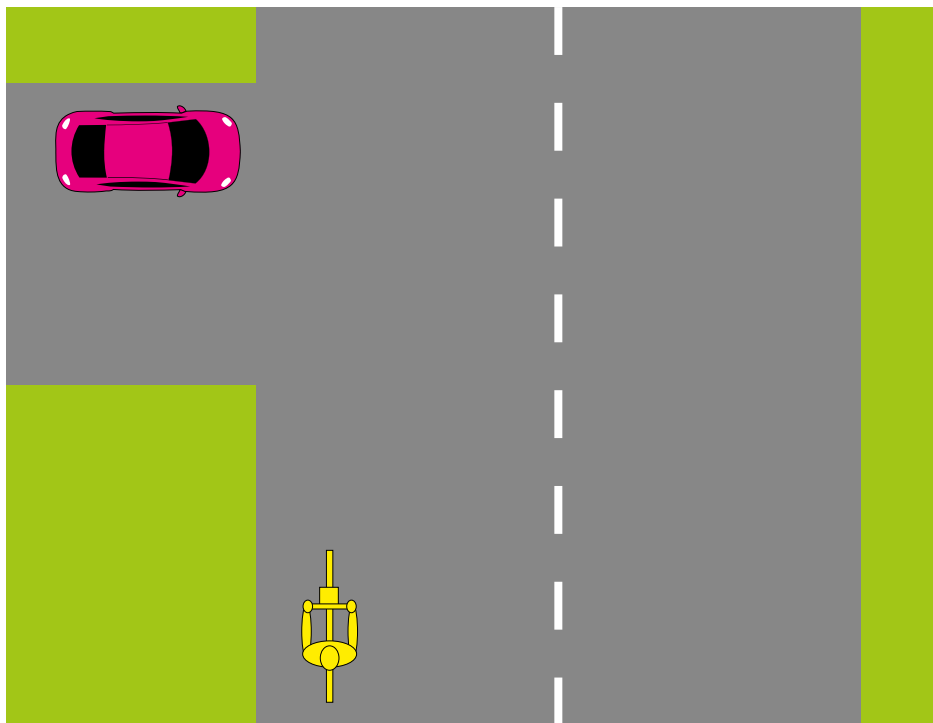


Sometimes you need to move around objects like glass to avoid a puncture. When this happens you need to

S ___ ___ **N**, **S** ___ ___ ___ ___ **L** then **S** ___ ___ **N**

again to make sure it's safe and let others know where you are going.

Left turns



The bike rider wants to make a left turn. How can the bike rider let other travellers know?

Choose one option and circle

How confident do you feel about your ability to turn left?



Not confident



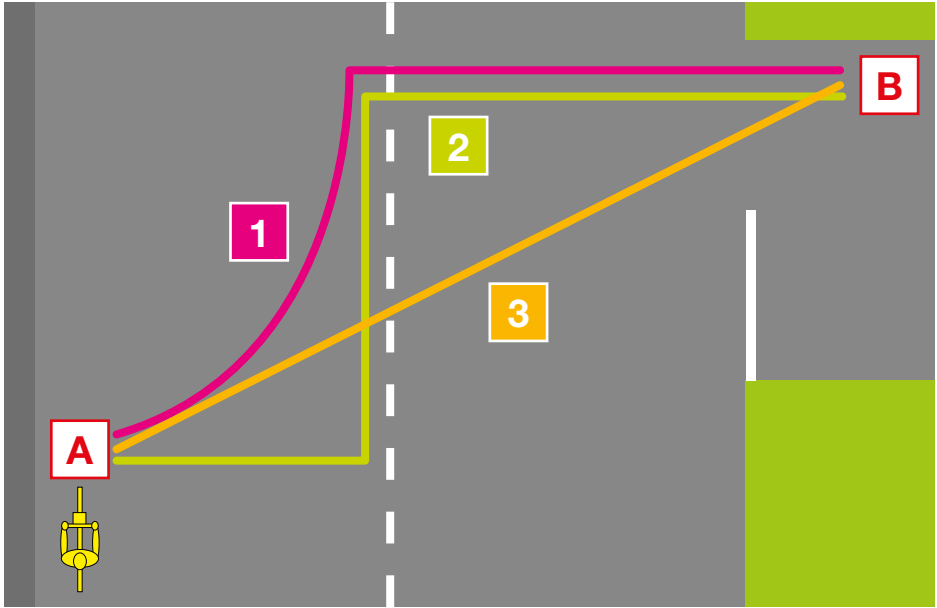
I need some practice



I can do it

Right turns

The rider wants to get from point **A** to point **B**. Circle the option that is the safest way to get there.



