



ROAD SAFETY TRUST PROJECT

2013-2015

1. BACKGROUND

Cycling in New Zealand provides many opportunities: a mode of transportation; for participation in sport and recreation; for its benefits to health, and as attractions for tourism. Twenty five per cent of adults and more than 60 per cent of children participate in cycling at least once a year for any or all of those reasons, with the majority cycling on New Zealand's transport network. With more than 700 cyclists killed or injured annually (Active New Zealand Survey, 2014; Ministry of Transport, 2012), cycling has been identified as a concern in the 'Safer Journeys strategy'. The Safer Journeys strategy holds a vision of creating a safer road system, becoming increasingly free of death and serious injury.

The principal approach in this strategy acknowledges that people do make mistakes and they are vulnerable, and that all road users must share responsibility.

The strategy maintains that all aspects of the system require consideration and improvement for road use to be safer resulting in fewer casualties. The four key segments identified to enact this vision are:

1. Safe roads and roadsides
2. Safe road use
3. Safe vehicles
4. Safe speeds

Two primary elements for safer cycling are safe roads (infrastructure) and safe road use (road user behaviour). Education provides road users, including cyclists and drivers, with the knowledge, awareness and skills to participate in safer cycling or driving, thereby improving road user behaviour contributing to safe road use, the second segment in the safe system approach.

In 2006 a report by Francis and Cambridge identified the sporadic and disorganised nature of education available for cyclists in New Zealand. As a result over

30 recommendations were proposed and a number have since been implemented. In facilitating this the New Zealand Transport Agency (NZTA) worked in collaboration with the cycling sector to define and develop the Cyclist Skills Guide, outlining core skills that should be taught to beginner, intermediate and advanced cyclists, both off-road and on-road. To ensure these skills were taught to a consistent standard, an instructor training programme was developed and aligned with the New Zealand Qualifications framework.

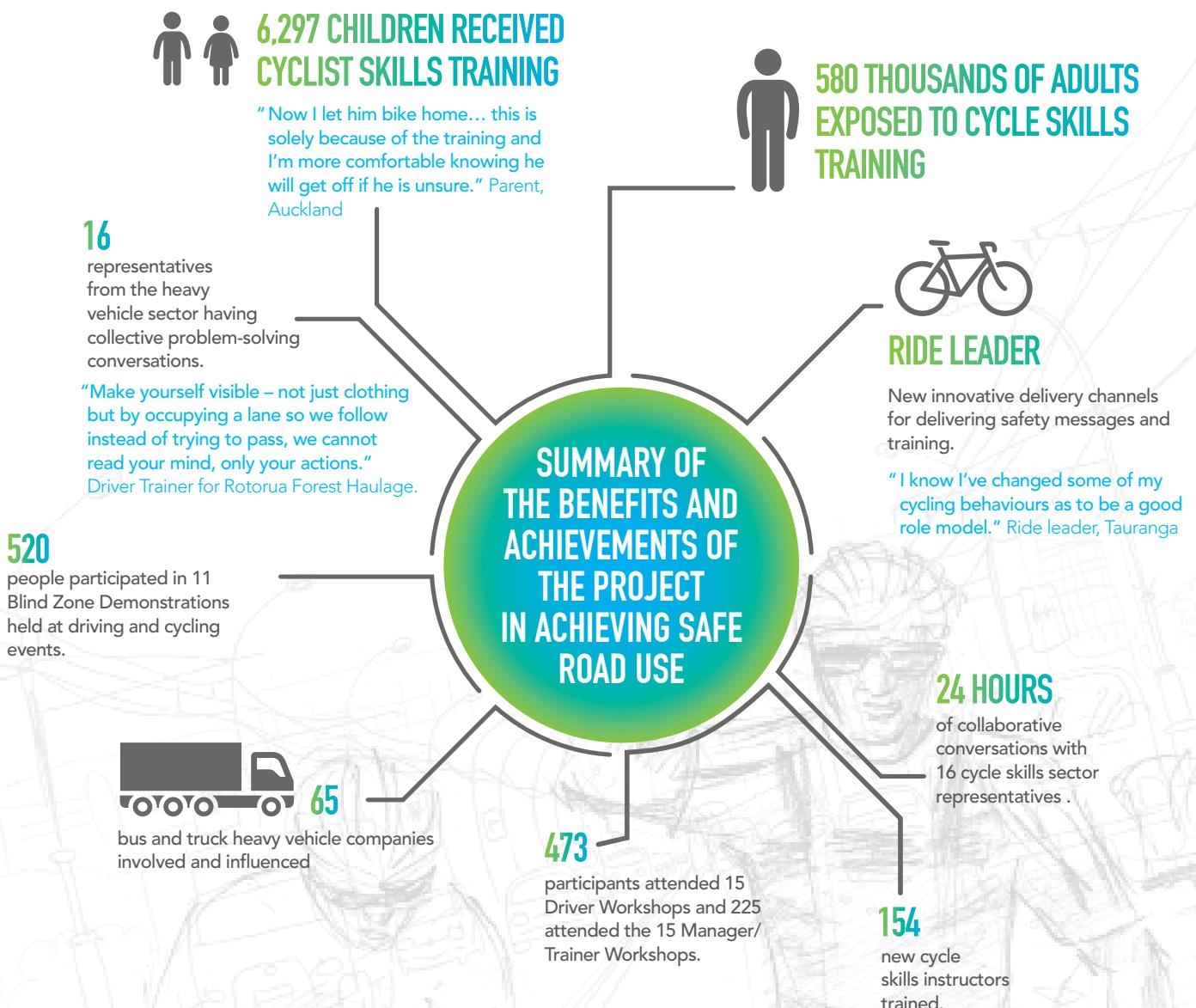
In 2010-2011, with NZTA funding, Cycling New Zealand (formerly BikeNZ) delivered a cycling instructors training program to more than 200 cycle skills instructors nationwide. Skills Active, the industry training organisation for Sport and Recreation, processed and assessed instructors onto the qualifications framework. Throughout this time, Cycling New Zealand and Cycle Advocates Network (CAN) collaborated on road user workshops, specifically designed for bus drivers. The workshops were created to demonstrate how to safely share the road with cyclists. While primarily targeting the drivers, these empathy-based education programmes also put cyclists in the bus drivers' position with the aim being to foster a mutual understanding of the others' experience and of sharing the road to improve road user behaviour.

Continuing on from this work, Cycling New Zealand and CAN successfully applied for Road Safety Trust funding in 2012. The Road Safety Trust was a community road safety initiative, with funding acquired through the sale of personalised car registration plates. The Trust's purpose was to contribute to a safer road system through providing funding for collaborative partnership projects. The Trust funding was to be used for extending the work already occurring by widening the base of education delivery, and continuing to build a long-term sustainable approach to promoting safe road use. As a result, bus drivers were identified for potential immediate positive outcomes, as were cyclists in the 10-14 year old age group, to whom the number of injuries and casualties is of significant concern.



THE KEY OUTCOMES FROM THE PROJECT REPORT		PAGE
1.	The delivery of Grade 2 cyclist skills training to 2,400, 10-14 year old children in Auckland, Waikato, Christchurch and the Hawkes Bay (target regions).	5
2.	The training of 150 cyclist skills instructors.	12
3.	The delivery of road safety training to 300 adults in the target regions.	9
4.	The creation of cyclist skills working group with the sector.	15
5.	The delivery of 12 road user workshops to trainers of professional driver trainers, and 12 road user workplace session directly to professional drivers.	17
6.	For overall road user programmes: determining content priorities, how the programmes should be delivered, and efficient models for delivery.	20
7.	The creation of a road user working group within the sector.	20
8.	Complete a National Review of cyclist skills training to evaluate the current position of cyclist skills training in New Zealand.	Appendix 1 & Page 15
9.	Determining the ongoing roles of Cycling New Zealand and CAN in the future of the cyclist skills and road user sectors.	CAN: Page Cycling New Zealand: Appendix 2
10.	For child and adult cyclist skills programmes: determining content priorities, how the programmes should be delivered, and best models for delivery.	Appendix 3
11.	Financial Report	Appendix 4
12.	The evaluation of the effectiveness of the project.	Appendix 5

This report outlines the achievements, as well as learnings from the project, and how it has contributed to safer road use.



How these outcomes have been achieved are detailed in the following sections, along with the challenges faced, opportunities presented, and knowledge that has been acquired, to move the sector closer to the goal of Safer Journeys.



“...ON THE WAY BACK TO SCHOOL THEY WERE TELLING ME WHO GIVES WAY AT THE INTERSECTIONS WE CAME TO.” HAWKES BAY PARENT

2. CYCLIST SKILLS TRAINING

2.1 CYCLIST SKILLS TRAINING – CHILDREN



BACKGROUND

The highest incidence of crashes and injuries in cycling is experienced by children and young people in the 10-19 years age category. In response to this, in major urban centres, cyclist skills training programmes for 10-14 year olds are aimed at lowering this statistic.

Grade 2 cycle skills training teaches children the fundamental skills to enable them to ride on-road safely. These skills include both starting and stopping from the curbside, riding through controlled and uncontrolled intersections, riding in the presence of cars, and understanding and obeying road traffic signs and road traffic rules.

Before any child enters into grade 2 training, they are first assessed on their grade 1 equivalent riding skills ability. A grade 1 level cyclist should have the confidence and ability to fit their helmet correctly, mount the bicycle, brake and corner safely, stop effectively and safely, signal correctly and efficiently use the bicycle gears.

PROGRAMME DELIVERY

Cycling New Zealand have trialled a new grade 2 skills programme called ‘Introduction to Road and Everyday Cycling’. Along with all of the existing grade 2 skills outlined in the NZTA Cyclist Skills Guide, this programme includes the option of learning more advanced techniques should children wish to increase time cycling on the -road. Additionally the programme is delivered using two distinct teaching methods proven to create better learning outcomes: teaching games for understanding (TGFU) and enquiry-based learning.

Every group of children receiving training is assessed by cycle skills instructors as part of the first session to determine skill level. This is achieved by working with the school to assess the participants skill level, ascertaining whether or not they ride to school, and if they possess their own bikes. The school’s desired outcome for the children’s learning is also considered.

Auckland, Waikato, Hawkes Bay, and Christchurch are four key target regions that have all received Cycling New Zealand grade 2 skills programme delivery. In Auckland the majority occurred in the North shore region, with the remaining sessions conducted in central, south and east Auckland. The schools targeted in Auckland were limited to those that had previously received grade 1 training through Auckland Transport programmes or those with infrastructure most conducive for allowing children to ride to school.

