

'Yes, its fun, but ...':

Young people voice their suggestions for improvement of a cycle skills training programme

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Introduction

- Cycling is a healthy, low-cost, and low-carbon transport option

(Spoonley et al., 2012, Sallis et al., 2013, NZTA, 2017)

- Promoting cycling as an alternative to motorised transport can contribute to reducing declines in PA and pursuant health problems (e.g. obesity, cardiovascular risks, improve mental health, lower blood pressure, reduce risks of overweight and obesity)

(Trapp et al., 2011, Ducheyne et al. 2012, Underwood et al., 2014)

- However, cycling to school has been declining over the last two decades → 5% of NZ children and young people cycle to school

(Ministry of Transport, 2015)

Our children
(2 – 14 years)



1 in 5 are overweight



1 in 9 are obese

(Statistics New Zealand, 2016)

Cycling: New Zealand context



(Cycling Otago)

Cycle norms



(Otago Daily Times)

Traffic



(Sydney Morning Herald)

Good parenting

Attitudes towards cycling linked to bicycling image and community norms

Lack of confidence and competence for children and young people's safe participation in on-road traffic among other factors (e.g.traffic, stranger danger, owning a bike)

Cycling training as a potential answer?

Promoting cycle skills training programs

Briefing Paper: National Cycling Education System

26 JULY 2017

BRIEFING PAPER

National Cycling Education System

Equipping Kiwis to get around by bike

PURPOSE

This document is for councils, cycle training providers and other regional partners. It provides the rationale behind the move towards a new national approach to cycling education, and outlines key information and guidance to help with regional planning.

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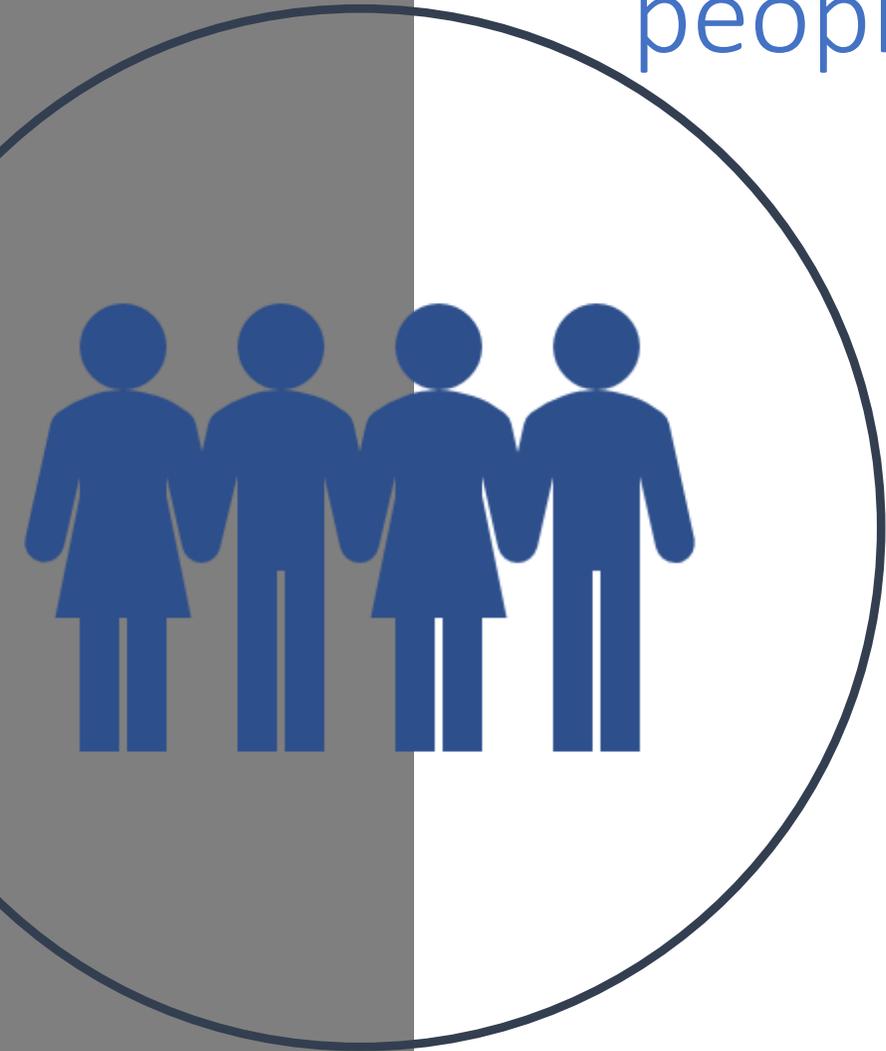
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HIGHLIGHTS AND RECOMMENDED ACTIONS FOR REGIONAL PARTNERS