Record your reason

Choose one option and circle

How confident do you feel about your ability to turn right?



Not confident



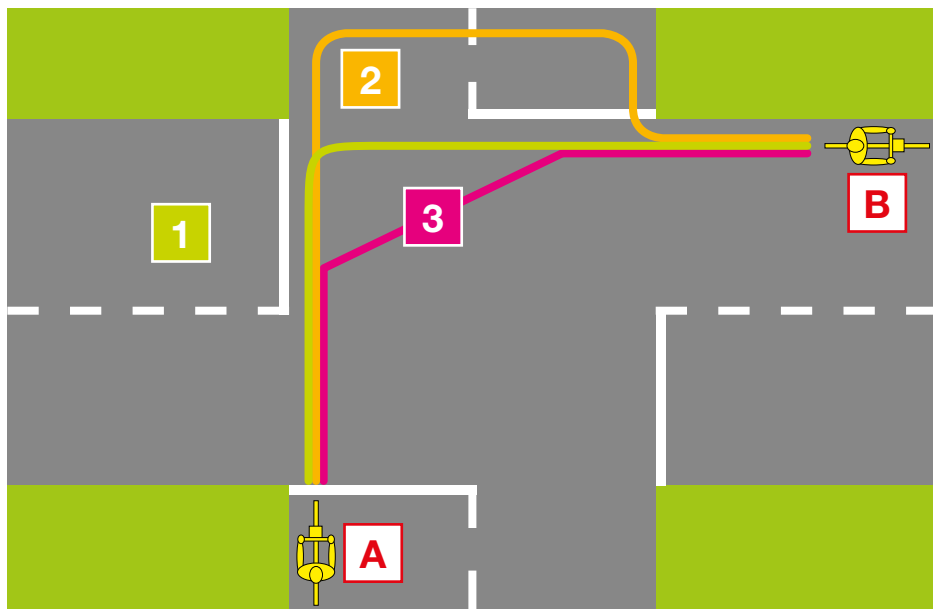
I need some practice



I can do it

Hook turn

The rider wants to get from point **A** to point **B** on a busy road. Circle the correct way to make a hook turn.



Record your reason

Choose one option and circle

How confident do you feel about your ability to do a hook turn?



Not confident



I need some practice

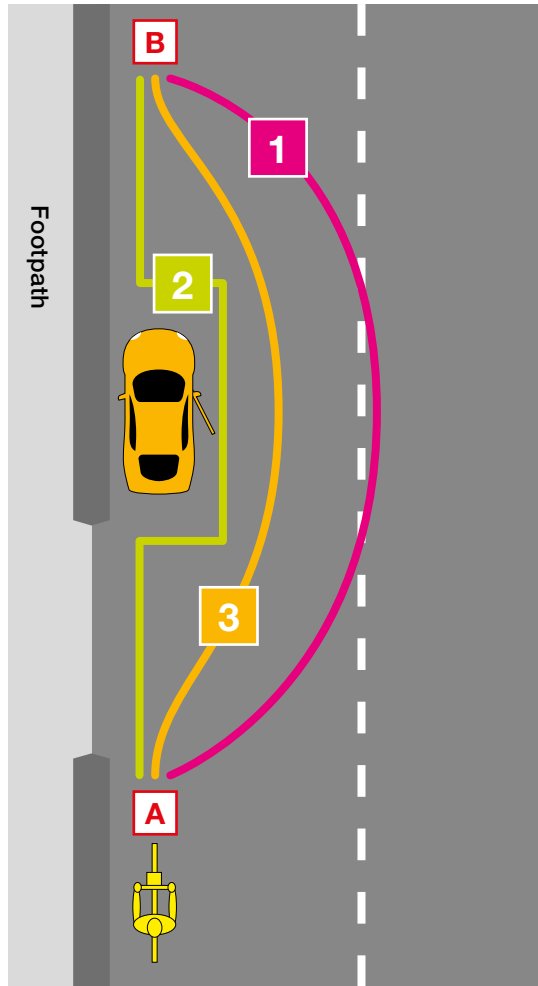


I can do it

Passing a parked car

The rider wants to get from point **A** to point **B**. Circle the option that is the safest way to get there.