In the Auckland region, while Auckland Transport remains focused on grade 1 skills, Cycling New Zealand identified a clear lack in the availability of training in more advanced cycle skills. This was remedied through contracting the Regional Sports Trusts to deliver the grade 2 programme. This relationship leveraged the Trusts’ existing priority for improving cycling skills within the community, their staff capabilities, and in addition their current direct relationships with schools and the wider community.

"THE TGFU APPROACH IS BASED ON THE THEORY THAT INVOLVING STUDENTS IN GAMES WILL ACTIVELY INVOLVE THEM IN THE LEARNING PROCESS, LEADING TO INCREASED SKILL DEVELOPMENT AND DECISION-MAKING ABILITIES. THE APPROACH ALSO MAXIMISED THE TIME PARTICIPANTS WERE RIDING DURING THE TRAINING, WHICH IS A KEY INDICATOR OF QUALITY IN THE BIKEABILITY QUALITY ASSURANCE FRAMEWORK." **MACKIE RESEARCH, PROJECT EVALUATION, 2015 (APPENDIX 5).**



In the Waikato the majority of schools who have received training were located in central Hamilton, Cambridge and Te Awamutu. Typically schools that welcomed this type of skill development for their children were those who recognise cycling as a school sport, and that also perceived a benefit to pupils of learning road safety skills before participating.

In the Hawkes Bay intermediate schools were quick to see the relevance of cycle skills training, particularly those who have close associations with the regional sports park or schools that have cycling tracks within their school, constructed courtesy of Paul McCardle's BikeON Trust. Much like the Waikato, high school delivery engaged those schools already involved in the sport of cycling. A full-time staff member delivered the programmes, and in addition, provided training for other instructors in the region. These instructors are now delivering the programme more widely, the cost of which is covered by Hastings District Council or the Regional Sport organisation (Sport Hawkes Bay).

Christchurch has "Cycle Safe", New Zealand's longest-running cycle skills programme. Despite this, it was established that a number of schools in the region did not fit within the Cycle Safe delivery boundary and would benefit from cyclist skills training. High school students who had received Cycle Safe training 2-3 years earlier, and who were riding to school or participating in cycling as a sport, received a refresher of grade 2 skills and some additional grade 3 training. In cases where a time-lapse existed between when children had learned cycle skills and when they had begun actually engaging in road cycling, the refresher course revised and reinforced the previous learning and ensured the children were safer, and ready to be on the road.

OUTCOMES OF DELIVERY TO CHILDREN:

The key outcomes of delivering in the target regions are outlined below.

" Before the course when a car went past I was right in close to the gutter, now I know I'm allowed to be on the road." **(male, 13)**
Mackie Research.

1. By testing the Introduction to Road and Everyday Cycling programme, (specifically grade 1 and grade 2 cyclist skills training that utilises methods such as games and enquiry-based learning) it was established that while this method of teaching ensured a level of participant engagement, having a set-level skills learning programme did not fit all individuals [see point 7 below].
2. Although the initial project delivery target was 2,400 children of 10-14 years of age, by creating and/or leveraging relationships with councils, regional Sports Trusts, and regional funding investments (e.g. Kiwisport and gaming trusts), actual delivery was achieved for 3,343 children.
3. An additional 2,954 children in the target age group received training by instructors who were trained through this project, by way of what is identified as indirect delivery. It is referred to as such as this training delivery was financed separately through instructor support given by Cycling New Zealand, access to regional funding from gaming trusts, and additional funding received from councils, regional Sports Trusts, and other sponsors. This allowed opportunities for instructors to deliver the training as paid work, also ensuring the delivery of cycle skills training to a wider network of children.
4. A sustainable delivery network is currently underway through Regional Sports Trusts. New instructors have been trained, and delivery opportunities provided for them, through the cycle skills training project. As a result of these regular, ongoing delivery opportunities, the new



“ The most common challenge for providers [instructors] was managing the different base skill levels of participants. All providers had different strategies in place to manage this; however it was observed that this challenge was considerably easier to manage with more instructors.”

Mackie Research.

instructors have been exposed to an effective training environment, with opportunity to observe, and receive feedback from, experienced instructors, reinforcing their learning. Additionally, as staff in regional Sports Trusts become fully trained, schools within these Trusts' regions now have access to instructor resources. Not only will these instructors be capable of delivering programmes to children within the school, they will also help to upskill teachers, who may then also deliver cycling training to their students, as well.

- Evidence for the effectiveness of this training, in improving safe road use and increasing cycling participation for transport, was presented in the

project evaluation (appendix 5) and through reporting provided by Harbour Sport:

- Evidence to show improved on-road skills, confidence and knowledge.
- Six-months after training participants were still demonstrating safe cycling behaviours.
- An additional outcome of increased cycling participation was measured primarily in schools with supportive infrastructure, stressing the importance of a targeted approach to cyclist skills training.

PROJECT TARGET:

2,400 CHILDREN

ACTUAL DELIVERY ACHIEVED:

3,343 WITH AN ADDITIONAL 2,954 CHILDREN RECEIVING TRAINING

"... extended period of time also enabled student who were initially less confident, to progress to riding on the road over." **Mackie Research.**

KEY LEARNINGS AND RECOMMENDATIONS:

From delivering to over 6,000 children in four different regions a number of key learnings were found.

6. Children need more opportunities for supervised rides, or training rides, than that provided by one-off deliveries. The longer the programme is extended, the greater development and stronger reinforcement of skills occurs.
7. Every individual in every group comes to training starting at a different level of ability. This was identified in the project evaluation, and is the most likely reason that necessitates variation in delivery from one group to the next. For example, an instructor might go in to a school intending to deliver grade 2 skills as set out in the curriculum of the programme. They may discover, however, that the children require more competence in the majority of grade 1 skills, requiring the programme delivery be adjusted to accommodate this. Likewise some children might be quite advanced and able to begin receiving instruction in grade 3-level skills.

It is known that the variation in base-level skills is more pronounced in younger age groups. Therefore while the instructor-to-participant ratio for grade 1 skills training is ideally set as safe at a maximum of 1:15, it may actually be beneficial to reduce this ratio in order to improve the learning outcomes for the participants.

8. Despite the occurrence of any variation from one training session to the next, each and every delivery will improve a child's cycling ability to better their skill level, and they will gain more knowledge, enabling safer decision-making when riding on the road.
9. Cyclist skills training was most effective for students who are primed for training, and/or have good fundamental bike skills. These students are generally those who have some interest in cycling

and/or some family support for cycling. This, again, reiterates the importance of grade 1 cyclist skills training, and children preferably having the opportunity to practice or play on their bikes, before formal on-road training. This also reinforces an approach of targeting schools with appropriate infrastructure as well as community and parental support for cycling.

10. Major urban cities, such as Auckland and Christchurch, have proved more difficult than smaller regions in the negotiations with schools for allocations of in-school time for programme delivery. Intermediate and high school time tables are fixed well in advance and any in-school delivery time needs to be strongly aligned to the New Zealand school curriculum. The schools that most easily accommodated in-school time for delivery tended to be those that have a principal who cycles themselves, tended to have a lot of children who bike to school, or that have teachers who are passionate themselves about cycling and can see the benefits of the training. These teachers also commonly align the learning content of cycle skills to the learning content in their daily classroom learning modules.
11. Due to the fixed nature of secondary school timetables, delivery in central Auckland is a challenge despite a number of high schools participating in cycling for sport. Likewise before or after school time is often already committed to other sports or activities (e.g. drama). The most effective solution for this is to map cyclist skills training into the school curriculum, and booking in-school time for delivery 12 months in advance. This can be achieved by consistent engagement with schools and through ongoing positive relationship management.
12. Regions with significant existing cycling infrastructure and a culture of cycling are more open to cycle skills training in schools, particularly for inclusion in curriculum time. With major urban cycling investment underway, this provides a distinct opportunity to align cyclist skills training with infrastructure.



2.2 ADULT CYCLE TRAINING

BACKGROUND

Adults aged 35-50 years have been identified as the next most vulnerable group on the road. However, very few engage in programmes that would improve their road safety skills. The crash and injury statistics for this age group also reflects the significantly large number of people within this age group who do ride. A number of adult programmes have been tested in the target regions.

PROGRAMME DELIVERY

In all target regions adults' cycle safety training was advertised through local papers, social media, cycling clubs, community groups, bicycle shops, regional sports trusts and councils. When advertised as safety programmes all courses were subsequently cancelled due to lack of numbers. As a result of this, adult-specific programmes were then promoted, providing an alternative focus from safety-specific, and were trialled in each region.

BEGINNER PROGRAMMES

Targeted beginner adult programmes were primarily successful in regions that have complementary infrastructure and other cycling facilities such as the

INTRO TO ROAD FOR CYCLISTS



Adult Cycle Skills Training

Are you a novice or new rider looking to get out on the roads or pathways in 2014?

Get the most out of your road riding with cycle skills coaching from BikeNZ

Hawkes Bay. In Auckland, Christchurch and the Waikato regions, more courses were cancelled than run, despite extensive advertising over long periods of time.

ADULTS WITH LEARNING DISABILITIES

Adults with learning disabilities, whose primary form of transport is currently cycling or walking, were provided with delivery of cyclist skills training. This received consistently positive feedback from community centres in Christchurch.

RECREATIONAL RIDER PROGRAMMES

As previously stated, the majority of cycling-related injuries that occur in the adult population affect the 35+ age group. This is very reflective of the large number of these people who participate in road cycling events such as the Lake Taupo Cycle Challenge. Several programmes have been piloted that target this segment of the adult market, and specifically those who already ride. For example:

- Iron Maori (see Maori television clip here).
- Rapha women's 100. This targeted 70 women who ride recreationally in the Hawkes Bay alone, a further 20 in the Waikato region in 2014, with a further 90 targeted in 2015. These event-oriented cyclist skills training programmes tend to attract those wanting to improve their cycling skills in order to better realise their reason for cycling, e.g. as a sport, to improve health, for fun, and/or for a sense of accomplishment. While this does not necessarily include cycling as a means of transport, these people are cycling on the same transport network as other road users.
- Road cycling workshops. Targeted new or more beginner riders primarily users of Auckland's urban roads.