- The NZ Transport Agency and ACC are investing in a National Cycling Education System that will improve the reach, quality, and efficiency of cycling education, to contribute to making cycling a safer and more attractive transport choice.
- The National Cycling Education System aims to provide a range of learning opportunities that will enable New Zealanders to go from learning basic bike skills, to making trips by bike when they are ready.
- Safe cycling is an area of Medium Concern in the Safer Journeys Strategy 2010-2020. The National Land Transport Fund (NLTF) Activity Class for cycling education activities is Road Safety Promotion.
- The investment profile for the overall National Cycling Education System has been assessed as Medium-High-High (MHH).
- Councils and other regional partners need to start planning now to ensure this opportunity can be integrated into the 2018-2021 National Land Transport Programme (NLTP). Use the guidance in this document to help with this planning. There is an opportunity for more funding through ACC to support growth in the 2018-2021 period.
- Planning for the 2018-2021 period should be prioritised; however, there is ACC funding that can contribute to growing cycle education delivery in 2017/2018. More specific guidance will be provided in the next four weeks.
- For the next four years (including 2017/2018), the Transport Agency will contribute to Bikes in Schools projects through a seed funding arrangement. This will be provided directly to schools through the Bike On NZ Charitable Trust.
- There are people in the NZ Transport Agency that can help your organisation get the most out of this opportunity. Contact details are provided.

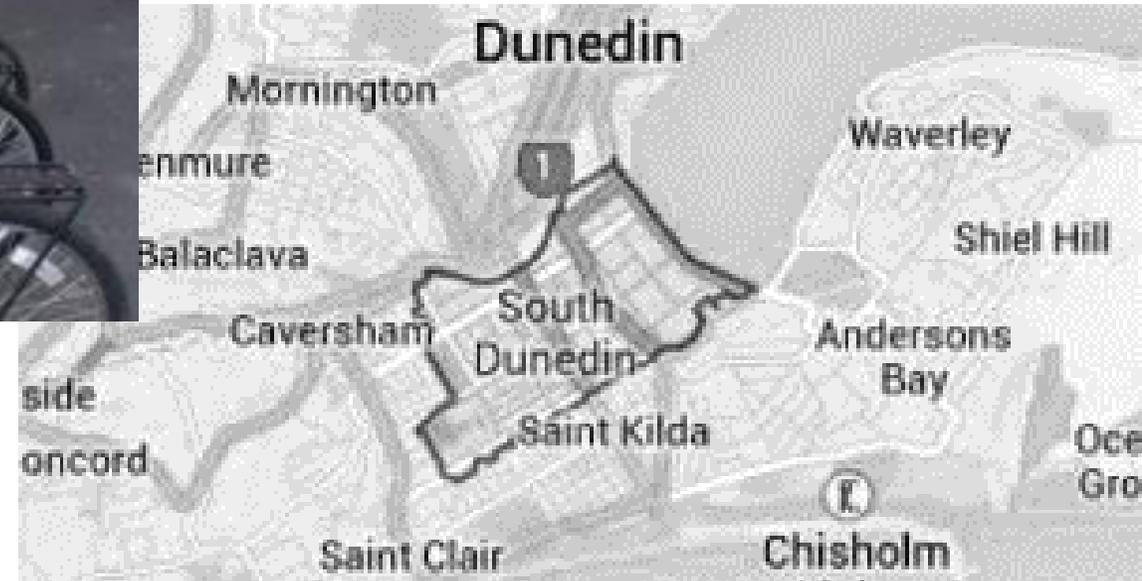
Children and young people's voices are missing!

