



SCOTT'S BMX BIKE TRICK

Teacher Resources

INTRO TO PROGRAM

Scott Hone brings to life an energetic and theatrical BMX performance that charts his journey from a childhood bike to circus-stage stunts. Expect jaw-dropping tricks — riding on one wheel, upside-down spins, and other BMX feats — all woven into a story about perseverance, creativity, and pursuing dreams. The show ends with an exciting audience-participation finale: up to five audience members join Scott on stage for a collective BMX ride.

Experience the excitement of Scott's BMX Trick Bike Show, where breathtaking BMX stunts, world class skills, uplifting music, and loads of fun will captivate everybody.

PROGRAM DESCRIPTION

Scott Hone, a world-renowned BMX trick rider, takes you on an inspiring journey from his first childhood bike to the heights of circus fame. With dazzling tricks — riding forwards on the front wheel, backwards upside-down, and spinning in ways you never thought possible, Scott's performance isn't just a show about tricks — it's a powerful story of perseverance, creativity, and following your dreams whilst embracing life's adventures.

The show crescendos with a bold finale, inviting five audience members to join Scott on stage for an unforgettable finale of six people all riding the bike at once. The vibrant music heightens every twist and turn, making each moment memorable. Students will be wide-eyed, cheering, and everyone will leave smiling and glowing, dreaming of their next bike ride.

Whether you're a bike enthusiast, music lover, or thrill-seeker, this is more than a show — it's a celebration of dreams, determination, and the joy of bicycles.



MEET SCOTT

Scott Hone is a father of two, BMX rider, juggler, acrobat, clown, photographer, and teacher.

Scott wrote and directed the hit solo show, *Scott's BMX Trick Bike Show*, touring nationally since 2015 performing across six states. A regular Guest Entertainer for P&O Cruises.



Scott has performed with his world class BMX act with Circus Oz nationally and internationally in 2014, 2015, and 2016. Prior to this, he worked as a key member of the touring company in the 2000's performing in prestigious locations such as: Broadway, New York City, London's Royal Festival Hall and Royal Albert Hall, as well as, the Sydney Opera House.

Scott was a guest for White Night Geelong performing *Man On A Bike*; a twenty minute improvised duet with Composer and Pianist, Ania Reynolds.

Scott was an assistant director for the Victorian State School's *Spectacular*; as well as former consultant for the Arena Theatre Company.

Scott has been a leading entertainer since 2009 for all parades for the city of Melbourne. Australia Day Parade, Melbourne Cup Spring Carnival Parade, Moomba Parade and the Australian Rules Grand Final Football Parade.



EDUCATIONAL BENEFITS

Art form(s): Circus / Physical Theatre / BMX trick performance

Themes & Big Ideas: Strong themes of perseverance, resilience, creativity, and exploration.

Students will learn that doing something extraordinary is hard. Really hard. With passion and creativity, coupled with not giving up, will take you beyond what they ever thought was possible. The show is a living example of this message.

And having fun. The show is lots of fun!

CURRICULUM AREAS FOR EXPLORATION

<p>The Arts (Drama, Dance, Physical Theatre)</p>	<p>Explore physical theatre; understand storytelling through movement; analyse how BMX tricks convey emotion or narrative.</p>
<p>Physical Education / Health & Wellbeing / Outdoor Education</p>	<p>Discuss risk, safety (bike handling, balance, coordination); appreciation for physical skill; understanding practice & perseverance in learning physical skills.</p>
<p>Personal & Social Capabilities / Critical & Creative Thinking</p>	<p>Reflect on themes of perseverance, resilience, creative thinking; apply “what if I...” to students’ own lives; promote growth mindset.</p>
<p>Cross-Curricular / Life Skills</p>	<p>Set personal goals; understand practice, persistence, failure and success; encourage self-expression, confidence, risk-taking (within safety).</p>



CLASSROOM ACTIVITY IDEA FROM SCOTT

For Upper Primary Students

Create a Class BMX Magazine

To extend the impact of the performance, invite students to create a class BMX magazine.