PARENT EDUCATION PROGRAMMES

In spring 2014 parent education programmes were trialled in the Waikato, independent of training in schools and open to anyone from the community. These programmes were not only primarily aimed at instructing parents in how to teach their children fundamental safety skills, but also towards influencing the parents themselves in their attitudes towards safety. Despite extensive advertising, all of these programmes were cancelled due to lack of enrolments. Regardless of this outcome, Mackie Research identified an advantage for children if parents provided a cycling culture in the home as this ensured children still learned fundamental bike skills without any exposure to further formal on-road training. These parents were

shown to also have more confidence in their child's cycling skills once they had completed the cyclist skills training. The most common current limitation in the effectiveness of almost all cyclist skills training programmes, including those completed in this project, is a lack of parental engagement.

RIDE LEADER

Ride leaders are people who guide a group of recreational or sport cyclists on rides along usually urban and rural roads and cycle pathways. As a consequence of leading these groups, or "bunch" rides, leaders are in a position where they directly influence the behaviour of many people. Traditionally in the past, cycling clubs presented new cyclists with an opportunity not only for regular riding in bunches, but one where they would learn the basics of riding safely with other riders and around other road users. More experienced riders would guide new riders. Depending on the environment in which the ride leader is leading a bunch and the skills of the riders, grade 2, grade 3, and additional safety skills would also be taught while the bunch is out on a ride.

Recently there has been an explosion in numbers of recreational and sport riders throughout New Zealand, many of whom ride independently of the cycling clubs. This leads to very few being taught how to correctly and safely ride as part of a bunch, and how to interact mindfully with other road users.

A way to increase cyclist road user safety is to provide training, both to increase the numbers of active ride leaders in the community and ensure they have the appropriate skills for leading bunches. Ride leader training courses have been delivered in Hawkes Bay and Tauranga. Each community had slightly different needs, with the Hawkes Bay requiring ride leaders for predominantly recreational road cycling, and the Bay of Plenty calling for more cycle pathways ride leaders.

Following the Bay of Plenty ride leader training course delivery, six riding groups were established and four were still active six months later. Tauranga City Council and Sport Bay of Plenty are able to utilise these ride leaders as direct channels to communicate with people on bikes. Such as, for safety recommendations, advice on infrastructure changes, and various participation messages. Ride leaders are also able to recommend adult riders for further cyclist skills training. Often bunch riding may bring skills deficits to attention which riders had not perceived previously.

In 2011-2012 Cycle Action Auckland, Cycling New Zealand and Auckland Transport embarked on a location specific road user behaviour change project on Auckland's Tamaki drive. The project aimed to improve

" A WONDERFUL COURSE FOR A BEGINNER AND THOSE THAT HAVE NOT BEEN ON THE ROAD ON A BIKE FOR A LONG TIME, I WOULD CERTAINLY RECOMMEND IT TO OTHERS. WAS GREAT EDUCATION FOR ME AS A DRIVER AS WELL."

ADULT PARTICIPANT OF CYCLIST SKILLS TRAINING.



behaviour through six principles and values and engaged bicycle shops who led rides on this section of Auckland's waterfront.

Building on the "Good Bunch" principles key bicycle shops in Auckland and influential cycling personalities were engaged in a ride leader workshop. This workshop was held to determine if the good bunch principles were still relevant, and how the rapidly changing Auckland environment could benefit from a ride leader programme.

Outcomes established from this workshop are:

- A training system for ride leaders is required in Auckland. Training sessions would be conducted specifically for cycling shop bunch ride leaders to attend, where they will be trained as ride leaders to a set standard, and endorsed. Participants to be supplied with appropriate supporting resources as required.
- Accreditation will be offered to existing sufficiently experienced ride leaders, where it is deemed by an existing approved ride leader that they currently adhere to correct and safe bunch riding principles. This may also include the adherence to additional principles determined necessary to reach the endorsement standard.
- It is necessary that a new programme be devised and piloted for "new" bunch riders, where they are

trained in safe group riding skills, before entering into regular city bunch rides. There is currently no programme offered within the cycling community, as such, and cycling shops believe they do not have the ability, nor resources at their disposal, to cope with this demand. They also stated that they do not necessarily see provision of training as a role for them.

- There is a need demand for ride leader ambassadors, capable of delivering ride leader workshops. These are individuals who can address situations where bunches are displaying undesirable road user behaviour (e.g. running red lights), or where there are groups that do not appear to have a designated ride leader. It is essential these people are extremely credible within the cycling community and have the capability to fulfil this role. These ambassadors would also audit current shop rides, as well as new ride leaders, to ensure set endorsement standards are being adhered to.

In Spring 2015 the Auckland ride leader programme launched with the collaboration of Auckland Transport. This programme will continue into 2016, with the inclusion of the four key aspects above.

OUTCOMES OF DELIVERY TO ADULTS:

The key outcomes of delivering in the target regions are outlined below.

1. Improved road user behaviour through role-modelling:

" I know I've changed some of my cycling behaviours as to be a good role model." **(Participant, Ride leader)**
2. The initial target for delivery through the project was 300 adults. By creating and/or leveraging relationships with councils and Regional Sports Trusts, and regional funding investments (e.g. Kiwisport and gaming trusts), actual delivery was achieved to 366 adults.



3. An additional 214 adults in the target age group received training by instructors who were trained through this project, by way of what is identified as indirect delivery. It is referred to as such as this training delivery was financed separately through instructor support given by Cycling New Zealand, access to regional funding from gaming trusts, and additional funding received from councils, regional Sports Trusts, and other sponsors. This allowed opportunities for instructors to deliver the training as paid work, also ensuring the delivery of cycle skills training to a wider network of adults.
4. New flexible learning programmes have been developed to meet the needs, wants and motivations of adults who ride bicycles.
5. Ride leader was an effective way to engage recreational road cyclists, and this has the potential to influence 300,000 to 400,000 people who ride on the transport network 3-5 times per week solely for the purpose of recreation.

“... Ride leader programmes have the potential to be an effective and efficient way to: encourage more recreational cycling, create a network of groups by which cycling information and messages can be spread, and encourage safe and positive road user behaviour through role-modelling and peer influence.” **Mackie Research, 2015**

“The key strength of the approach is that adults who may never enrol in a formal training course could be influenced by another cyclist or a Ride leader.” **Mackie Research, 2015.**

2.3 CYCLE SKILLS INSTRUCTOR TRAINING

BACKGROUND

Increasing the number of people who are capable of delivering cycle skills programmes broadens the number of children and adults able to receive training, which positively impacts on improving safer road use.

The benefits of having trained and qualified instructors are:

1. A consistent approach to cycle skills training and thereby increasing safe road use.
2. Quality assurance of instructors ensuring they are competent at delivering cycle skills training, especially for on-road cycling.
3. Instructors are First Aid trained.
4. Risk management procedures and protocols are maintained to the appropriate level for cycle skills training.
5. Police vetting of instructors to ensure child protection and that of vulnerable adults.
6. Ensures instructors funded by NZTA and other government agencies, such as Sport New Zealand, adhere within the boundaries of acceptable competence and the ethical standing required to deliver to children and adults, thereby protecting organisations and participants against liability.

KEY LEARNINGS AND RECOMMENDATIONS:

6. To successfully engage adults in any form of cycle training, the training must be relevant to their motivations for riding.
7. In regions outside of Auckland, promotion through community newspapers is the best platform from which to engage participation in adult cycling programmes.



“ ENJOYED THE COURSE AND FEEL AS THOUGH I AM NOT ONLY MORE CONFIDENT TO RIDE ON THE ROAD BUT ALSO TO LEAD AND INSTRUCT.” **INSTRUCTOR TRAINEE**



INSTRUCTOR TRAINING DELIVERY



The majority of participants who have undertaken instructor training have been employees of regional sports trusts, especially those organisations that regard the promotion of cycling as a priority. A large number of sports trusts employees have successfully gained their instructor qualification with the financial support of their employers.

In Auckland, this had a flow on effect into schools, with the BikeOn Track programme, where Regional Sports Trust employees were able to train teachers in grade 1 skills and continue to support them throughout the school year. Cycling New Zealand made it mandatory when funding organisations to support the delivery of cycle skills training that instructors must be qualified in order to provide training to the students. This ensures the organisation benefits by achieving their community outcomes of delivery, the process is validated, and only qualified instructors are providing quality training.

Private individuals and police officers make up the second most common groups of people enrolling in instructor training. Police officers deliver cycle training as part of their school community education programmes.

Councils typically contract cycle skills training delivery to private providers, therefore only a very small proportion of instructor trainees came from councils in the form of community officers.

OUTCOMES OF DELIVERY:

1. 154 cycle skills instructors trained.
2. Eight regional Sports Trusts are delivering road safety programmes. Regional Sports Trusts, whose primary goals are to increase participation, are the most likely to appreciate the multiple benefits to safety provided by cyclist skills training.
3. 103 number of fully qualified instructors.

LEARNINGS AND RECOMMENDATIONS:

4. When new instructors work within an organisation that provides ongoing delivery opportunities, the process for gaining qualification is accelerated, with participants moving into practice more swiftly.

POST-TRAINING CHALLENGES

5. Only x instructors are qualified on the NZQA framework, despite training >200 in 2010-2011, with an additional 154 from 2013-2015. Cycling New Zealand conducted an instructor survey in 2013 of all instructors trained throughout the 2010-2013 time period and the following barriers were identified for completing the qualification:
 - Length of time for completion of qualification - The time period for completion of qualification is a maximum of eight months, however instructors identified the time as being too short. Given that 92 per cent of the cycle skills instructors surveyed were part-time or volunteers, time to practice and work on the job (part-time) before having their final, formal assessment is viewed as difficult within the eight months available.
 - Cost - Once an instructor has completed training, they are required to undertake a final assessment to obtain full qualification. A Skills Active fee of \$165 + GST is charged for assessment along with the cost charged by a qualified assessor, that can reach up to \$400. This does not include the cost of First Aid training, nor the cost of the instructor training up to qualifications. Overall, it costs between \$900 to \$1150 to train and become fully qualified as a cycle skills instructor. With a likelihood to earn \$15 to \$30 per hour for casual or part-time work,



should instructors actually be remunerated for training delivery, this is a significant consideration for many cycle skills instructors that may prove a barrier when considering the investment required in acquiring the qualification.

