

Community Road Safety Grants

Integrated Bike and Road Safety Education and Awareness Projects Framework

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Purpose

An integrated bike and road safety education and awareness participant can be someone riding a bicycle or scooter, usually aged between 3 and 13.

Integrated Bike and Road Safety Education and Awareness projects are designed to improve road safety outcomes for these young road users and are funded through the Community Road Safety Grants (CSRG) Scheme. These grants provide funding to organisations to deliver Integrated Bike and Road Safety Education and Awareness projects in their local community and schools.

To be eligible, Integrated Bike and Road Safety Education and Awareness projects should seek to support the following goals:

- a) Maximise children's skills, knowledge and confidence to ride a bike for everyday trips
- b) Maximise children's ability to identify hazards and respond appropriately while riding a bike or walking near roads
- c) Maximise children's understanding of key road sharing behaviours while riding a bike or walking near roads
- d) Maximise children's competencies to contribute to a safe system.
- e) Develop innovative ways to link with parents, carers and your community so learning is reinforced.
- f) Develop a sustainable approach to delivering bike and road safety education within your community

Introduction – why focus on young bike riders?

Queensland has identified that the amount of time children spend cycling (including trips by bike to school) is declining. We need an approach that focuses on raising road safety awareness and behaviours and equipping children with the skills and knowledge they need to travel safely by bike /scooter which involves schools, parents / carers and the broader community.

In addition to general health benefits and increased daily physical activity, active transport participation promotes social connectedness, a sense of independence, and can improve a child's spatial awareness and knowledge regarding road rules and safety.

Additionally, riding and walking are simple ways for children to incorporate physical activity into their everyday lives. When this replaces car journeys to school, the increased activity can improve health outcomes and potentially increase the proportion of children and young people participating in at least 60 minutes of moderate physical activity each day; and decrease the proportion of children and young people at an unhealthy weight.

Project Types

The two goals of the CSRG Bike and Road Safety Education and Awareness projects – to support children to be safe bike riders, and to support safe road use for children - mean the following types of projects may be eligible for funding. Projects may focus on:

- Bike and road safety education and providing relevant bike / scooter skills and road safety information
- training to provide accreditation to teachers and members of the community to education on safe bike / scooter riding and road safety skills.

Developing your project

What will your project achieve?

Describe your **vision** for the project, the **outcomes** you anticipate and your **plan** to achieve them. Consider the questions below in further detail. Answering these questions will help you to define why your project is needed.

Stronger applications that refer to relevant supporting data, research or examples of similar successful initiatives are more likely to be funded.

Why is the project needed?

Tell us about your local environment and its unique characteristics. Provide evidence of the need for an Integrated Bike and Road Safety Education and Awareness project for children (evidence can include data obtained from the Department of Transport and Main Roads or Queensland Police Service statistics).

- What specific outcomes will the proposed project generate?
- How will your project address the need you have identified?
- Identify whether there are any similar initiatives in your proposed area. If yes, have you consulted with them about opportunities to share knowledge and resources?

What do you know about your target audience?

Integrated Bike and Road Safety Education and Awareness projects are intended to assist child bike riders and road users as they travel within their communities.

Describe who will be participating in the project. Answering the following questions will help you define **why** your project is needed and **how** you may need to adjust the project delivery depending on your participants.

- What are the unique needs of your target audience?
 - Kindergarten – Year 2
 - Years 3 - 4
 - Years 5 – 6
 - Secondary School
- How will you establish partnerships with relevant community groups (if not already in place)?
- If a community-based project, what is your strategy for recruiting participants (for example, partnerships with schools, sporting clubs, community centres), if required?

Can you demonstrate community support?

Community partners can increase the reach of your project to the people who need it or help increase the effectiveness of your project. Some community partners may help you better connect with your target audience, while others may be able to support your initiative by providing in-kind funding and donations of products and services.

Community partners you may wish to engage include local councils, local businesses and charities and police.

Preparing a project plan

Describe in practical terms what will happen once your project has received funding. Consider the questions below in further detail. These questions will help you to define how your project will work and to articulate this in your application.

Have you identified your project capacity?

Consider what resources you will need to deliver your project.

- How many and what type of project staff will you require, for example, project coordinator, trainer(s), presenter(s)?
Note: If you are requesting funding for a staff position, you must provide a position description
- How much time will need to be spent on administering and managing the program?
- How many participants do you anticipate?
- What equipment will you need to deliver your training (for example, educational resources, bikes, helmets, materials that simulate the road environment)?
- What sort of risk mitigation strategies will you have in place (for example, how will you keep your project running if key individuals move on)?
- How much funding do you require?

Who will organise and deliver your project?

Carefully consider who you will engage to organise and deliver your project and how you will recruit them. When selecting personnel such as trainers or presenters, consider their skill set and training, as well as their experience in working with children.

How will the project be delivered?

Consider how you will administer the project.

- Have you developed the project content?
- Do you have a clear idea of what will happen during each session?
- How will the project be tailored to suit the age and needs of the participants?

To make the project more engaging for the children consider:

- What practical components will be included so that children have opportunities to ride bikes (and scooters – if applicable) and be involved in maintenance activities and so on.
- Conducting excursions to relevant locations
- Inviting guest speakers to provide knowledge and instruction in the areas of bike riding skills, bike maintenance, bike safety and road rules knowledge
- Appropriate access to bikes (and scooters – if applicable) and helmets, particularly for children who have no access to a bike (or scooter) or helmet outside of school or this project.