Students work together to design a printed (or digital) magazine that captures what they learned and felt during the show, while exploring themes of creativity, safety, perseverance and community.

The magazine might include:

- Short articles about BMX culture or famous riders
- Student reflections on the performance
- “How-to” pages about bike care or safe riding tips
- Drawings, photos or action illustrations
- QR codes linking to safe trick tutorials or bonus content
- Creative writing pieces (poems, comics, interviews, advice columns)

The finished magazine can be printed and shared in the classroom or school library, giving students something tangible to keep, revisit and build on.

This activity supports literacy, teamwork, creative thinking and student voice, while reinforcing the key messages of the performance long after the show has finished.



THE GANAG INSTRUCTIONAL MODEL

The GANAG instructional model.

GANAG stands for:

- Goals
- Access
- New Info
- Apply
- Goal review

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004).

Hattie, J. (2008). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge:Oxon

Marzano, R., Pickering, D. & Pollock, E. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. ASCD: Alexandria, Virginia.

Teachers can use the table below to assist in integrating the program into their curriculum delivery.



UNIT: SCOTT'S BMX BIKE TRICK SHOW

FOUNDATION - 2

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>Goal</p> <p><i>Set the learning goal/benchmark or objective</i></p>	<ul style="list-style-type: none"> • Setting Objectives & Providing Feedback • Reinforcing Effort And Providing Recognition 	<p>Learning Intention</p>	<ul style="list-style-type: none"> • Students will know how to be a great audience members (listen, watch, respond respectfully). • Students will know what to look for in the show: movement, music, fun, and the “message” (keep trying / be creative / follow your dreams). • Students will practise asking a question for the Q&A. 	<ul style="list-style-type: none"> • Students will tell what happened in the show using first/then/next/finally. • Students will share what they liked and how it made them feel. • Students will identify one “message” from the show: keep trying, be creative, follow dreams. • Turn and tell: “My favourite part was...” • “Show me with your face”: how did you feel watching? (wow/excited/happy/nervous) • Class word bank: tricks / music / cheering / audience / finale
<p>Access</p> <p><i>Access students’ prior knowledge building engagement through establishing immediate relevancy; a “hook” that is a short introduction to the lesson</i></p>	<ul style="list-style-type: none"> • Question, Cues And Advanced Organisers • Nonlinguistic Representations • Identifying Similarities And Differences • Cooperative Learning 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> • Review of previous lesson • Pair and Share • Turn and Talk • Brainstorming • Quick Write • Verbal check-in of prior knowledge • Visual to access prior knowledge 	<ul style="list-style-type: none"> • Turn and talk: “What is a performance?” • Show hands: “Who has ridden a bike?” “What is tricky about it?” • Quick feelings chat: “How do you feel when you try something hard?” • Predict: “What might we see/hear?” (tricks / music / cheering / funny moments) 	<ul style="list-style-type: none"> • Turn and tell: “My favourite part was...” • “Show me with your face”: how did you feel watching? (wow/excited/happy/nervous) • Class word bank: tricks / music / cheering / audience / finale