- Lack of perceived value - Instructors identified no additional value in gaining a qualification, post-training. This may be due to a lack of perceived value linked to qualification, such as very few employment opportunities, or relative to the overall cost of qualifying. Additionally there is no necessity for an instructor to be qualified to be hired for instructing cycle skills training.
- Other factors - In consultation with stakeholders for this review, three further barriers to qualification were identified. These were: 1) confusion about the process to follow to obtain qualification, 2) the location of assessors not necessarily being convenient and 3) the lack of accessibility of the assessors. When the qualification process began, Skills Active, the Industry training organisation for sport and recreation, had few internal staff available to answer queries about the qualification. This resulted in trainee instructors becoming confused and frustrated, and also led to some trainees

being unable finish their qualification in the time required. Skills Active, as a crucial organisation in the pathway for instructor training and qualification, continues to demonstrate a lack in quality in the provision of customer service as pertains to trainee instructors. The staff involved, and the processes at Skills Active in handling instructor qualification have undergone continued change. This has resulted in Cycling New Zealand and other organisations experiencing difficulty and lack of consistency in customer service.

At the beginning of the qualifications system, there were ten assessors who were trained and qualified through Skills Active. It was agreed these assessors would provide their services for the Cycle Skills qualification process. However, at the time instructor trainees were ready to be assessed, a number of Cycle Skills assessors had moved from the sector and were no longer available to provide assessments. Also, many of those who remained in the industry had busy full-time roles, limiting their time available to assess instructors for Skills Active. As a consequence it is those regions with the most active and available assessors that have the greatest number of qualified cycle skills instructors.

2.4 NATIONAL CYCLE SKILLS TRAINING REVIEW

The purpose of the New Zealand Cycle Skills Training review was to assess the quantity and reach of delivery of cycle skills training programmes being delivered throughout New Zealand, and also to address any weaknesses in the delivery system and network. This was the first national snapshot of its kind, and was built on previous data collected in 2006.

SUMMARY OF FINDINGS

Ninety-eight stakeholders were identified and reviewed from August to December 2013. Twenty-nine were actively involved in cycle skills training or facilitating delivery through 23 independent channels. All 23 delivery channels were delivering the New Zealand Transport Agency's (NZTA) Cyclist Skills Guide or a programme based on the core skills within the guide. Ten delivery channels were from within the sport sector, seven were from the transport sector, and six were transport/sport sector collaborations. The most common reason for these delivery channels to deliver or facilitate the delivery of cycle skills training was to help further the aims of Kiwisport.

It was found that a total of 33 cycle skills instructors were qualified out of a potential pool of 475 instructors. The instructor training and qualification process ensures cycle skills instructors are competent at delivering cycle skills training and are of appropriate ethical standing. The barriers to qualification include the perceived lack of time to gain qualification, high cost, a lack of perceived value of becoming qualified, convenience of location of assessors and the lack of availability of assessors.

The NZTA Cyclist Skills Guide is most commonly delivered as programmes for grade 1 and grade 2 cycle skills training. BikeNZ's Learn to Ride programme is the most commonly delivered grade 1 programme that has a point of difference from NZTA's programme. Tauranga City Council's Kid's Can Ride programme is the most commonly delivered grade 2 programme that also differs from the NZTA Cyclist Skills Guide.

Nationally 27,935 children and 589 adults were recorded to have received full delivery of grades 1, 2 and 3 cycle skills training in the 2012-2013 financial year. Of the population aged 5 to 14 years, this represents 4.9 per cent, and only 6.6 per cent of all who actively ride bicycles.

The region with the greatest delivery of grade 1 cycle skills training to children was found to be Auckland, followed by the Bay of Plenty, and then Christchurch. Christchurch showed the greatest numbers for delivery

of grade 2 cycle skills training to children, followed by the Bay of Plenty and Taranaki. The regions with the greatest number of qualified instructors are Tasman and Wellington. These regions also have active assessors working in the cycle skills sector.

The full report is in appendix 1.

RECOMMENDATIONS

The findings of the national review are currently with the National Cycle Skills working group and were also presented to the Cycle Safe Expert Panel. The National Cycle Skills working group are yet to return with their recommendations.

2.5 NATIONAL CYCLE SKILLS TRAINING WORKING GROUP

The purpose of the National Cycle Skills Training working group is to work in collaboration with the cycle skills sector to assure outcomes of the Safer Journeys strategy. A number of organisations within many regions of New Zealand deliver cyclist skills training, however very few work together or have the opportunity to share experience and agree on best practice. Currently there is a lack of coordination and communication within the sector, leading to avoidable inefficiencies in instructor training and cycle training programmes (such as duplication). This does not effectively or efficiently contribute towards achieving the end-goal of positive behavioural changes of road users.

Representatives from all segments of the sector are involved, including: Councils (Auckland Transport, Tauranga City Council, Greater Wellington Regional Council, Christchurch City Council, Dunedin City Council), private providers (Bigfoot, Dunn Training), regional sports trusts (Harbour Sport, Counties Manukau Sport), Cycle Advocates Network, Physical Education New Zealand, NZTA, and Sport NZ.

Starting in July 2014, the working group met every quarter, and were facilitated twice in doing so by Cycling New Zealand. Altogether five such meetings were held, with three facilitated by independent facilitators. This ensured Cycling New Zealand was able to contribute as an equal partner during discussions. Areas of concern requiring action were identified, with solutions provided at the following meetings.

OUTCOMES OF THE WORKING GROUP:

" It was also good to see most people were on the same page about where cycle skills training is currently at and wanting to see some changes and make sure we are heading in the same and right direction in the future." **Working group advisor**

The working group identified key priorities that would be worked through collectively, moving closer to achieving the Safer Journeys objectives. These priorities included:

1. Consistency of delivery across sectors, e.g. NZ Police, cycling as transport, cycling as a formal sport.
2. Establishment of a leadership organisation, with clarity around its role. Who should lead the Cycle Skills sector?
3. The challenge of the school curriculum.
4. Instructor qualification versus training, and the consistency of instructor training.
5. Funding and improving of the value proposition of instructor training.
6. The Cyclist Skills Guide and how well differing organisations' programmes align to it.
7. Assessors assessing different programmes.
8. Research drive in the sector – in relation to outcomes we wish to achieve.
9. School/participant involvement and planning.
10. Communications plans for the sector.
11. Programme development for communities.

By the final meeting in October 2015 it was determined that the next steps for the working group were to clearly identify the problems with instructor recruitment, training and development. And to work collaboratively toward solutions, with the end goal of building a system of quality instructors providing quality cyclist skills training.

LEARNINGS AND RECOMMENDATIONS:

- A National Cycle Skills working group provided the forum for communication and cross-regional information sharing, as well as a medium for collaboration across the cycle skills sector.
- There is a requirement for further working group meetings to clearly determine any ongoing key problems and provide solutions for cyclist skills training.

2.6 DELIVERY PROGRAMMES

A key outcome of the Road Safety Trust project was to determine which cyclist skills programmes (child and adult) should be delivered, how they should be delivered and models for delivery.

From a national perspective, it would be most effective for there to be one programme that outlines what to teach people to ensure their safety on bikes in the on-

road environment, and how best to go about teaching it. This would make it easier for councils, regional sports trusts and private providers to pick up and deliver road safety training.

However, with delivery to over 6,000 people (directly and indirectly) in this project it became clear that no one programme would be sufficient. By testing a variety of programmes, and receiving evaluation and feedback following the project, it was quickly established that it is not plausible to have only one set type of delivery programme for cyclist skills training.

The reasons for this are as follows:

- Individuals commence cyclist skills training from varying base cycling abilities, learn differently and at differing rates.
- Individuals often have differing motivations for riding a bicycle.
- Skilled coaches and instructors are integral to moving a person along on the spectrum of learning safety or competence in riding a bicycle.
- Children and adults benefit from being challenged and exposed to a variety of situations to encourage and develop their interest in cycling, knowledge of cycling, and decision-making ability.

Instead of being limited to only one programme that sets out what to teach, programmes should vary according to an individual's situation or needs, and include the following principles to maximise learning:

1. Individualise skills from the NZTA Cyclist Skills guidelines and include the provision of training additional skills as required by the needs and wants of people on bikes. For example road users who are primarily riding alone or with others on the roading network for the purpose of recreation, also require additional safety skills such as how to safely ride in a bunch on urban and rural roads. This is an example of "what" to teach.
2. Highly trained instructors are needed who possess the ability to identify the skill improvements that each individual should make to improve their safety.
3. Offer a number of opportunities to practice new skill sets in a variety of environments to reinforce learning and build decision-making ability.
4. Provide appropriate level of challenge to engage participants in the learning process that aligns with their motivations for riding a bicycle.



5. Provide conducive learning and appropriate participation environments to maximise skill learning and retention.

Adoption of these principles would necessitate a move away from the current system of delivery programmes, such as exists for as grade 1, and instead move more towards meeting the needs and wants of people riding bikes, in the environment in which they intend to ride. For example an individual may need some grade 1, some 2 and some grade 3 skills. A quality instructor

would identify this participants needs (including considering the environment they intend cycling in), their wants (motivation for cycling) and provide an optimal tailored learning environment.

This approach may require a revision of the recommended guidelines for instructor to participant ratios as it would require greater one-on-one attention for participants receiving cyclist skills training. The full report for this outcome is outlined in appendix 3.

" THE MOST COMMON CHALLENGE FOR PROVIDERS WAS MANAGING THE DIFFERENT BASE SKILL LEVELS OF PARTICIPANTS. ALL PROVIDERS HAD STRATEGIES IN PLACE TO MANAGE THIS; HOWEVER IT WAS OBSERVED THAT THIS CHALLENGE WAS CONSIDERABLY EASIER TO MANAGE WITH MORE INSTRUCTORS." **MACKIE RESEARCH, PROJECT EVALUATION**



3. ROAD USER WORKSHOPS

" We have to do a better job of looking after each other on the road, recognise the cultural change in how people get around, and through education ensure everyone gets home safely."

Dave Aitken CEO National Road Carriers

INTRODUCTION

This report will provide the reader with an overview of the Road User Workshop Programme of the RST Contract. It begins with listing the KPIs along with the final outcome against each item. There is a table listing where and when Workshops have been held and who attended them. A comment is made on impact of the RUW programme. Following is a description of the Driver and Trainer workshops with a summary of the key messages that are delivered. A section on the distinctive features of the RUW model health and safety precautions that are linked to the on road bicycle ride component of the workshops. There is a review of the response by the transport sector and a summary of events that are taking place. Following are sections on progress with the Working Group and Resources. A Financial report to the end of the December finishes the report with an appendix 4 including typical workshop script Blind Spot demonstration information.

Richard Barter took over the management of the contract in July 2014 from Jena Niquidet Western. He would like to take this opportunity to thank Jena for the terrific foundations that she has pioneered, to Amy Taylor (Cycling New Zealand) and Graeme Lindup (CAN) for their support and guidance and Julian Hulls and Rose Dovey for the excellent skills and experience they have brought to facilitating the workshops and events and to the support and wise council from Gerry Dance, Elizabeth Claridge and Edwin Rakanui from the NZ Transport Agency.



