



Department of
Education

Shaping the future

Bike safety education

Year 2



25 February 2026

National Ride2School Day 2026

This lesson is designed for use in the lead-up to National Ride2School Day or as part of any safety on wheels education. It supports students in developing the knowledge needed to ride wheeled devices safely.

[Contact us](#) to order resources to support this lesson.

YEAR 2 – Safety on wheels		
Learning Intentions	Success Criteria	Key Messages
Students are learning: <ul style="list-style-type: none"> the importance of wearing helmets when using wheeled devices how to identify safe places to ride wheeled devices. 	Students will: <ul style="list-style-type: none"> identify different wheeled devices and the safety equipment needed for each explain why wearing a helmet is important describe the correct way to fit a helmet choose safe places to ride wheeled devices in the local area. 	<ul style="list-style-type: none"> Helmets and other safety equipment protect us when we are using wheeled devices. It is safer to ride your bike and other wheeled devices on the footpath or away from the road.
<p>Note: eRideables – Children under the age of 16 are not legally allowed to use eRideable devices such as eScooters. Refer to the Road Safety Commission for more information.</p>		
Resources	Teaching and Learning Experience	
Introduction Circle talk	 Introduction Circle talk (whole class) <ul style="list-style-type: none"> Explicitly tell students what 'wheeled device' means. Arrange students into 2 concentric circles (inside and outside), facing each other. Ask the following questions, allowing pairs to discuss briefly. After each question the inside circle move one spot to the left to discuss the next question with a new partner. <ol style="list-style-type: none"> What wheeled devices have you used? Who do you ride with? Where do you ride? What safety equipment do you wear when riding a wheeled device? (e.g. suitable clothing, bright colours, long pants, enclosed shoes, knee pads, elbow pads, helmets.) 	

Activity 1 Helmets

- A helmet for demonstrations

**Activity 1 Helmets** (whole class)

- Hold up a helmet and ask students to pick out the key features (e.g. hard outer shell, buckle, straps, helmet line, ventilation holes.)
- Demonstrate different helmet positions (too far forward, too far back, buckle undone, straps twisted, correct position.)
- With each new position ask students if it is correct and why.
- Explain the 'Three 2s' method to check if your helmet is correctly fitted:
 - 2 fingers above the eyebrows - Can you fit 2 fingers between your eyebrows and the helmet?
 - 2 ear clips under the ears - Are the straps free from twists and do they join in a 'v' just below the ears? Can you yawn easily?
 - 2 fingers under the chin strap - Can you fit 2 fingers between the strap and your chin?
- **Note:** the recommended helmet for users of all wheeled devices is a bike helmet. Skate helmets are not recommended for bike use.
- Ask students: Who could you ask to check that your helmet is fitted correctly before using a wheeled device?
- Label one side of the room 'true' and the other 'false'.
- Read out the following statements and ask the class to move to the side of the room that they think is correct.

True or False statements:

- Wearing a helmet stops you from falling off/crashing? (False - Helmets do not stop you from falling off your bike or crashing.)
- A bike helmet protects your head if you have a crash? (True - An undamaged, correctly fitted helmet will protect your head if you have a fall.)
- The law says cyclists must wear a bike helmet. (True - Helmets are compulsory in Western Australia, all cyclists must wear an approved helmet while in motion.)
- It does not matter if your helmet is too big because you can grow into it. (False - Helmets need to be correctly fitted to protect you in a fall.)
- You do not need to buckle up your helmet. (False - Helmets need to be buckled up to protect you in a fall.)
- Explain that when using a wheeled device, you move a lot quicker than walking. To protect ourselves if a fall happens, it is important to wear a correctly fitted helmet and other protective clothing.
- Ask students:
 1. Why is the brain important? What does it do?
 2. Why do we need to protect it?
 3. How does a helmet protect a person's head?

Activity 2 Safe places to ride

- Access to a map of the local area.

Review and assess I am going for a ride memory game

- No resources required

**Activity 2** Safe places to ride (whole class)

Ask students: What else could you do to stay safe when using wheeled devices other than wearing safety equipment? (e.g. ride with an adult, do not ride on or near the road, only ride during the daylight hours, do a bike safety check).

Display a map on the board of the local area around the school.

- Ask students to suggest safe places to ride their wheeled devices in the local area.
- Encourage students to think about parks, bike paths, playgrounds, and other designated areas.
- Discuss the features that make these areas safe for riding. (e.g. low traffic areas, designated bike paths or lanes, good visibility, presence of protective barriers, adult supervision.)
- Ask students what improvements could be made in the local area to make it a safer place to use wheeled devices.

**Review and assess** I am going on a ride memory game (small groups)

- Place students into small groups (3-6 students).
- In their groups students play the following memory game.

Round one: Safety equipment

Student 1 says: On Monday morning I rode my bike to school. To stay safe, I wore my _____ (e.g. helmet.)

Student 2 says: On Monday morning I rode my bike to school. To stay safe, I wore my student 1's response and new response (e.g. bright clothes.)

The game continues with each student repeating the items already listed and adding a new one. If a student forgets an item, cannot think of any more pieces of safety equipment or says something that is incorrect, they are out for that round.

Round two: Safe places to ride

Student 1 says: On Tuesday I rode my (first student decides the wheeled device). To stay safe, I rode _____ (e.g. in the backyard.)

Student 2 says: On Tuesday I rode my (the device the first student chose). To stay safe, I rode student 1's response and new response (e.g. a bike path.)

Ask groups to share the safety equipment they wore and the safe places they rode.