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FOUNDATION - 2

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>New Information</p> <p><i>Acquire new information – declarative and/or procedural</i></p>	<ul style="list-style-type: none"> Summarising and Note Taking Homework and Practise 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> Modelling and direct instruction Student discussions Academic feedback to students Non-fiction writing, vocabulary and reading strategies to develop understanding of new information Inquiry based questions and activities 	<p>Teach “audience rules” (simple):</p> <ul style="list-style-type: none"> Eyes watching Ears listening Body still and safe Clap/cheer at the right times <p>Teach “what to notice”:</p> <ul style="list-style-type: none"> Big movements and balance Music making it exciting Moments where Scott keeps trying / is creative / follows a dream <p>Model question stems for Q&A:</p> <ul style="list-style-type: none"> “How did you learn to...?” “What do you do when it’s hard?” “What is your favourite trick?” 	<p>Teach recount structure (kid-friendly):</p> <ul style="list-style-type: none"> Orientation: when/who/where Events: at least 3 in order + time words Conclusion: feelings sentence Title + picture matches writing Model 1 short class recount together (teacher scribes).
<p>Apply</p> <p><i>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</i></p>	<ul style="list-style-type: none"> Identify Similarities And Differences Cues, Questions And Advanced Organisers Generate And Test Hypotheses 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> Guided Practice Independent and group work Student demonstration of learning objective Student-to-student discussions using accountable talk Ongoing checks for understanding Continuous academic feedback to the students 	<ul style="list-style-type: none"> Students draw a “watch for” picture (one thing they will look for during the show). Students practise saying 1 question to a partner (teacher chooses a few for whole-class share). Class makes 3 “top questions” to ask at Q&A. 	<p>Students write (or scribe) a simple recount:</p> <ul style="list-style-type: none"> One sentence orientation (when/who/where) Three event sentences using first/then/next/finally One feelings sentence (I felt... because...) Students add: Title (few words) + picture that matches <p>Optional drama mini-task:</p> <ul style="list-style-type: none"> In pairs, make a freeze-frame of “trying again” (perseverance).

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FOUNDATION - 2

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>Goal Review</p> <p><i>Review what has been taught.</i></p> <p><i>How will the teacher know if students met the measurable objective?</i></p>	<ul style="list-style-type: none"> • Setting Objectives And Providing Feedback • Reinforcing Effort And Providing Recognition • Homework And Practise 	<p>Possible Means of Assessments to Try:</p> <ul style="list-style-type: none"> • Oral or written summary of lesson • Exit slip or quick write • Pair and share • Peer and individual review of work • Class discussion of topic • Cornell notes check 	<p>Quick check:</p> <ul style="list-style-type: none"> • "I can tell 1 audience rule." • "I can say 1 thing I will look for." <p>Students circle: excited / curious / nervous / ready.</p>	<p>Students self-rate 1-4 (simple):</p> <ul style="list-style-type: none"> • I wrote when/who/where. • I wrote events in order with time words. • I wrote a feelings sentence. <p>Share 2-3 recounts (author's chair style).</p>

UNIT: SCOTT'S BMX BIKE TRICK SHOW

3 - 6

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>Goal</p> <p><i>Set the learning goal/benchmark or objective</i></p>	<ul style="list-style-type: none"> Setting Objectives & Providing Feedback Reinforcing Effort And Providing Recognition 	<p>Learning Intention</p>	<ul style="list-style-type: none"> Students will identify how a live performance uses movement + music + audience interaction to engage viewers. Students will look for evidence of the show's themes: perseverance, creativity, following dreams. Students will generate strong Q&A questions. 	<ul style="list-style-type: none"> Students will write a structured recount and include evidence from the show. Students will explain how performance choices communicated meaning (theme + audience impact). Students will reflect on how perseverance/creativity applies to their own learning.
<p>Access</p> <p><i>Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson</i></p>	<ul style="list-style-type: none"> Question, Cues And Advanced Organisers Nonlinguistic Representations Identifying Similarities And Differences Cooperative Learning 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> Review of previous lesson Pair and Share Turn and Talk Brainstorming Quick Write Verbal check-in of prior knowledge Visual to access prior knowledge 	<ul style="list-style-type: none"> Quick discussion: "What makes a performance meaningful, not just impressive?" Brainstorm: perseverance / creativity / determination — what do these look like in real life? Predict: "How might music change the audience's feelings?" "I notice / I wonder" about BMX performance (movement, risk, training, safety). 	<ul style="list-style-type: none"> Quick recap in pairs: retell the show in 6 key moments. Whole-class list: "Most memorable moments" (build a shared timeline). Prompt: "What was the strongest example of perseverance? creativity? dreams?"