FIGURE 1: BY THE END OF THE WORKSHOPS DRIVERS AND CYCLISTS JUST WANTED TO TALK AND TALK TO EACH OTHER

SUMMARY OF DELIVERY:

OUTCOMES	DELIVERY	PARTICIPANTS	3 YEAR TARGET
Trainer Workshops	15	225	12
Driver Workshops	15	473	12
Event Activities	10	515	-
Driver Meeting	1	30	-
Working Group Meetings	4	43	-

KEY PERFORMANCE INDICATOR	PROGRESS AS AT DECEMBER 31 2015
a) 12 trainer/manager workshops, of two to four hour format.	15 Workshops have been delivered to trainer/managers.
a) 12 driver workshops, of two to four hour format.	15 Workshops have been delivered to drivers.
b) Liaise with sector 'champions' to help market the programme and feedback into ongoing development.	<p>Constructive relationships have been developed that are assisting in marketing the programme with:</p> <ul style="list-style-type: none"> • Road Transport Forum • National Road Carriers • NZ Trucking • Auckland Transport • Auckland Council • NZBus • Automobile Association • Bus and Coach Association • NZ Taxi Federation • Accident Compensation Commission • MITA • CHCH City Council • Wellington Regional Council • Nelson City Council • Otago Regional Council • Dunedin City Council • New Plymouth City Council • Whangerai City Council • NZ Police • Toll NZ • Fonterra • AECOM
c) Coordinate national delivery working with TLA's and industry organizations and the training of course deliverers.	Refer to section on Delivery
d) Manage stakeholder relationships, and course development and delivery, including cross overs with external programmes.	Stakeholders were visited on a regular basis and communicated by a variety of means.
e) Liaise with local groups, individual companies, TLAs, and industry organizations to promote new and ongoing participation.	As above. A visitation was undertaken to meet with and develop relationships that promoted new participation.



3.1 RESOURCES TO DELIVER ROAD USER WORKSHOPS

A series of videos have been produced for the Bus and Truck workshops, they can be seen by clicking on the following links.

Workshop Overview <http://youtu.be/ZpNJUSIHp3g>

Sharing the Road <http://youtu.be/cmFPfNaMgJw>

Bus & Bike Lanes <http://youtu.be/ParjUvGpYUA>

Communication <http://youtu.be/9k2c0l5egFQ>

Intersections <http://youtu.be/wcNVslzhrkC>

Bus Stops <http://youtu.be/L6Cg85USSAQ>

Listening and Scanning <http://youtu.be/mCl3TrWA-WM>

Truck Cyclist Video https://www.youtube.com/watch?v=8UharJR_W5M&feature=youtu.be

The Truck Video that was made in 2014 was (based on feedback) redone at the end of 2015. The main changes involved creating two "Day in the Life" stories, one of people on bikes and the other of a driver.

Additionally the vexed issue of groups of road cyclists was addressed with on road footage of a group being captured demonstrating best practice road sharing.

Other resources created for use by trainers included posters, banners, brochures, postcard handouts and web based resources.

3.2 CAN'S ROLE IN THE ROAD SECTOR FOR THE FUTURE

The sustainability of these programmes will be determined by a range of factors, they are quite different for the activities carried out by the two organisations, Cycling New Zealand and CAN. At the end of the day, access to the target audience who receive training will be crucial. In the case of the road user workshop programme, heavy vehicle drivers, managers and trainers come and go so to maintain institutional knowledge reinforcement will be required. In the case of medium sized companies whose owners are actively involved in management, ensuring the ongoing delivery of workshops can be achieved by maintaining a constructive relationship with the key individuals.

In the case of larger companies, we are reliant on well-placed individuals within the organisation to act as a champion for us. When these people move on, it can be hard to maintain visibility as the operational staff who are directly involved in the workshops may not have sufficient seniority to ensure their ongoing support.

In all cases the development and maintenance of high quality mutually beneficial relationships is vital if the programme is to be sustainable. Currently with the majority of the workshops delivered are funded by this project. The step to being owned by companies is a significant one, but it is possible. A large Auckland based bus company has already committed to fully

Workshop will help you steer towards road safety

By Alison King

alison.king@dailypost.co.nz

A road users' workshop to help drivers and cyclists be more aware of the roads is being held on Thursday.

It doesn't matter if you ride a bike or drive a truck, the Cycling Advocates Network (CAN) wants to better equip all road users with a shared understand-

ing. Project manager Richard Barter said the free workshop aimed to create safer roads for all.

"We're not targeting people and saying they're wrong," he said. "There are issues with those who drive and cycle need to understand. Other road users don't know why cyclists ride the way they do and cyclists don't always know about blind spots."

It's about understanding the other's perspective."

The workshop is open to Rototua's freight, bus and coach companies and cycling organisations.

Mr Barter wants those who go along to pass on their knowledge.

The session aims to address regional issues, including black spots and road user behaviour.

It is in the Rototua Lakes Council's Committee Room Two and will include a ride on the road as well as observation of a bus intersection.

If you do not have your own bike you can borrow one, but you have to RSVP to richard@can.org.nz.

The workshop starts at 12pm and is free. There will also be an afternoon tea.

Road users step into each other's shoes

By Alison King

alison.king@dailypost.co.nz

Rototua's professional drivers and active cyclists have learned a lot more about how the other half drives in a special workshop aimed at creating safer roads for all.

The Cycling Advocates Network (CAN) organised yesterday's road users' workshop as a practical way to understand how each of the road users use the road.

Participants rode around the city on bikes and took part in a variety of exercises to learn more about travelling distances, blind spots and driver behaviour.

The workshop was open to Rototua's freight, bus and coach companies and cycling organisations.

"It was a fantastic group, lots of desire to keep the conversation going, which is brilliant," said Julian Hulls, from CAN.

"The exercises we did were a really good way to let the group come to their own realisation of the distances we should follow at. I think there was lots of surprise at how big the blind spots are with trucks. If in doubt, if you are a cyclist and you want to pass a truck the only safe way to do it is on the right."

The group cycled from the Rototua Lakes Council building through the Government Gardens to Sulphur Point and then along to the area beside the Polynesian Spa. Rototua Forestry Haulage brought a laden logging truck for the exercise.

"It was a great opportunity to meet the different groups," said Jonathan Stewart, a driver



LESSONS LEARNED: Richard Gillies, from Rototua Cycle Action, was one of the workshop participants.
PHOTO: BEN FRASER

trainer and assessor at Rototua Forest Haulage. "We'd be keen for more opportunities to be involved with this kind of work."

FIGURE 2: ARTICLE IN A ROTORUA DAILY POST

“ WE NEED TO BE AWARE OF EACH OTHER ON THE ROAD. FOLLOWING THE ROAD RULES, RESPECT AND UNDERSTANDING WILL HELP EVERYONE GET HOME SAFELY.” **DAVE BOYCE CEO NZ TRUCKING ASSOCIATION**



running their own workshops by 2017. The challenge for smaller companies as has been stated elsewhere is the ongoing cost barriers. Conversations with ACC, the development of driver training unit standards that include road user workshop principles and the possible introduction of a requirement for operators to run such workshops to meet procurement criteria for local and central government agencies may provide sufficient financial carrots and sticks to ensure the sustainability of the model.

CAN with its connections throughout the country with cycling groups and local councils will continue to play a key role in brokering relationships with bus and truck companies which will serve to increase understanding and empathy between cyclists and heavy vehicle drivers.

Considerable interest was generated in the media with reporters often attending workshops. Go here to listen to a Radio NZ documentary <http://www.radionz.co.nz/national/programmes/nz-society>

3.3 CREATE A ROAD USER WORKING GROUP WITH THE SECTOR

The purpose of the working group was to work in conjunction with the professional and personal driving sector to achieve the outcomes of the Safer Journeys strategy, through safer road use. Working Group members came from NZ Transport Agency, NZ Police, ACC, Road Transport Forum, NZ Trucking, Taxi Federation, National Road Carriers, Toll Holdings, Auckland Transport, Dunedin City Council, NZ Bus and the Bus and Coach Association. The working group of industry sector leaders reviewed and made recommendations on the issues around safety on road involving heavy vehicles and cyclists. Their comments were taken into account and initiated a number of changes to what had happened in the past.

Based on workshop participant feedback and from the March 18th Working Group, the workshop format was significantly changed. Instead of the principles of Safe Passing, Following and where a cyclist positions

themselves on the road being delivered in a room using PowerPoint, these issues were dealt with out on the road during an interactive set of exercises the last of which involves a truck passing the participants who are lined up along the side of the road. Chalked crosses on the road enabled the actual passing distance to be accurately measured. Prior to the change the focus was on giving 1.5m when passing a cyclist. The problem with this approach was that the discussion would get bogged down on the inadequacy of roads. Using the exercise with the truck above, this approach has been changed to asking the participants to suggest what these distances should be. The result was been a high level of engagement and interaction between participants.

The other significant change has been the involvement of representatives from cycling organisations in the last three manager trainer workshops rather than just cyclists. This has resulted in lifting the conversation to a much more strategic level rather than just talking about incidents. The most significant of these changes were to the workshop format. Formerly quite a bit of time was spent in the venue presentation room before getting out on the road, a PowerPoint presentation was shown followed by a discussion. Then the on road ride took place.

A submission was made to MITO who was reviewing a new unit standard titled 'describe hazard and apply risk reduction techniques and strategies driving a bus or coach' recommending that the key messages being delivered in the RUW programme are included in the revised 10 credit unit standard. This was accepted.

3.4 DETERMINE WHAT ROAD USER PROGRAMMES SHOULD BE DELIVERED, HOW THEY SHOULD BE DELIVERED AND MODELS FOR DELIVERY

Refer to the Proposal for the new contract. It is the culmination of all the feedback received from workshop participants, the Working Groups and industry and sector input.