Project content

All integrated bike and road safety education and awareness projects should seek to enhance bike (and scooter) riding skills within the broader context of road safety knowledge and behaviours.

As all children are different and develop at different rates it is important that any integrated bike and road safety education and awareness project you deliver is done so over an appropriate period of time (for example, over four to eight weeks - approximately a seven-hour commitment from a participating child).

It is also important to remember that the type of road safety information relevant to children will be different to 'general' road safety messaging (for example, Fatal Five). Your project should aim to provide interactive road safety information and experience to maximise each child's safety. To achieve this, it is recommended that your project include some or all of the following content:

Safety basics: bikes and scooters

- Children must have access to a bike or scooter that is suitable for their age, size and ability.
- Children must wear a properly fitted (and fastened) helmet when riding bikes. ***It is strongly recommended that children wear a helmet when riding a scooter.***
- Children should have access to a safe area to practice.

Road Safety basics:

- Road Rules (for example, rules related to travelling help to make it safer).
- Road Signals and Signs (for example understanding of what each sign means).
- Hazard perception (for example, traffic that appears big is usually nearby and traffic that is far away appears smaller)
- The Fatal Five (speed, seatbelts, distraction, fatigue, drink/drug driving).
- Increasing road safety knowledge and age appropriate skills (for example, safe places to play, pedestrian safety, bus safety, knowledge and understanding of the road environment).
- Positive attitudes and behaviours toward sharing the road are included.

Skills basics: bike and scooter

- Age appropriate bike (and scooter) basic control ability:
 - physical and cognitive skills to control a bike (for example, ability to mount and dismount safely, ride in a straight line, ride curves safely and use brakes correctly)
 - safe behaviours (for example, looking for other traffic, signalling (including before stopping), hazard identification and so on).
 - basic bike safety check and correct safety gear (for example, helmets, clothing, lights)
- The skills and environments that children will be exposed to need to be appropriate to children's ages and cognitive abilities.
- Identification of each child's existing skill (and experience) level to ensure the more skilled children are sufficiently challenged.
- The project builds from basic skills to more complex skills in a sequential manner

To ride safely throughout the community, children must be able to do all the following things at once:

- Control the bike on different surfaces (for example, road, gravel, grass)
- Be aware of traffic and other road users on the road around them
- Understand the road rules that apply both to bike riders and motorists

These skills are still developing up until children are about 12-13 years old.

Maintenance Skills

- Age and abilities appropriate (for example, for children in Year 3 and up this element could be included)
- May include checking that a bike is in good working order by making sure:
 - Brakes work correctly
 - Chain is well oiled and not loose
 - Tyres are firm, with no bald spots or patches
 - Pedals spin easily
 - Bell or horn can be heard clearly
 - Reflectors and lights are clean and secure
 - Seat is adjusted to suit the child's height
 - Handlebar ends are covered by hand grips

Other elements for consideration may include:

- Providing Bike Education Instructor Accreditation training to nominated teachers and community members to allow for consistent and sustained (over three years) bike safety education and awareness supported with road safety messaging materials and resources.
- Identifying and highlighting correct road safety behaviours and providing children with the skills and knowledge to react in road environment situations
- Developing innovative ways to link with parents, carers and your community so learning is reinforced
- Build a community approach to bike education that increases the touch points across a person's life course (as opposed to lots of Grade 1 delivery without the 'next step'). Shift the balance from lots of Grade 1 delivery in isolation, to a higher proportion of delivery (reinforcement of road safety messaging) across subsequent grades.

Feedback

Feedback is a key element in improving performance. Feedback that is provided at several points throughout the training process is more effective than a one-off debriefs at the end of the session.

Trainers

You should ensure that your project is delivered by trainers with an appropriate level of experience and expertise. Possible trainers may include:

- Bike Riding Instructors

- Occupational Therapists
- Other appropriately trained individuals

Resource Considerations

Be mindful that not all your participants may be able to provide their own bike or scooter, so it is especially important that you consider this and identify options to ensure each participant has the appropriate level of access to these resources.

Consider what type of bikes (and scooters) and helmets you will use.

- Bikes, scooters and helmets must be the appropriate size and be maintained.

Also consider whether you may be able to partner with or gain sponsorship from a bike shop or retail store.

- Consider what educational (for example, posters, puzzles, games) and training (for example, witches hats, signs, traffic lights, hi-viz vests) resources you will use.

Evaluation

Describe how you intend to evaluate your project and assess whether it is achieving its intended purpose. Consider the following questions:

- Can you keep records and statistics as performance indicators?
- Can you collect both quantitative (numerical) and qualitative data?
 - Example of quantitative data: the number of participants per session.
 - Example of qualitative data: participants' feedback about the project.

Process evaluation assesses the way in which the project is run. This may include information about the number of participants involved in the project, how they became aware of the project, drop-out rates and reasons (if known), appropriateness of trainers/presenters, satisfaction of all involved parties, perceptions of the project quality (including trainers/presenters and materials) and feedback on how the project can be improved.

Your evaluation must include the number of participants who completed the program, the cost per participant and any feedback you received from your participants.