So, why is it important to include young people as social actors in projects?



1. Children and young people have the right to be included (UN Convention on the Right of the Child)
2. There is a legal and moral imperative to aid their participation
3. They are valuable members of the community now and in the future, they are competent, knowledgeable 'beings in the here and now'
4. They provide new perspectives and ideas
5. They have different needs and viewpoints from those of adults
6. Everybody learns through their participation.

South Dunedin Cycle Skills Initiative



- Collaboration between NZTA, Dunedin City Council
- The project consists of five components: cycle skills training, sports cycling activities, bike library, community trainers and evaluation

Overview cycle skills training sessions



Otago Daily Times, 2018



NZTA, 2018

Study Design

1

Focus group discussion with primary and intermediate students



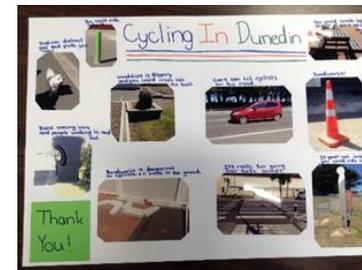
2

Walk along photograph interview.



3

Poster creation with photographs children took



4

Pathway creation – three dimensional ideal pathway



Adult
perspective
on
CST

- Cycle training a positive learning experience for young people
- Important for building skills and confidence
- Helps young people learn road rules and practice cycling on the road



Adults' suggestions

- Follow up or more regular training to improve and solidify skills/confidence
- Parental involvement to solidify skills
- Database showing students level of skill – to save time knowing if the students are road-ready
- Assess students based on skills but also behavior such as listening and following instructions
- More staff

“If this was a full-time programme and that we maybe went back to the school at least twice a year ‘cause it’s really good” – Cycle Skill Trainer

“... regular riding... once a week built into your [school] programme would be really good.” – Teacher

“I’m sure it would be good to have some more outings... excursions... I know, logistically, that’s a bit tricky, you need, like, a trainer that takes all the bikes and stuff” – Parent

Young
people's
experiences
of CST

Positive experiences:

- *Learning new skills and making friends*
- *Riding on the road, going to the dinosaur park and the cycle track there*
- *Free time to ride with friends/do jumps and tricks*
- *Games like slow races*

Negative experiences of the programme

- *Feeling held back (when not allowed on the road),*
- *Limited time on road/exclusion from going on road*
- *Not being with friends*
- *Different skill levels making activities take longer/boredom.*

“It was great!”

“I wouldn't want to miss it!”



“There is so much repetition and waiting for the slow ones!”

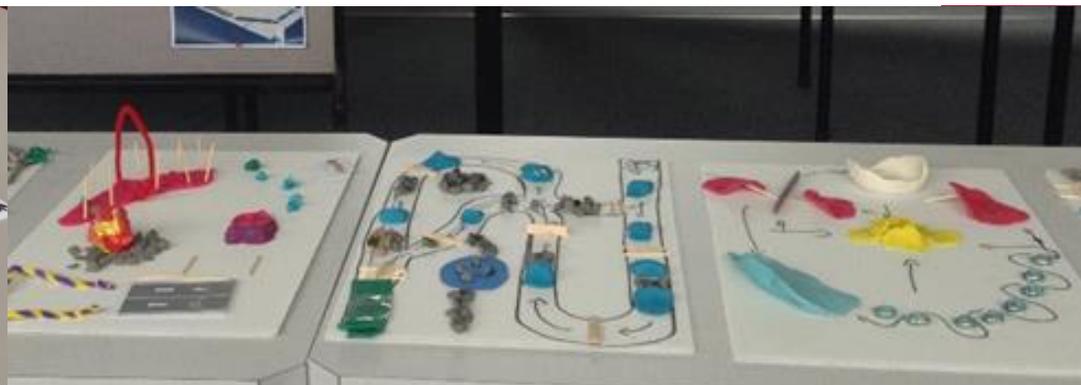
Children noted ways in which they made CST more enjoyable such as rule-breaking and free time to ride with friends or do jumps/tricks