3.5 SUMMARY OF WORKSHOP/EVENT ACTIVITIES TO DEC 31 2015.

WORKSHOP LOCALITY	4 HR DRIVER WORKSHOPS	3HR TRAINER WORKSHOPS	EVENTS	COMMENTS
Onehunga	July 31 2013			Toll NZ Drivers
Onehunga	July 10 2013			130 Transpower employees and contractors
Dunedin		Nov 12th and 13th 2013		Citibus, Dunedin Public Transport, Richies, and Connectabus (Queenstown). Additionally Dunedin City Council (DCC) and Otago Regional Council (ORC) attended the session.
Mt Roskill Auckland	Jan-14			NZBus Drivers
Onehunga Auckland	Jan-14			NZBus Drivers
Christchurch		Feb-14		13 Truck Industry Management and Trainers and cyclists
Dunedin	Feb-14			Citibus
				Bus drivers, 17 drivers and 6 cyclists
Hamilton	March 21st 2014			Electrix: Parent company involved in the Taupo Transpower project. 40 Participants: fleet drivers (HGV & car) and commuter cyclists.
Auckland	April 28th 2014			Electrix: 42 Participants: fleet drivers (HGV & car) and a few commuter cyclists.
Reporoa	May-14 2014			Fonterra drivers and management staff
Auckland	Jun-14			Downer Drivers
Auckland	Jun-14			Downer Drivers
Auckland		Aug 27th 2014		7 Representatives from Ritches, Pavlovich, Bayes, Birkenhead Transport and Waiheke Bus Company
Christchurch	Oct 11th			Christchurch Truck Show: 100 Drivers and their families went through the cycle skills course laid out around three trucks with blind spots marked out.
Auckland	Oct 15 2014			NZ Bus 14 Drivers
Christchurch		March 11th		Companies represented included: Westland Milk Products, a1 Movers, NZ Express Transport (2006) Ltd, Hilton Haulage, Mackie Research and Consulting Ltd, Coroner, Complete Performance, Christchurch City Council, Koen, TDG (Travel Design Group, NZ Trucking
Wellington		Mar-18		As part of the Working Group programme a full Manager Trainer workshop was held. Companies and organisations represented included: NZTA, Road Transport Forum, Bus and Coach Association, BikeNZ, NZ Police, Trucking NZ, Auckland Transport, Dunedin City Council, CAN, ACC Injury Prevention Programme
New Plymouth		April 30th 2015		The "New Look" Workshop. The feedback was very positive. The truck going quietly past the group as they stood on the side of the road was quite scary, didn't need to convince them that the 1 metre distance was no enough. Companies represented included Taranaki Electrical Services Ltd, New Plymouth District Council, Tranzit Coachlines, Sport Taranaki, Hooker Pacific

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Whangarei		May-20		The workshop went very well with learnings from the New Plymouth new look workshop being incorporated into the exercises. Good input from industry (Smith and Davies) including a Driver Training instructor from Northtec. The local cycling reps were keen to keep up dialogue with the trucking folk.



WORKSHOP LOCALITY	4 HR DRIVER WORKSHOPS	3HR TRAINER WORKSHOPS	EVENTS	COMMENTS
Rotorua		May 28th		Local Trucking and Cycling representatives turned out to a well-attended workshop. Companies and organisations represented were Company Road Transport Association, Rotorua Forest Haulage, Watchorn Transport Ltd, Fibretech Solutions, studio ZEDD, Wildland Consultants Ltd, Cycling Advocates Network, Next Bikes, Rotorua Lakes Council, Cityride Rotorua, Rotorua Daily Post, Rotorua Cycle Action
Auckland	June 3			NZBus North Star, Orewa, City and Panmure. 13 Drivers attended plus 4 trainers.
Wellington	April-22			NZBus Go Wellington, Valley Flyer and Runciman (Delivered by Wnrgt Regional Council)
Auckland	15 June 15			NZBus Go West, Waka, Onehunga and Roskill
Auckland		July 29th		There was a big group that resulted in a good representation of companies including Linfox, Mainfreight, Express Couriers, Waste Management, Toll, Waste Solutions, NZTA
Tauranga		39295		The workshop was successful with 24 attending. Worked with Charlene Kerr from RTANZ and Jenny Mack Sustainable Transport Officer Bay of Plenty Regional Council. There was a meeting June 10th to arrange Workshop. June 10th. Met with Mike Graveson (general Manager) mike@portertransport.co.nz 021 864690 and Jim Carroll (Compliance Manager and member of Papamoa Pedallers). Derek Dunbar Dynes TD Transport, will send trainer along, Mark Richards NZLwants me to speak to their drivers. Will provide a truck. Next time contact Bruce Porter 07 575 2954, Willie Hogan 07 572 7412 Orika Chemical Transport. Karen (Tauranga Council) wants to put workshops in their 3 year plan. Jen (Sport Bay of Plenty) keen to help as is Jenny from Regional Council. They all want to be on a mailing list. Check out and visit tutor at BOP Polytech Drivers Course
Christchurch		Aug 19 2015		Workshop was successful with key stakeholder participants being with Minn Brodie (ChCh Council) GoBus (Nigel Piper, Matt O'Malley) and Red Bus (Paul McNoe, Peter Hayward). All agreed the Manager Trainer Workshop was well received.
Wellington		Aug 17th		Good workshop with a large group of Cycle Skills Instructors from Pedal Ready. This reinforced the need to have a separate workshop model for those who cycle.
Manawatu	Oct 16th			Manfeild Park Events Centre, 59 South St, Feilding. Had representatives from NZ Defence Force, NZ Post, Electrix, Horizons District Council and local freight companies.
Events that have taken place				

WORKSHOP LOCALITY	4 HR DRIVER WORKSHOPS	3HR TRAINER WORKSHOPS	EVENTS	COMMENTS
Nelson			Oct 29 - 31st	2 Walk and Cycle Conference. Log Truck set up with Blind spots, workshop held around truck
Auckland		Nov-16		MS Bike the Bridge. Unfortunately rain meant the bus could not come on to the field so the activity was cancelled. Being there however triggered a lot of ideas for future events.
Taupo			Nov 30th	Taupo Cycle Challenge. Over 50 people came through the Truck blind spot Activated site on the day. Most of these climbed into the cab and even though the mirrors were quite good, were shocked by the sensory constraints faced by drivers.
Wellington			Feb 11 2015	Go By Bike Day - Simon Kennett and shailie. pidcock@gmail.com Time: 7:00am-9:00am Location: Queens Warf (under the sails) Anticipated #'s: 1200 ish 1300 turned up. We were very busy getting people through the truck, there was constant interest from 6:30am to 8:30am. A very successful event with good contacts being made for the Wellington Manager Trainer Workshop.
Nelson			Feb 13 2015	CARNIVELO" – the heart of the Bike fest festival which was be held at Trafalgar Park. A steady number of families and individuals came over to walk around the marked out blind spots and sit in the truck. The truck was supplied by Justin Radford justin.radford@csn.co.nz He expressed an interest to help organise the Nelson Manager Trainer Workshop
Rotorua			18th Feb	Request made by Melissa Gordon, Recreation Advisor for Sport Bay of Plenty to participate in the Rotorua Bike Festival 2015 programme. The huge bonneted logging truck trailer unit supplied by L.G Anderson Transport had significant blind spots which were very sobering for all who climbed into the cab. For the first time I put items in the blind spot areas to help people to understand what blind spots mean. I had a bicycle 5m in front of the bonnet and two cars to the left and rear of the cab. From the driver's seat, they could not be seen.
Wellington			March 8th 2015	A Truck blind spot demonstration is to be set up at The Great Wellington Truck Show. This will be a means to engage drivers, managers and trainers with the goal being their attendance at future Wellington workshops.
Christchurch			March 28th 2015	Toll Staff/Family Event. James Smith Transport Manager Toll Freight Forwarding Venue: Canterbury A&P Showground's
Christchurch			March 29 15	Truck blind spot Demonstration at the CAN Do conference.



WORKSHOP LOCALITY	4 HR DRIVER WORKSHOPS	3HR TRAINER WORKSHOPS	EVENTS	COMMENTS
Taupo			March 14 2015	Toll Staff/Family Event. James Smith Transport Manager Toll Freight Forwarding Venue: Owen Delaney Park. The event was successful with around 50 people coming through the display. I met Elton Goonan (elton@fleetsafe.co.nz 0273676852) National Training Manager for Fleetsafe NZ. They have a truck driving simulator with they conduct driver assessment and training. They have received a "smart" cyclist which can be used as a "hazard" either singly or multiplied into bunches which can ride at specific distances out from the curb or parked cars. It is possible to calculate passing and following distances. He was keen to talk more about the RUW Principles being programmed into assessment exercises so drivers are measured against their passing and following habits.
Dunedin			May 1st	Icon Logistics Dunedin lent us a large truck for the display that formed part of Bike Wise Family Fun Day in South Dunedin on March 8. Twenty five students from Carisbrook and Musselburgh primary schools climbed into the truck and walked around the cones that marked out the blind spots. The attached photograph shows the four Spin Stars and local Community Constable Nils Barth all of whom took a turn in the truck. One of the Spin Stars had been run off the road by a truck the previous month and was able to see, through the demonstration, that she was not visible to the truck driver
Auckland			May 1st	Set up a bus and gave a presentation at a Cycling New Zealand Ride Leader Training workshop at Alexandra Park.



FIGURE 3: NZ DEFENCE FORCE STAFF AND VEHICLE WERE INVOLVED IN THIS WORKSHOP IN FEILDING

3.6 EVALUATION

It is important that this project is properly evaluated to determine its effectiveness in improving safe road use by road users.

Cycle Safe Expert panel member Hamish Mackie was contracted to evaluate the project. A number of evaluation measures were being taken throughout the delivery of the project, and Mackie Consulting combined these with an independent evaluation which has been provided in a separate report (appendix 5). This will provide good evidence and recommendations for how the New Zealand Transport Agency and Ministry of Transport can further improve safer journeys for cyclists and drivers using the transport network.

3.7 IMPACT FOR RUW WORKSHOPS PROGRAMME

Mackie Associates were contracted to deliver a full evaluation so the writer will not comment on impact other than to say in a meeting with the Central Regional Operations Manager on the 19th September 2014 he reported that he had only had two complaints all year about drivers. This is a considerable reduction to the number of complaints received in the past. While this does not point to the RUW workshops being the reason, he felt that the significant exposure NZBus drivers have had to the key messages is paying off.

3.8 OVERVIEW - WHAT IS A ROAD USER WORKSHOP?

This initiative provided an improved understanding of other road user's needs with the aim of creating safer roads for all. In particular, the workshops:

- Developed a shared understanding of common on-road experiences (blind spots, road space)
- Created positive dialogue between local cycling groups and heavy haulage or bus company representatives/drivers establishing practical tools with which the participants used to improve their interaction.
- Established mutual empathy between road users through providing the opportunity for cyclists to experience first-hand what it's like to be in the driver's seat and vice versa.