UNIT: SCOTT'S BMX BIKE TRICK SHOW

3 - 6

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>New Information</p> <p><i>Acquire new information – declarative and/or procedural</i></p>	<ul style="list-style-type: none"> Summarising and Note Taking Homework and Practise 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> Modelling and direct instruction Student discussions Academic feedback to students Non-fiction writing, vocabulary and reading strategies to develop understanding of new information Inquiry based questions and activities 	<p>Teach observation focus:</p> <ul style="list-style-type: none"> Performer choices (movement, timing, pace) Mood/energy created by music Audience interaction, especially the finale with audience on stage <p>Teach note-taking scaffold (simple):</p> <ul style="list-style-type: none"> “Moment I remember” “What happened?” “Which theme does it show?” “How did the audience react?” <p>Model high-quality Q&A question types:</p> <ul style="list-style-type: none"> skill + practise resilience/perseverance creativity/innovation performance choices (music, staging, audience). 	<p>Teach recount expectations (upper primary):</p> <ul style="list-style-type: none"> Orientation: when/who/where Events: at least 3–5 in order, each starting with time connectives Conclusion: feelings + reflection/lesson <p>Teach “evidence sentences” (because... for example...):</p> <ul style="list-style-type: none"> “This showed perseverance because...” “This showed creativity because...” “The music/audience interaction affected the mood by...” <p>Revisit the finale as a strong performance feature (audience on stage).</p>
<p>Apply</p> <p><i>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</i></p>	<ul style="list-style-type: none"> Identify Similarities And Differences Cues, Questions And Advanced Organisers Generate And Test Hypotheses 	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> Guided Practice Independent and group work Student demonstration of learning objective Student-to-student discussions using accountable talk Ongoing checks for understanding Continuous academic feedback to the students 	<p>Students write:</p> <ul style="list-style-type: none"> 2 “theme questions” (perseverance/creativity/dreams) 1 “performance-making” question (music/audience/staging) Class votes on best 5 questions for the Q&A. 	<p>Choose one main task (or offer choice):</p> <ul style="list-style-type: none"> Written recount + reflection: Orientation + 4–5 ordered events with time connectives <p>2 evidence paragraphs:</p> <ul style="list-style-type: none"> one theme paragraph (perseverance/creativity/dreams) one performance paragraph (music/audience/finale) Conclusion: feelings + personal connection (how it relates to my learning)

UNIT: SCOTT'S BMX BIKE TRICK SHOW

3 - 6

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1: PRE SHOW	FOCUS 2: POST SHOW
<p>Apply (continued)</p> <p><i>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</i></p>	<p>N.A</p>	<p>N.A</p>	<p>N.A</p>	<p>Drama response:</p> <ul style="list-style-type: none"> Group creates a 45–60 second sequence showing “practise → fail → adjust → succeed” Narration includes one line of “message” (perseverance/creativity/dreams). <p>Poster/visual response:</p> <ul style="list-style-type: none"> “Dreams + Determination” poster with 3 captions, each linked to a moment from the show
<p>Goal Review</p> <p><i>Review what has been taught. How will the teacher know if students met the measurable objective?</i></p>	<ul style="list-style-type: none"> Setting Objectives And Providing Feedback Reinforcing Effort And Providing Recognition Homework And Practise 	<p>Possible Means of Assessments to Try:</p> <ul style="list-style-type: none"> Oral or written summary of lesson Exit slip or quick write Pair and share Peer and individual review of work Class discussion of topic Cornell notes check 	<p>Students share one thing they will watch for + why.</p> <p>Quick success check:</p> <ul style="list-style-type: none"> “I can name 2 show themes I’ll look for.” “I can ask a question that can’t be answered with yes/no.” 	<p>Exit slip (evidence-based):</p> <ul style="list-style-type: none"> “One moment that showed perseverance was... because...” “The performance used music/audience interaction to... which made the audience...” <p>Self-rating 1–4 (like the example structure):</p> <ul style="list-style-type: none"> Orientation (when/who/where) Events in order + time connectives Conclusion with feelings/reflection <p>Peer feedback:</p> <ul style="list-style-type: none"> “I like the way...” “Next time...”