Young people's experiences of CST

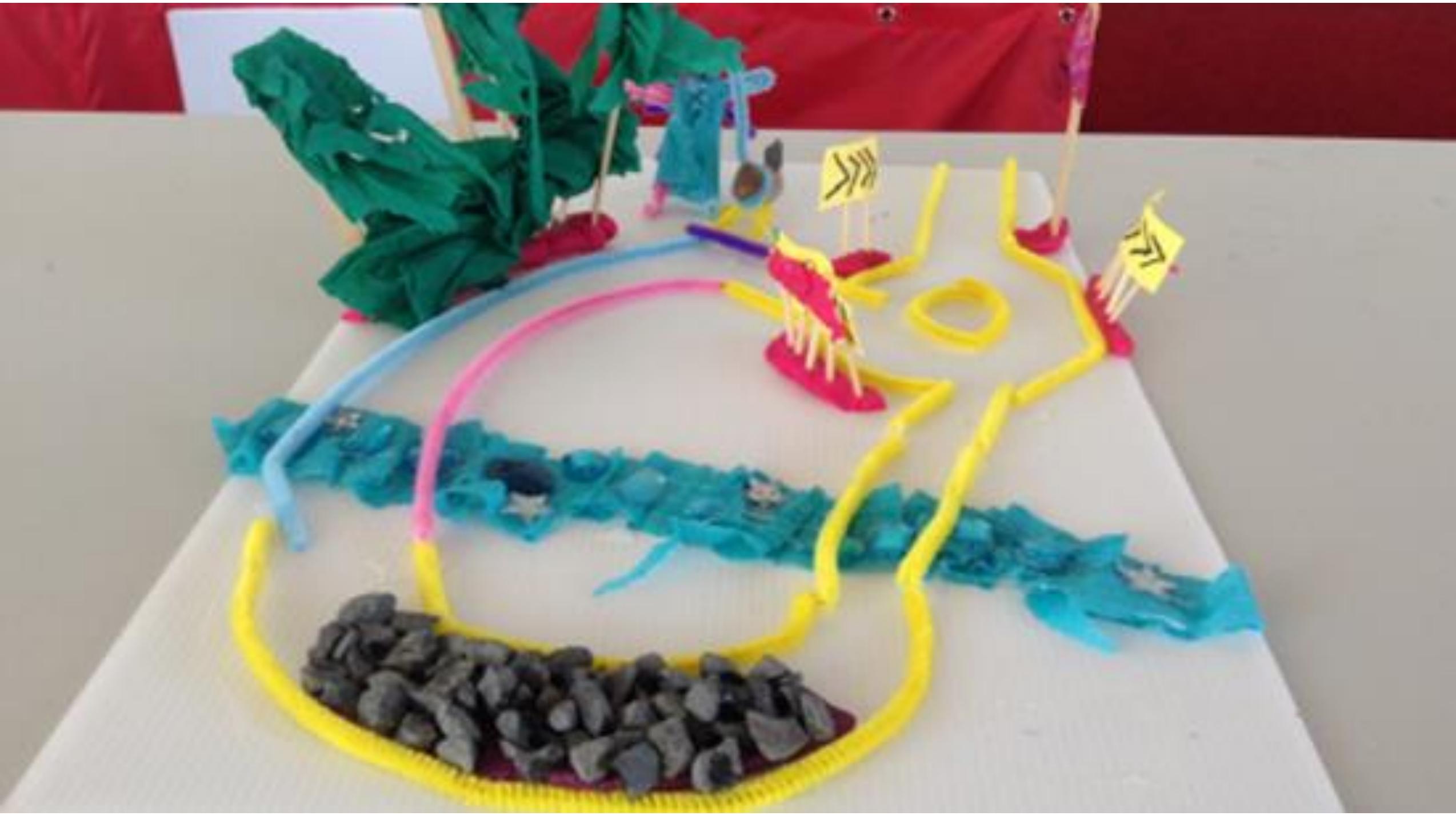
Interviewer: And how did you feel being on that path around the dinosaur?