There are two styles of workshops that made up the contract KPIs, one for drivers, and the other for trainers. On top of these workshops, there have been a variety of events, meetings and the communication of the key messages by different media.

3.9 DRIVER (ROAD USER WORKPLACE SESSIONS) WORKSHOPS

While the key messaging is the same for both types of workshops, there were usually more cyclists present in the four hour driver workshops as numbers are typically greater. A minimum of one cyclist to six drivers has been established to ensure their safety when the participants go out on road bicycle ride. Secondly a heavy vehicle was used to enable the cyclists to sit in

the driver seat and experience the restricted vision heavy drivers experience due to the blind spots that are peculiar to the vehicle they drive. Where it is possible the participants went for a drive in a heavy vehicle (usually this will be in the bus/bike workshops) and a running conversation takes place as the group encounters various on road scenarios.

3.10 TRAINER MANAGER (ROAD USER TRAINER) WORKSHOPS

These two to four hour workshops, which are similar to the Driver Workshops, were designed for management, health and safety officers, and industry trainers wanting to learn more about cycle safety and mitigating on-road difficulties between cyclists and professional drivers. Additionally these sessions address regional issues, both area black-spots and user behaviour.

KEY MESSAGES FOR THE RUW WORKSHOPS

- 1 The recommended on road position for cycling. Drawing on the NZTA Guide for Cycling Instructors the participants are shown that cyclists should ride a metre from the curb or parked cars. Secondly it is shown that they are safer if they ride in straight lines as they can be seen more easily by following traffic than if they duck in and out of parked cars.
2. The four second following rule is explained as distinct from the standard 2 second rule for light motor vehicles.
3. Finally the reasons for the safe passing distance of 1.5m are shown along with a discussion of road and lane widths, and issues relating to open road environments such as pinch points, blind corners, road shoulders (or lack of) and situations when two vehicles are passing from opposite directions at the same time as passing a cyclist. Refer to Appendix 4 Script for a typical workshop.

All the discussion is centred on a framework of courtesy and acknowledgement of the realities of driving a heavy vehicle or riding a bicycle.

3.11 THE RUW MODEL

The unique feature of this model is the interaction between industry trainers/drivers and cyclists. When the workshops begin, participants are asked to share an incident they had on the road with either a cyclists or heavy vehicle. The exchange gives participants the opportunity to in a carefully managed environment speak openly about challenges they have faced, and to know they have been heard. They then listen to



FIGURE 5: KEY MESSAGE TO CYCLISTS: THE DRIVER CANNOT SEE THE CYCLIST IN THIS PHOTO

the stories of the others participants so are able to understand how similar experiences might feel from a different perspective. Feedback from participants consistently shows how this has a big impact. For example few cyclists have ever been in the cab of a truck, or in the driver's seat of a bus. From this position they are able to look into the mirrors and get a good idea of the blind spots the driver's experience. In some workshops again under controlled circumstances, cyclists have been able to drive a bus for short distances in a bus yard. This gives them an idea of how the bus moves and the lack of manoeuvrability.

HEALTH AND SAFETY

The great majority of drivers to date have said that they have not ridden a bicycle since they were a child. So getting on a bicycle and getting out amongst traffic is an unforgettable experience. Note they are all required to indicate whether or not they can ride a bicycle, and whether or not physically they are up to ride for around 15 minutes. They are also asked if they have any other health issues that might affect their safety while on a ride. If there are health issues or they can't ride a bike alternative arrangements are made.

A TYPICAL WORKSHOP RIDE

Before the ride commences the participants are instructed on the features of the bicycle they are to ride and how to correctly fit their helmet. Then they are taken through an initial assessment to determine their riding ability. If the assessor is satisfied they are able to manage a bicycle they will then take the drivers through a number of training exercises. These start



FIGURE 5: KEY MESSAGE TO CYCLISTS: THE DRIVER CANNOT SEE THE CYCLIST IN THIS PHOTO

with mounting and preparing to move on to the road from the curb side. Following that riders are shown how to look back over their shoulder without deviating from their course. Next they learn to signal to indicate that they are turning to the right or left after checking the way is clear. After being able to check the road, signal they are told to check the road again before changing course. Every stage of this is undertaken by the participants, they do not move to the next step until the instructor is satisfied they can manage the exercise they are engaged in.

The drivers are then divided in to groups and assigned a "cycle buddy" who are increasingly today trained and qualified cycle skills instructors. Before the workshop commences the Workshop facilitator and cycle buddies will identify and ride the route that the participants will take in order to assess health and safety risks, and to ensure it will provide an appropriate on road experience. Note, usually the fully on road section of the ride is quite short. Locations are chosen that have off road path infrastructure to ensure the experience is a good one, and that the riding capability of the drivers can be assessed to make sure they will manage. In a very small number of workshops, when roads are simply too dangerous, participants will stay on off road paths. Before the drivers are taken on road, they have the opportunity to observe the road they will be riding on, and asked to confirm that they are happy to go ahead.

Refer to the Script for a typical workshop ride in the Appendix A

3.12 RESPONSE

Good progress was made over the last year and a half in gaining participation from the previously difficult to reach truck companies. The RUW manager attended the Road Transport Forum conference in Auckland in August 2014. Without exception the operators he met were enthusiastic about safety, and the RUW workshop model. This was the beginning of a number of key strategic relationships being developed in the haulage sector including an invitation to speak to the Board of the Road Transport forum. This was the first time someone representing a cycling organisation had presented to the Board. Without exception each person around the table that day became a supported evidenced by at different times subsequently them offering trucks for workshops, staff to participate in workshops, invitations to speak to drivers and referrals.

Since then the campaign manager has been accepted as a member of the Road Transport Forum through the National Road Carriers. Mention must be made of the strong support of the National Road Carriers, NZ Trucking Association and Toll Holdings.

Another outcome from the Working Group was a productive meeting with the Minister of ACC Nikki Kaye. Outcomes included:

- The Minister is now aware and supportive of the Road User Workshop programme and its benefits to increasing participation in cycling, to the transport sector, to sustainable transport initiatives and for the resulting health outcomes.



FIGURE 6: ROTORUA BIKEFEST

- There is support for engagement with the RUW programme and ACC Road Transport initiatives including a role to play in ACC's partnership with Worksafe.
- There is support to work in partnership with ACC staff around the country who are working with the heavy transport sector.
- There is support for the RUW Programme as a means to breaking down barriers to cycling due to a fear of heavy vehicles. This could touch on the Cycle Safety Panel recommendations relating to safe passing distances.
- A conversation can be started to investigate ways to incentivise small and medium Transport Operators to participate in the RUW Programme.
- Subsequent meetings were held with the Manager of Injury Prevention and the prospect that ACC will be a financial partner in the next contract being likely.

3.13 EVENTS

On Oct 11 2014 the Trucking 2014 trade show is to be held in the grounds and buildings of the Wigram Airforce Museum. This is the first time this event has been held, but the organisers are expecting between 10-20,000 people from the transport sector and from the general public to attend.

The organisers supported by the Road Transport Forum provided CAN with an area 100x35m and two large trucks with their blind spots marked out on the

ground around them. Rose Dovey the CAN South Island RUW facilitator set up and managed a cycles skills training course in the area including coned paths leading past the trucks. Qualified cycle skills instructors and bicycles were on hand to take people through a basic cycle skills programme. Those who undertook this programme went into a draw to win a bicycle that was been provided by a local bike shop who had a presence in the RUW area. The target group who went through the course will be heavy vehicle drivers and trainers.

One of the trucks setup was a furniture truck. Steps were provided so that people could enter the trailer where a display was set up including a video that covers the Truck RUW programme that was produced in September in Auckland by 90 Seconds TV. People were able to get into the truck cab and see what the driver sees with the assistance of the truck driver. Sergeant Pete Daly from the Christchurch Police was present with his Police Motorcycle and a staff member to talk to and answer questions from people present. He mentioned that the only time he tends to talk to drivers is when he pulls them over; this was be a good opportunity to talk about a wider range of issues including the safety of vulnerable road users. He is a keen cyclist.

LENGTH	OBJECTIVE	NOTES
20 mins finish	Remember names and build rapport	Name, Company, Happy memory from riding as a child. Find a connection to the drivers riding memory.
20 mins finish	Understand drivers skill level on bikes	Why? Getting out to see and discuss some road safety ideas is more real if we get out on the road What? Need to get drivers fitted for bikes/helmets and check skill levels How? Cyclists will help you with the bike size and helmet. Ride around cones and weave back at slow speed to assess skill. What if? Medication, and health concerns. Safety briefing that includes a demonstration and practice of the Look - Signal - Look - Move pattern.
20 mins finish	Get a feel for following much smaller road users	Why? Sometimes you will need to follow bikes in your vehicles and the way you follow effects their behaviours. It's a lot like the idea of personal space... too close and people get nervous What? The different weights and speed the vehicles are travelling are the keys. Doing this with motorised vehicles is tricky. So we are going to simulate it with an exercise. Tape measure How? <ul style="list-style-type: none"> Line up shortest to tallest, partner them up. Everybody walk in pairs one behind other around cone circle. Swap, both try cycling and following. What gap feels OK? [Get a couple to stand and measure each scenario]. The only thing that has changed is speed, has the distance? Put the tallest on the bike and make them follow the smallest as they run. What time gap feels OK? [Get them to stand still and measure it] This time we have changed weights, has the distance changed? Distance gets bigger with speed AND with weight difference. It's suggested to follow at 4 seconds when there is a weight difference What if? If you can follow like this the person on the bike has the time to break and pullover without fear of getting squashed.
20 mins finish	Understand why some people ride out from road edge	Why? The people on bikes are not just trying to block the road! Understanding why can help reduce frustration. What? Ride to a section of road that has as many trees, drains, litter, rocks OR parked cars on the road side as possible. Have a tape measure and chalk if needed How? <ul style="list-style-type: none"> Can they ride quickly on the side of the road? Can they pick smooth predictable lines? Where are they easiest to see? Where do they need to ride to be fast predictable and easy to see? Use a section of road with parked cars, ask them to imagine there is a driver in each parked car. How far out is reasonable to avoid being doored? What if? Skilled people on bikes will put themselves in a road position that makes themselves fast, easy to see and also predictable, and this makes them easier to pass.



