



Department of  
Education

**Shaping the future**

# Bike safety education

## Year 6



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.

For further support including professional learning and additional road safety resources contact [rsde.rfa@education.wa.edu.au](mailto:rsde.rfa@education.wa.edu.au).

YEAR 6 – Keeping riders safe		
Learning Intentions	Success Criteria	Key Messages
Students are learning: <ul style="list-style-type: none"> <li>about factors that contribute to crashes on wheeled devices</li> <li>strategies to reduce the risk of crashes on wheeled devices.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>explain how different factors (person, vehicle, environment) influence road safety</li> <li>identify and suggest strategies to reduce the risk of crashes recall the ABC bike safety check</li> </ul>	<ul style="list-style-type: none"> <li>Road safety is influenced by multiple factors including the person, the vehicle and the environment.</li> <li>Performing regular safety checks on your wheeled device can help keep riders safe.</li> </ul>
<p><b>Note:</b> 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 <a href="#">information</a>.</p>		
Resources	Teaching and Learning Experience	
<p><b>Introduction</b> Road use triangle</p> <ul style="list-style-type: none"> <li>No resources required</li> </ul> <p><b>Activity 1</b> Avoiding crashes</p> <ul style="list-style-type: none"> <li>A3 sheet of paper – 1 per group</li> </ul>	<p> <b>Introduction</b> Road use triangle (whole class)</p> <p><i>The Road Use Triangle is a framework that helps us understand why road-related harms occur. It shows that the risk of road-related harm occurring is determined by the combination of three factors: the person, the vehicle and the environment.</i></p> <ul style="list-style-type: none"> <li>Discuss the following question as a class - What causes crashes to occur when people are using wheeled devices?</li> <li>Draw a triangle on the board titled 'The Road Use Triangle'.</li> <li>On each side of the triangle write 3 headings:               <ul style="list-style-type: none"> <li><b>Person</b> e.g. distraction, age, experience, speed</li> <li><b>Wheeled device</b> e.g. condition of wheeled device, size of wheeled device (is it the correct size for the user).</li> <li><b>Environment</b> e.g. weather conditions, road conditions, time of day.</li> </ul> </li> </ul> <p> <b>Activity 1</b> Avoiding crashes (small groups)</p> <ul style="list-style-type: none"> <li>Place 6 large sheets of paper around the room with these headings:               <ul style="list-style-type: none"> <li>Person – Increase risk</li> <li>Person – Decrease risk</li> <li>Wheeled device – Increase risk</li> <li>Wheeled device - Decrease risk</li> <li>Environment – Increase risk</li> <li>Environment – Decrease risk</li> </ul> </li> </ul>	

- As a class, brainstorm an example for each heading (see Table 1 for examples).
- Allocate small groups of students one of the pieces of paper.
- In groups, students write down additional ideas.
- After 2 minutes they rotate to another piece of paper.
- Discuss the groups' responses, focusing on factors that reduce crash risks.
- Emphasise the importance of knowing which factors we can control and how this helps us make safer decisions on wheeled devices.

Table 1 – Brainstorm examples					
Person		Wheeled device		Environment	
Increase risk	Decrease risk	Increase risk	Decrease risk	Increase risk	Decrease risk
<ul style="list-style-type: none"> <li>• Distracted (e.g. friends, phones)</li> <li>• Inexperienced</li> <li>• Riding too fast</li> <li>• Not knowing or following road rules</li> <li>• No helmet or safety equipment/condition of safety equipment</li> <li>• Taking risks</li> <li>• Riding alone</li> </ul>	<ul style="list-style-type: none"> <li>• Well rested</li> <li>• Experienced</li> <li>• Knowledge of road rules</li> <li>• Following road rules</li> <li>• Wearing a helmet and other safety equipment</li> <li>• Wearing bright clothing</li> <li>• Riding with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Having more than one person on the wheeled device</li> <li>• Bike seat/handlebars not at the correct height</li> <li>• No reflectors/lights</li> <li>• No bell</li> </ul>	<ul style="list-style-type: none"> <li>• Well maintained</li> <li>• Brakes working</li> <li>• Tyres pumped up</li> <li>• Correct size for the user</li> <li>• Bike is fitted with reflectors and lights</li> </ul>	<ul style="list-style-type: none"> <li>• Potholes/uneven surfaces</li> <li>• Poor weather</li> <li>• Lack of streetlights</li> <li>• Lack of bike paths</li> <li>• Busy roads</li> </ul>	<ul style="list-style-type: none"> <li>• Clear weather</li> <li>• Bike paths present</li> <li>• Safe places to stop</li> <li>• Pedestrian crossings</li> <li>• Presence of a refuge in the middle of the road</li> </ul>



**Activity 2** Bike safety check

- Picture of a bike to display or bring in a bike for the day
- Access to video: [ABC Bike Check - Department of Transport and Major Infrastructure](#)

**Activity 2** Bike safety check (whole class)

- Display a picture of a bike, or if possible, bring in a bike for the day.
- Ask the class to identify parts of the bike that they think need to be checked every time they go for a ride.
- Write the letters ABC on the board.
- Ask the students to guess what they think the letters stand for in relation to a bike safety check.
  - Air: Make sure the tyres are pumped up and are not soft.
  - Brakes: Squeeze the brakes and make sure it stops the wheels.
  - Chain: Make sure the chain is on, can go around freely and is not rusted.
- Watch the video [ABC Bike Check - Department of Transport and Major Infrastructure](#).
- Ask the class if there are any other things they should check before riding a bike or other wheeled device e.g. seat, handlebars, gears, bell, lights etc.

**Review and assess** Reflection snow ball

- Small piece of paper – 1 per student



**Review and assess** Reflection snowball (*individual*)

As a class complete a think pair share: What can you do to stay safe when using wheeled devices?