

MODULE 4:

Rideables



EDUCATOR RESOURCE

Students learn about skateboards, scooters and other rideables and how to use them more safely, especially in shared environments. Students consider the need for protective gear, such as helmets, elbow pads, knee pads and wrist guards. At the end of this module, students will be able to recognise it is their responsibility to be considerate of others and to help prevent road incidents when using rideables.

MODULE OUTCOMES:

At the end of this module, it is intended that students will be able to:

- identify protective gear that can help reduce the impact of road trauma
- appreciate the importance of appropriate stopping distances when using rideables
- make appropriate decisions about using rideables in shared spaces

GUIDED DISCUSSION QUESTIONS:

- What is a rideable? Is it a skateboard? Scooter? E-scooter? All of these?
- Does anyone have a rideable?
- How does a rideable become a safety hazard?
- Do you wear protective gear when you use a rideable? What type? Do you think you will consider wearing more protective gear in the future? Why/why not? What are the barriers? How can we overcome these?
- How fast can your scooter go? How fast are you allowed to go legally? Do you ride on roads or footpaths? What are the rules?

LEARNING ACTIVITY:

Analyse how expectations influence the way young people think about risk-taking behaviour in relation to using rideables, such as skateboards and scooters, in road user environments. Research the regulations for using skateboards, scooters and/or e-scooters in your state.

After or before the research, lead a discussion about how rules and regulations have come to be a part of our society. Evaluate how regulations shape our identities - that we identify with our society being a relatively safe one, but only because Australians are generally responsible citizens that follow the rules and regulations of our society

AUSTRALIAN CURRICULUM LINKS:

Year 9 Content Description

Learning Area: Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Learning Intention: analyse factors that shape identities and evaluate how individuals influence the identities of others (AC9HP10P01)

Year 9 Content Description

Learning Area: English

Strand: Literature

Sub-strand: Creating texts

Learning Intention: plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY07)