20 mins finish	Guideline for passing space between vehicle and bikes	<p>Why? Bikes and vehicles can travel at quite different speeds so we need to do some thinking about overtaking</p> <p>What? What is the widest part of a bike? This is where we'll be measuring from.</p> <p>Quiet section of straight road with easy turnaround</p> <p>Driver and truck with mobile phone</p> <p>Chalk and tape measure</p> <p>How?</p> <ul style="list-style-type: none"> • Line up drivers on the side of the road, standing kerbside of bike. • Bikes approx 1 m from kerb OR parked cars and nose to tail. Max of 5 bikes. • Ask drivers to face down the road and put a couple of chalk marks in the road at approx 0.5m, 1.0m and 1.5m • Wait for truck OR vehicle to pass • How close was the truck OR vehicle? Could you hold a perfectly straight line whilst riding? Would you like more or less space for the next vehicle? <p>What if? So if we put some of these spaces together where is the vehicle when it passes a cyclist safely? Another way to say it is you need to give bikes the same amount of space to pass as a car.</p>
15 mins finish	Break and informal chat	<p>Ask participants to have a chat and think about:</p> <ul style="list-style-type: none"> • 1 message they'd like to pass people who ride bikes.
20 mins finish	Get the message to people who ride	<p>Why? Two humans in every crash, one in a vehicle, one on a bike. Somehow we need to get messages to both of these groups.</p> <p>What? Bit of background about the education programmes for people who ride in the local area. How often? Where?</p> <p>“Spread the idea” photocopies</p> <p>Truck, chalk and cones to mark out a trailer, if missing.</p> <p>How? Like to give drivers the chance to show the people who ride where the blind spots are.</p> <p>Riders buddy with one driver and sit in truck cab. One pair at a time.</p> <p>Others walk around truck slowly so person in seat can see you disappear. As you walk around tell the person who rides where the big blind spots are.</p> <p>If you are riding by a stationary truck which side gives best visibility? If you are going to wait in front of a truck where gives the best visibility?</p> <p>What if? Ask the drivers to fill out the Spread The Idea sheets, and link to the next learning outcome.</p>
15 mins finish	Get the messages to the drivers	<p>Why? You speak for and too your drivers, you don't do the actual driving. So how will you get these messages to the people that control the vehicles and make 100's of decisions every day?</p> <p>What? We have resources that you can use: Video, Posters and Driver Workshops.</p> <p>How? I'd like to know how and when you plan to get these to your drivers. Are there any other resources you'd like?</p> <p>What if?</p>
5 mins finish	Wrap up	<p>Ask everyone to share one good thing they have learnt OR been reminded of.</p> <p>Hand out Certificates and shake hands as they share.</p>

B: THE FACTORS THAT WE NEED TO TAKE INTO ACCOUNT FOR CHOOSING A ROUTE FOR THE ROAD USER WORKSHOPS

1. Length: 2-4kms
2. Ideally most of the route should be off road.
3. We need a space near the venue where we can do some basic cycle skills assessments, i.e. the cyclists need to ride in a straight line alongside cones, then back to the start point in and out of another set of cones. Around 20x30m
4. We need a space along the route to do a following exercise, about 20x20m. We have participants following each other in a circle so will often choose a tree in a car park to go around.
5. We need a block of quiet streets that have cars parked along some of the road sides. Ideally the participants can ride around the block on their own doing left hand turns only.
6. In the same block we will do the exercise where the participants line up along the road side (or parked cars) and a truck comes past them. So ideally it is good if there is plenty of road width for this exercise.

7. The venue for the start/finish should ideally be on or close to any part of the route. If the venue does catering that is good.

8. There needs to be somewhere handy to park the truck. Usually it is only the tractor unit, but sometimes they show up with a trailer as well.

We normally end up on cycle paths that are close to light industrial areas as there are more parked cars. We do the workshops around the middle of the day when folk in the area are working so that traffic is light.

The list above sets out an ideal situation, we have usually been able to manage to find something like it. In a recent workshop for bus drivers, we based it in a sport centre which had a really big car park. The surrounding streets were unsuitable for cycling so we ended up just using short sections of the streets that came into the car park, but did not go out to the arterial roads they joined. We are very keen to keep the participants as safe as possible, i.e. to a Grade 2 environment.

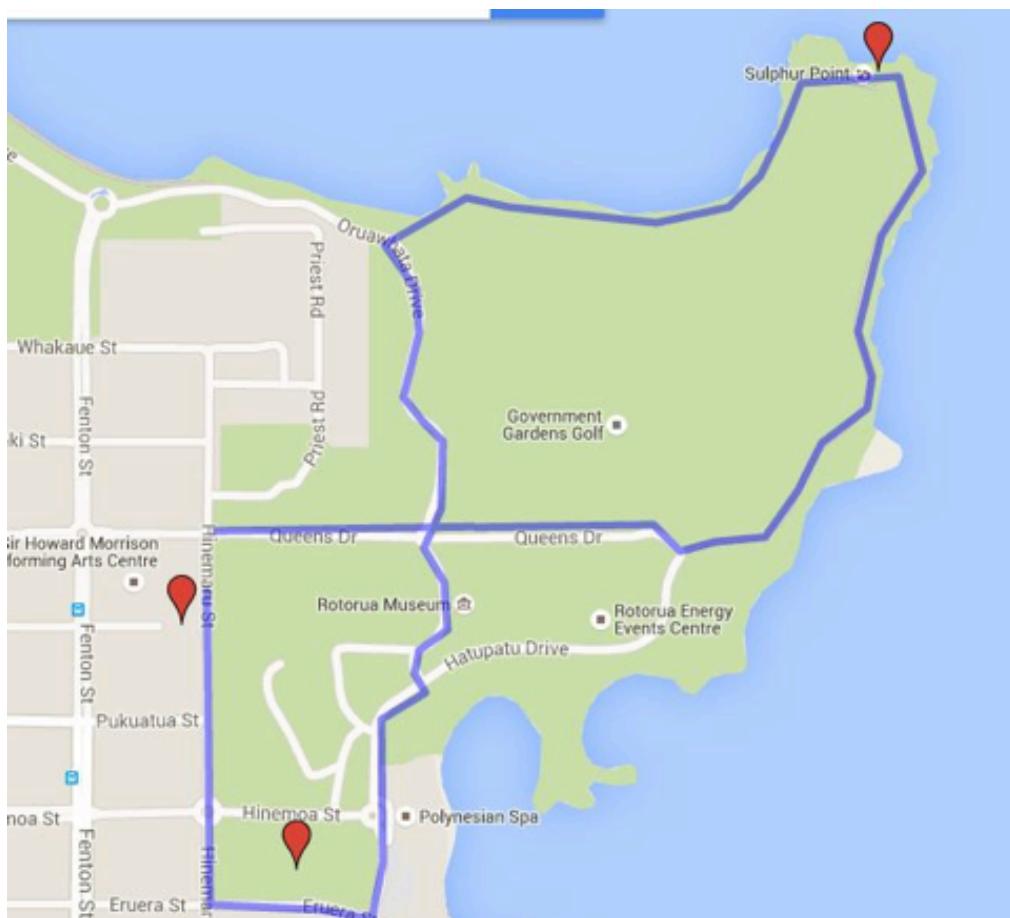
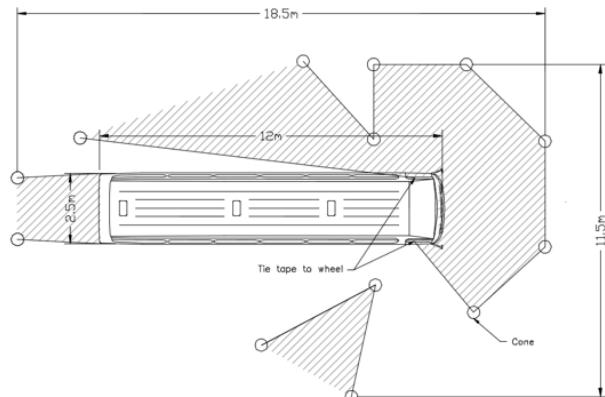
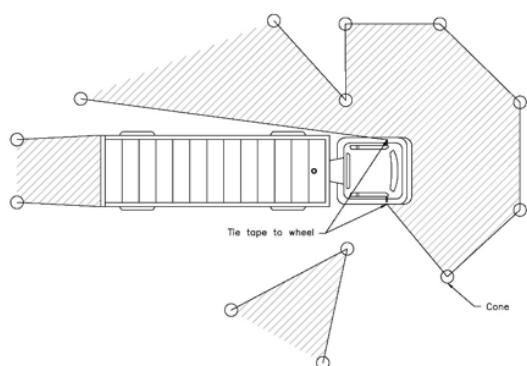


FIGURE 10: EXAMPLE ROUTE FOR ROTORUA WORKSHOP



C: BLIND ZONE DEMONSTRATION PREPARATION

Ask the event contact person to provide you with 14 or so full size road cones. These are to mark out the blind spots. Ask them to leave them at the spot where the truck is to go. You will know they are heavy, and you don't want to be lugging them around any distance.

Every truck is slightly different, but the attached drawing shows roughly where the blind spots are. Each circle shows a cone. To place them, walk away from the truck to the point where the driver can no longer see your feet, then place the cone there. It does do your head in sometimes. You will get good at it.

Note: in the following photo I fold the tape (purchase from an Industrial Safety shop, they are around \$50 or so for a roll) under the cones. You want to get it flat on the ground to stop people tripping up on it which they will do. It is a pain when they trip on it as it sometimes breaks. If you are on a gravel surface, scrape up little piles of gravel and lay it on the tape. You can see this in the photo.

Note: also the small signs I made, simple to do in Word. I got them laminated to protect them from rain, and so they can be reused. I taped them to the cone with gaffer tape.

Even with the above, people still do not get what we are trying to do. For this reason, if you can, put things in the blind spot area. If necessary use cones, but if they are the same as the ones around the edge, they will be confusing. Having something in the blind spots means you can say to people, "the driver cannot see those things when they are driving". You will not in the photo I put my bike in the blind spot in front of the truck just at the point where it cannot be seen by the driver. I also had a couple of cars from Sport Bay of Plenty staff in the blind spot to the left.



These days I use some light rope with which I tie the banner to the truck, then use bulldog clips to fix the banner, and posters to the rope. This works in the wet. Blue tack won't. Take a roll of gaffer tape which should work if all else fails. You will still need to dry the surface you are sticking it to.

Your enemy is wind. If the truck has smooth sides, you can use blue tack to secure the bottom edges of the posters. The blue tack doesn't seem to last very long if you rely on it to secure the top and bottom of the posters.

When you are all set up and people are coming past, you will need to approach people, hand them a brochure and ask them if they would like to sit in the truck cab. Even with the banner and posters etc. they will not always figure out what is happening and why we are there.