Record your reason/s



Choose one option and circle

How confident do you feel about your ability to pass a parked car?



Not confident



I need some practice

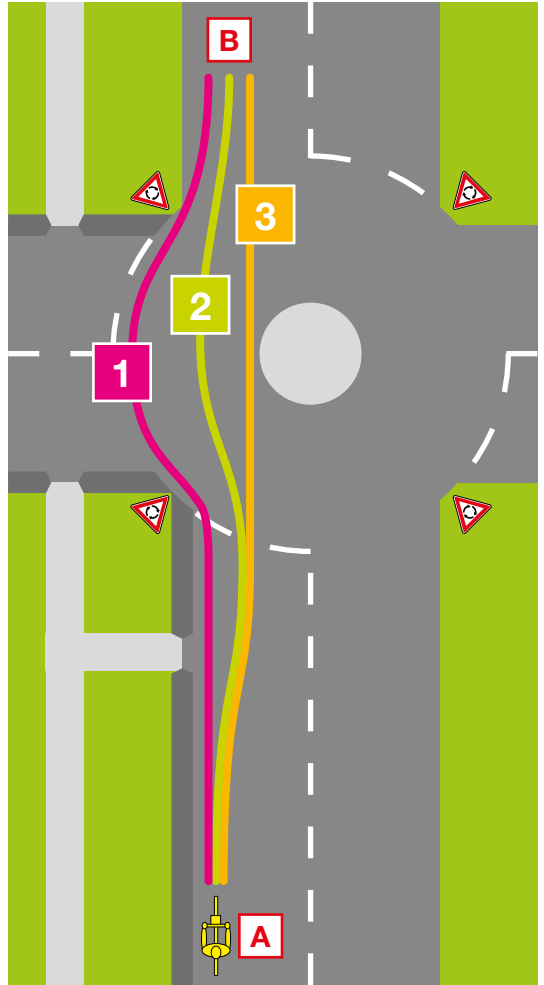


I can do it

Managing roundabouts

The rider wants to get from point **A** to point **B**. Circle the option that is the safest way to get there.

Record your reason/s



Choose one option and circle

How confident do you feel about your ability to manage a roundabout?



Not confident

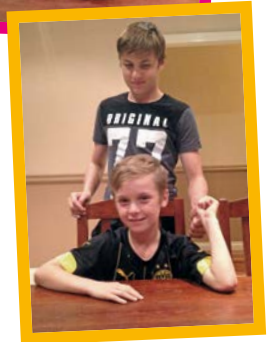


I need some practice



I can do it

Spot it



Spot it

Sit in a chair with a helper standing behind you.

Look straight ahead.

Get a helper to wiggle their finger or thumb on either side or above your head. As soon as you notice it grab the finger.

Repeat from different directions for five minutes.

Record what you did to improve. Tick the box and get an adult signature once you have finished.

What's that number?



What's that number?

Find a quiet street or local bike path to ride on.

Ask your helper to stand to the side of the path.

As you ride past on your bike look briefly at the helper for how many fingers they are holding up. Shout it out as you ride past.

Ask your helper to change sides after a few times.

Challenge: Try riding past the helper and scanning back over your right shoulder.

RABL

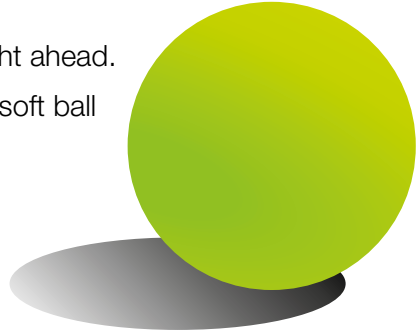
RABL

Stand with your feet apart and look straight ahead.

From behind you, the helper will throw a soft ball either to your **right, above** your head or **below** (between your legs) or **left**.

When you notice the ball shout out what direction it is coming from.

Do this for five minutes.



Safety tip: Make sure your helper can throw a ball accurately underarm so they don't hit you from behind!

Parent signature