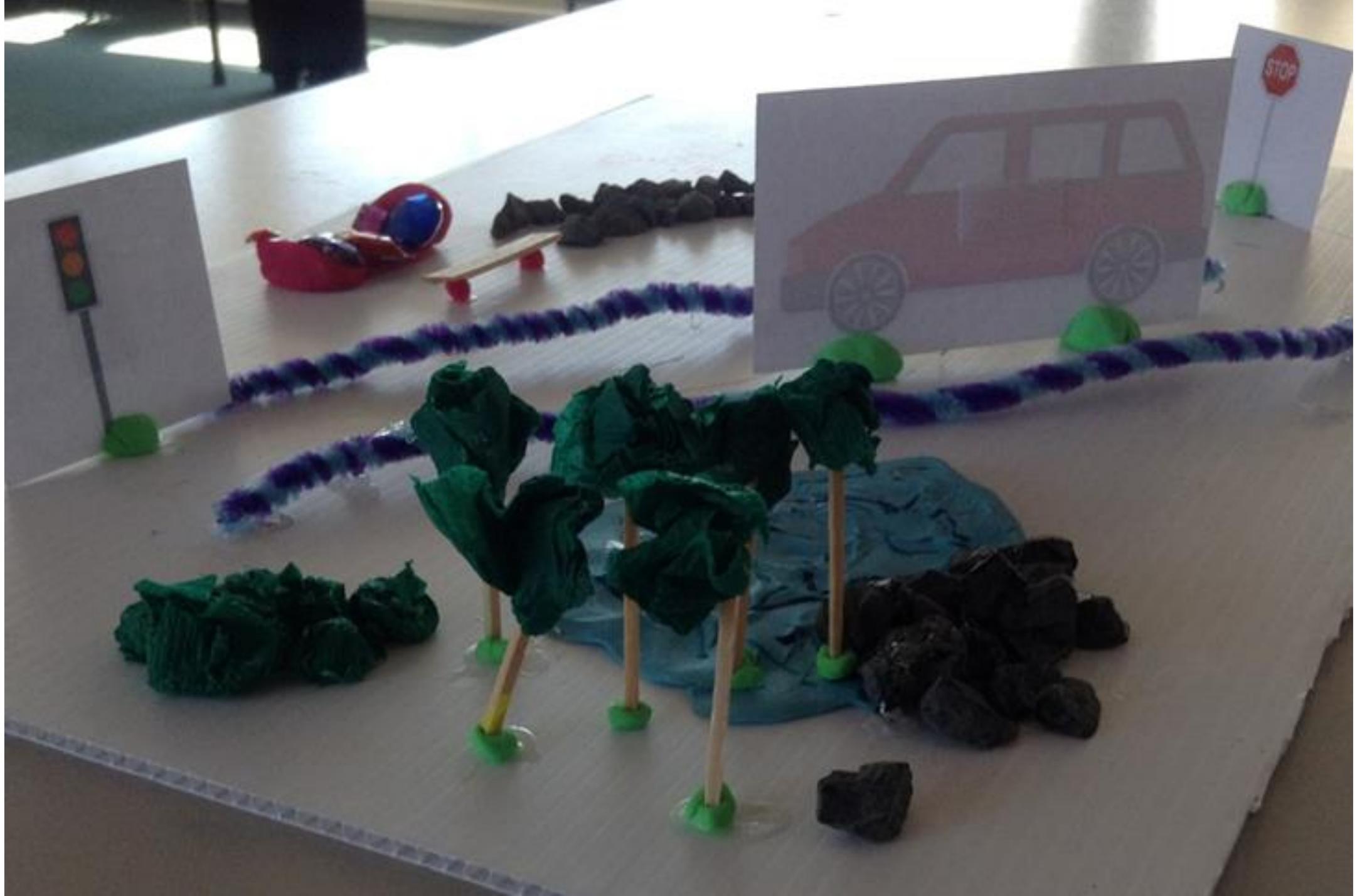
Student 1: It was fun because everyone was going on the wrong side of the road and turning without indicating