SUGGESTED PRE-VISIT ACTIVITIES

The following activities are designed for teachers and students to explore before Scott's BMX. These activities can be adapted to suit different year levels.

Activity: Helmet Fit + Bike Safety Mini-Lesson (Real-world connection)

Purpose

Connect the show's "joy of bicycles" theme to practical safety and responsibility.

How

Teach "helmet fit check" with visuals (quick whole-class demo).

Discuss: "Why do performers practise and plan for safety?"

F-2 version

- "Helmet rules of 2" poster (2 fingers above eyebrow, straps, chin).
- Role-play: "safe rider choices" (where to ride, supervision, helmet).

3-6 version

Students design a Bike Safety Tip Card for younger students:

- correct helmet fit
- when to replace helmets (age/damage)
- safe riding behaviours

Links

- <https://www.kidsafevic.com.au/how-to-check-the-fit-of-your-child-s-helmet/>
- <https://transport.vic.gov.au/road-and-active-transport/active-transport/bicycles/bicycle-helmets>
- <https://www.bicyclenetwork.com.au/wp-content/uploads/2022/07/2022-Helmet-Fit.pdf>
- <https://www.betterhealth.vic.gov.au/health/healthyliving/bicycle-safety-and-children>



SUGGESTED POST-VISIT ACTIVITIES

Activities that dissect and expand upon the content of Scott's BMX that the teacher and students can engage in post-performance.

Incursion Recount: (First / Then / Next / Finally)

Purpose

Students retell the performance in sequence and include feelings/reflection (incursion recount structure).

F-2 version

- Shared recount on the board: when/who/where + 3 events using first/then/next/finally.
- Students write 3-5 simple sentences + draw a picture that matches.

3-6 version

Independent recount with:

- Orientation (when/who/where)
- 4-6 ordered events
- Conclusion: feelings + what the message was (what you learned)

Links

- Scott's BMX Trick Bike Show - video (YouTube):
<https://www.youtube.com/watch?v=mCebQf81VZc>



SUGGESTED POST-VISIT ACTIVITIES

Show Evidence Theme Sort (Perseverance / Creativity / Dreams)

Purpose

- Students use examples from the show to prove the themes: perseverance, creativity, following dreams.

F-2 version

- 3 posters on the wall: Keep trying / Be creative / Follow your dreams
- Students add a drawing + one sentence: “This showed ____ because ____.”

3-6 version

Students complete a 3-column table (or graphic organiser):

- Theme
- Moment from the show
- Why it matches (because...) (explicit evidence).

Links

- Mindset Kit (growth mindset classroom resources):
<https://www.mindsetkit.org/>
- ClassDojo Growth Mindset (videos + activities):
<https://ideas.classdojo.com/b/growth-mindset>



FURTHER READING

Themes: Perseverance, resilience, “keep trying”

- Mindset Kit (free teacher lessons + practices on growth mindset) – great for “perseverance/determination” follow-up.
 - <https://www.mindsetkit.org/>
 - <https://www.mindsetkit.org/topics/teaching-growth-mindset>
- [Khan Academy LearnStorm growth mindset activities \(structured student activities\)](https://www.khanacademy.org/college-careers-more/learnstorm-growth-mindset-activities-us)
 - <https://www.khanacademy.org/college-careers-more/learnstorm-growth-mindset-activities-us>

Themes: Creative thinking + reflecting on performance (“I notice / I wonder”)

- Harvard Project Zero thinking routines (excellent for pre/post show reflection and discussion).
 - <https://pz.harvard.edu/resources/see-think-wonder>
 - <https://pz.harvard.edu/thinking-routines>