*Student 2: *whispers* yeah the teacher got really mad*



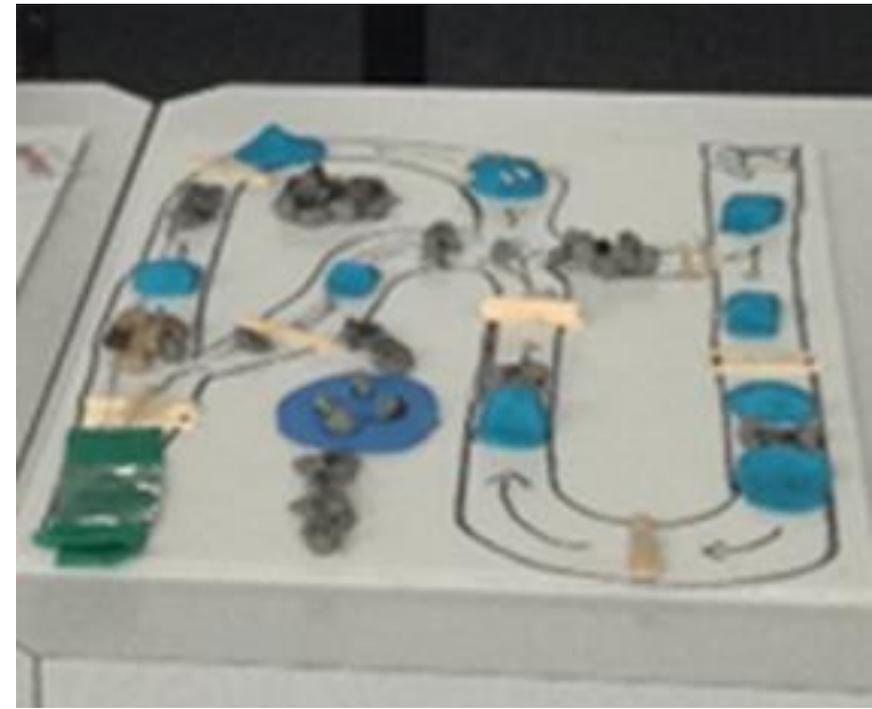






Young people's suggestions

- Different groups for different confidence/skill levels and challenges
- More time on the road, more fun activities and games
- Less repetition of activities so they don't get bored



"in the training it's basically just going on the concrete doing the same, boring system. It's crowded, it's literally, it's like a sequence so you just go round and round and it get's really boring after you do it like seven times and you have to do it for like fifty" – CST student

"...don't put [CST students] in like random groups that you like think would be good... put the people who are not confident, put them in a group, and people who are like half-and-half confident... and then people who are really confident... three different groups with like people of the same level... so there are like three different groups but they're like the same as their group and they don't feel different when they're biking'

Important cycle skills: Comparing Adults and Children's views

Children

- Awareness/sharing the road
- Confidence (to use the skills they learn on the road)
- Dealing with distractions/obstacles/animals and changes in surfaces,
- Speed, control and balance, jumps, ramps
- Gears, signaling, road rules

Adults

- Experiences riding on road
- Road-awareness/listening for hazards
- Safety on the road, signaling, and decision making
- Gears and bike maintenance.
- Control of bike when turning, indicating and looking behind

UNCRC: children's rights to voice their opinion on issues affecting their life: creating programs for or with children?

What can a child-centred approach add?

Young people who participated had unique perspectives that they showed through their cycle pathways

Their experiences and suggestions offered insight into what young people actually want in CST

Shows the differences between an adult focus than having young people as the focus of the project

Important to include young people as social actors – perspectives that would not have been uncovered without their full participation and inclusion



Key
Points

Programme

- Tailor programs to skill levels more effectively (e.g. more skilled trainers)
- Be flexible to avoid boredom e.g. ask young people to invent activities
- Integrate more real life situations e.g. not building cycle paths, but taking young people on the road

Parents/ School/ Authorities/ Stakeholders

- Sustainable involvement and support (e.g. regular outings, policies to encourage cycling to school)



MORE Funding and LONGTERM commitment
Ongoing evaluations