FURTHER READING

Curriculum Links – Victorian F-10 Curriculum

The Arts - Drama

F - 2	3 - 4	5 - 6
<u>Strand: Drama Practices</u>		
Use voice, facial expression, movement and space to imagine and improvise characters and situations (VCADR018). <u>Victorian Curriculum</u>	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (VCADR026). <u>Victorian Curriculum</u>	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (VCADR030). <u>Victorian Curriculum</u>
<u>Strand: Respond and Interpret</u>		
Respond to drama, expressing what they enjoy and why (VCADRR020). <u>Victorian Curriculum</u>	Identify intended purposes and meaning of drama (VCADRR028). <u>Victorian Curriculum</u>	Explain how dramatic action and meaning is communicated in drama they make, perform and view (VCADRR032). <u>Victorian Curriculum</u>
<p>Example Links: Scott's BMX combines storytelling and performance with movement, props and music, giving students examples of how dramatic meaning can be communicated through action and theatrical choices.</p> <p>In post-visit tasks, students create short devised scenes/freeze frames showing challenge → practise → success (perseverance theme).</p>		

FURTHER READING

Curriculum Links – Victorian F-10 Curriculum

The Arts - Dance

F - 2	3 - 4	5 - 6
<u>Strand: Explore and Express Ideas</u>		
<p>Explore movement possibilities in response to stimulus such as words, stories, objects or images (VCADAE017). <u>Victorian Curriculum</u></p>	<p>Use safe dance practice and fundamental locomotor/non-locomotor movement to structure movement ideas (VCADAE021). <u>Victorian Curriculum</u></p>	<p>Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance (VCADAE029). <u>Victorian Curriculum</u></p>
<u>Strand: Dance Practices / Present and Perform</u>		
<p>Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018). <u>Victorian Curriculum</u></p>	<p>N/A</p>	<p>Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas (VCADAP031). <u>Victorian Curriculum</u></p>
<p>Example Links: The show foregrounds control, balance, speed and stillness (seen in the BMX movement language).</p> <p>Post-visit, students choreograph a safe “BMX-inspired” sequence using levels, pathways and freeze moments to communicate a short narrative. <u>Victorian Curriculum+1</u></p>		

FURTHER READING

Curriculum Links – Victorian F-10 Curriculum Health and Physical Education (Movement and Physical Activity)

F - 2	3 - 4	5 - 6
N/A	Practise and refine fundamental movement skills in different movement situations (VCHPEM097). <u>Victorian Curriculum</u>	Connect movement learning to games/sports contexts (VCHPEM117 focus area). <u>Victorian Curriculum</u>

Example Link: Students analyse how BMX performance relies on movement control and safe preparation, then apply this through safe classroom movement tasks (no stunt imitation).

Bike safety learning (helmet expectations etc.) supports safe, active participation.



FURTHER READING



Curriculum Links – Victorian F-10 Curriculum Capabilities

F - 2	3 - 4	5 - 6
<u>Personal and Social Capability: Collaboration</u>		
N/A	Demonstrate skills for effective participation in group tasks and reflect on team effectiveness (VCPSCS0023). <u>Victorian Curriculum</u>	N/A
Example Link: Students collaborate to devise, rehearse and present short movement narratives responding to the show’s themes.		
<u>Critical and Creative Thinking: Questions and Possibilities</u>		
N/A	Construct and use open and closed questions for different purposes (VCCCTQ010). <u>Victorian Curriculum</u>	N/A
Example Link: Students prepare and refine questions for the show’s Q&A, then reflect on which question types produced the most detailed answers.		
<u>Cross Curriculum Links (Optional)</u>		
Sustainability / Active transport: bikes as a low-impact travel option, linking wellbeing and environmental action. <u>Sustainability Victoria</u>		
The show celebrates the joy of bicycles, supporting discussion about active lifestyles and community movement choices.		

Contact Us



1300 882 531



education@rav.net.au



rav.net.au



RegionalArtsVictoria



regionalartsvic



regional-arts-victoria



Ground Floor
470 St Kilda Road
Melbourne VIC 3004



VIEW PROGRAM ONLINE

Regional Arts Victoria's Partners:

