Health 2019 v1.2

IA1 high-level annotated sample response

August 2018

Investigation — action research (25%) (Elective topic 2: Road safety)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and describe information from primary sources and secondary sources about the chosen topic in a community context

2. comprehend and use the specified approaches, frameworks and resources as they relate to the chosen topic in a community context

3. analyse and interpret information from primary sources and secondary sources about the chosen health-related topic and issue in a community context

4. critique information to distinguish determinants that influence health status in a community context

5. organise information about a chosen issue for a particular purpose

6. investigate and synthesise information to develop a diffusion action strategy to address an issue in a community context

8. make decisions about and use mode-appropriate features, language and conventions for a particular purpose.

Note: Objective 7 is not assessed in this instrument.

For all Queensland schools

171812

Instrument-specific marking guide (ISMG)

Criterion: Recognising and comprehending

Assessment objectives

1. recognise and describe information from primary sources and secondary sources about the chosen topic in a community context

2. comprehend and use the specified approaches, frameworks and resources as they relate to the chosen topic in a community context

The student work has the following characteristics:	Marks

• accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources about the chosen topic that includes:
  – resources, barriers and enablers for individuals and the community
  – data trends and impact on health status
  – determinants
• succinct comprehension and perceptive use of the relevant
  – overarching health approaches, frameworks and resources
  – social ecological model levels of influence
  – diffusion process variables.
	5–6

• recognition and appropriate description of some contextual information from primary sources and secondary sources about the chosen topic that includes:
  – resources, barriers and enablers for individuals and the community
  – data trends
  – determinants
• comprehension and appropriate use of the:
  – overarching health approaches, frameworks or resources
  – social ecological model levels of influence
  – diffusion process variables.
	3–4

• variable recognition and superficial description of some information about the chosen topic
• superficial comprehension and use of aspects of:
  – an overarching health resource
  – a diffusion of innovations concept.
	1–2

• does not satisfy any of the descriptors above.	0

Criterion: Analysing, critiquing and organising

Assessment objectives

3. analyse and interpret information from primary sources and secondary sources about the chosen health-related topic and issue in a community context

4. critique information to distinguish determinants that influence health status in a community context

5. organise information about a chosen issue for a particular purpose

The student work has the following characteristics:	Marks

• insightful analysis and interpretation of relevant contextual information related to the chosen health-related topic and issue using a range of valid primary sources and secondary sources to draw conclusions about
  – local or regional trends (in comparison to other datasets)
  – barriers and enablers
  – existing personal, social and community resources
• insightful critique of relevant contextual information using the social ecological model to distinguish the significant determinants that influence the chosen health issue
• coherent and effective organisation of information to achieve a particular purpose.
	7–8

• purposeful analysis and interpretation of relevant contextual information related to the chosen health-related topic and issue using primary sources and secondary sources to draw conclusions about
  – local or regional trends (in comparison to other datasets)
  – barriers and enablers
  – existing personal, social or community resources
• purposeful critique of relevant contextual information using the social ecological model to distinguish determinants that influence the chosen health issue
• effective organisation of information to achieve a particular purpose.
	5–6

• appropriate analysis and interpretation of contextual information related to the chosen health-related topic and issue using primary sources and/or secondary sources to draw conclusions about:
  – local or regional trends
  – barriers or enablers
  – existing personal, social or community resources
• appropriate critique of information to distinguish determinants that influence the chosen health issue
• appropriate organisation of information to achieve a particular purpose.
	3–4

• superficial analysis and interpretation of aspects of information from sources about the chosen issue • identification of determinants that influence health • organisation of aspects of information.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Investigating and synthesising

Assessment objective

6. investigate and synthesise information to develop a diffusion action strategy to address an issue in a community context

The student work has the following characteristics:	Marks

• discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:
  – a target group
  – the methodology and resources required to address the needs, barriers and enablers for the target group by strengthening and/or maintaining innovation uptake
  – two significant diffusion process variables
  – data-collection tools.
	7–8

• purposeful investigation and considered synthesis of information to develop a feasible diffusion action strategy for a contextual issue that includes:
  – a target group
  – the methodology and resources required to address the needs, barriers and enablers for the target group
  – diffusion process variables
  – data-collection tools.
	5–6

• investigation and appropriate synthesis of information to develop a diffusion action strategy for a contextual issue that includes:
  – a target group
  – the methodology and resources required to address the needs, barriers or enablers for the target group
  – a diffusion process variable
  – data-collection tools.
	3–4

• investigation of information to develop an action strategy that includes superficial and/or partial aspects of:
  – a target group
  – the methodology and/or resources
  – data collection.
	1–2

• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

8. make decisions about and use mode-appropriate features, language and conventions for a particular purpose

The student work has the following characteristics:	Marks

• discerning decision-making and accurate use of
  – written features to achieve a particular purpose
  – language for a community context
  – referencing and report genre conventions.
	3

• appropriate decision-making and use of
  – written features to achieve a particular purpose
  – language for a community context
  – referencing and report genre conventions.
	2

• variable and/or inappropriate use of
  – written features
  – language
  – referencing and/or report genre conventions.
	1

• does not satisfy any of the descriptors above.	0

Task

Context
Australia has achieved significant road safety gains from road improvements, safer vehicles, lower speed limits, graduated licensing and a range of behavioural programs targeting drink driving, seatbelt usage and speeding. Despite these achievements, road crashes continue to cause large numbers of deaths and serious injuries each year (*National Road Safety Strategy*, 'National Road Safety Strategy 2011–2020', http://roadsafety.gov.au/nrss). The social ecological model enables us to understand the multiple layers of influencing factors that impact road safety behaviours. Targeted action strategies can then be developed to influence those behaviours.
Task
You are required to investigate a road safety issue in your local/regional community and develop a diffusion action strategy for an innovation and a target group. Your diffusion action strategy should plan for action to mediate, advocate, and/or enable innovation diffusion into your local community. The aim of your strategy is to strengthen, maintain or adapt the community as a resource in relation to the selected road safety issue. The development of your diffusion action strategy will be presented in a report.

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IA1 high-level annotated sample response   August 2018

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Sample response

Criterion	Marks allocated	Result
Recognising and comprehending Assessment objectives 1, 2	6	6
Analysing, critiquing and organising Assessment objectives 3, 4, 5	8	8
Investigating and synthesising Assessment objective 6	8	8
Communicating Assessment objective 8	3	3
Total	**25**	**25**

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Health

IA1: Investigation — Action research

Unit 3: Elective topic 2 — Road safety

Amy Gillett Foundation (AGF)

'Cycle safe' innovation

Diffusion action strategy

March 2018

Student name:

Word count: 1997

Contents

Executive summary

This report presents findings from a context analysis of Queensland and the local Brisbane area to understand the multiple layers of influencing factors that impact road safety for cyclists. Australia has achieved significant road safety gains from road improvements, safer vehicles, lower speed limits, graduated licensing and a range of behavioural programs targeting drink driving, seatbelt usage and speeding. Despite these achievements, road crashes continue to cause large numbers of deaths and serious injuries each year (National Road Safety Strategy 2015). Cyclists are over-represented in collision statistics and remain one of the most vulnerable road user groups which presents a significant barrier to increasing active transport at XXX SHS. The social ecological model enables an understanding of the key determinants in the local area to determine a targeted action strategy to strengthen, maintain or adapt the community as a resource to influence road safety behaviours.

Queensland's push for active travel to mitigate the increasing traffic density on already congested roads provides an opportunity to diffuse the Amy Gillett Foundation (AGF) 'cycle safe' innovation at XXX SHS impacting multiple sociological layers of influencing factors for a target group of students riding to school. When planning for action to mediate, advocate, and enable innovation diffusion into the local community, the AGF 'cycle safe' innovation aims to strengthen mutual road respect by educating parents and students about safe cycling. Critical health literacy skills will be enhanced as an asset to enable advocacy for investment in infrastructure resources to improve safety for all road users and grow participation in the local community. A range of post-test strategies will be used to measure the impact of the AGF 'cycle safe' action strategy, characteristics of the innovation and the features of the setting that affect the success and speed of uptake.

Introduction

The Safer Roads, Safer Queensland: Queensland's Road Safety Strategy 2015-21 'vision of zero road deaths and serious injuries' and the Queensland Cycling Strategy 2017–2027 vision for 'more cycling, more often' inform road safety action research. Over 802,000 Queenslanders currently ride a bike each week and 1.53 million indicate they are interested in riding to school or work if the conditions are right (Department of Transport and Main Roads 2017) yet cyclists continue to be vulnerable road users and over-represented in collision statistics thus presenting an issue for further investigation. Sharing the roads safely and access to appropriate infrastructure are the two greatest resources identified to increase participation. In 2015, 37% of Australian children aged 10–17 had ridden a bicycle in the last week (CARRS-Q 2017) with the Brisbane participation rate 4% lower than the national average and 9% lower than the state average (Austroads 2017). Queensland's push for active travel to mitigate the increasing traffic density on already congested roads provides an opportunity to diffuse the Amy Gillett Foundation (AGF) 'cycle safe' innovation at XXX SHS impacting multiple sociological layers of influencing factors for a target group of students riding to school.

Discussion

Context analysis and needs assessment

Queensland context

An understanding of the societal level enablers and barriers for cycling participation in Queensland is essential to analyse trends, existing personal, social and community resources and the determinants of road safety in the local Brisbane context. Transport and Main Roads (TMR) has committed to 'more cycling more often' with cycling participation rates showing no significant change between 2011 and 2017. (TMR 2017) Where participation increased, the most significant change coincided with improvements in cycling infrastructure which is the highest priority for Queenslanders in deciding to cycle. The proportion of riders travelling to education has increased from 13% in 2013 to 26% in 2017 for persons aged 15+. However, the top three cited reasons for not riding were: 40% said the distance was too far, 37% prefer other methods and 16% said the ride would be too dangerous. (Austroads 2017) Encouraging students to ride to school must therefore ensure that the risk and uncertainty attributes of the innovation are minimised and the relative advantage of riding over other modes of transport is highlighted to strengthen diffusion and adoption.

Sharing the road safely is the second highest priority for increased cycling participation with the societal cultural rift between motorists and cyclists presenting a significant barrier to be considered in planning for action. The Queensland Government 'Stay wider of the rider' campaign disseminates key messages influencing the relational level about minimum passing laws. Significant advocacy by key stakeholders, including Amy Gillett foundation via the 'a metre matters' campaign, led to the adoption of this legislation. Driver knowledge of road rules relating to cyclists is generally poor, lack of knowledge has been associated with a negative attitude towards cyclists and hostile road behaviour is a deterrent to cycling (Bauman et.al., 2008) Hospitalised casualties in Queensland year-to-date to 31 May, for bicycle riders and pillions has risen from 141 in 2012 to 165 in 2017 (TMR 2017), an increase of 23 casualties which is the single highest increase of 16.2% for a single road user category. Hospitalisation rates were even more significant in the last 12 months with a number variation of 38 which is a 29.9% increase on the previous 12 months. (TMR 2017) Fatality rates have stabilised with 0.0% variation from 2016–2017 however, cyclists were recorded as the second worst road user category for improvement behind pedestrians indicating the severity of crashes for vulnerable road users is still a significant concern. These statistics clearly highlight cyclists are vulnerable road users and any action strategy aiming to increase cycling participation must consider local infrastructure and sharing the road as key determinants.

Recognising and comprehending [5–6]

accurate recognition and discerning description of relevant contextual information from a range of primary sources and secondary sources about the chosen topic that includes

resources, barriers and enablers for individuals and the community

data trends and impact on health status determinants

Analysing, critiquing and organising [7–8]

insightful critique of relevant contextual information using the social ecological model to distinguish the significant determinants that influence the chosen health issue

Analysing, critiquing and organising [7–8]	**Local context**
insightful analysis and interpretation of relevant contextual information related to the chosen health-related topic and issue using a range of valid primary sources and secondary sources to draw conclusions about	Connecting students to safe infrastructure and developing knowledge and skills to share the road safely are key personal, social and community resources that are essential to successfully diffuse the AGF 'cycle safe' innovation and enable a supportive environment at XXX SHS. The school population has 1850 students — 1002 middle school and 848 senior school students. Around 62% of students (n=1147) have access to at least one working bicycle, however only 24% (276 cyclists) ride to school daily which is 7% lower than the Brisbane average and 16% lower than the state average. The access to bicycles is significantly higher than the Queensland average of 56% (Austroads 2017) yet the participation rates are lower which is statistically significant. Quantitative and qualitative data was obtained via cyclist interviews, a focus group, an online survey to ascertain health literacy, existing resources, influencing factors, barriers, enablers and the likely adoption of the AGF 'cycle safe' innovation (see Appendix #). Results enabled analysis of current trends, local variances and the likely impact of the AGF 'cycle safe' innovation.
local or regional trends (in comparison to other datasets)	**Key findings**
barriers and enablers	Survey respondents:
	• 95% agreed or highly agreed that cycling to school would increase health benefits and decrease traffic congestion
existing personal, social and community resources	• 72% highly agreed that a school active transport policy should be supported
	• 46% highly agreed parents were concerned about the safety of their children riding to school, a key barrier to active transport
	• surveyed cyclists reported
	– 56% do not wear helmets
	– 95% had fallen off
	– 55% had near misses
	Cyclist interviews and focus group:
	• 75% knowing safe routes and negotiating roundabouts as key safety concerns. This is consistent with national research noting 'the relatively high vulnerability of cyclists around roundabouts regardless of the type of layout' (Austroads 2017 p 45).
	• more middle school students ride to school. This is consistent with Queensland statistics where a significant decline occurs between the 10–17 age group and the 18–29 age group (Austroads 2017).
Recognising and comprehending [5–6]	• 6 riders had been Active Transport Ambassadors
accurate recognition and discerning description of relevant contextual information from a range of primary sources	• 86% ride in groups of 2–3 riders which will be significant social resource for diffusion
	• All cyclists said they would change behaviours particularly those related to helmet use and negotiating intersections. Students did not know how to use hook turns and traffic islands to ensure adequate separation of motor vehicles and bicycles at high-risk intersection. The forum clearly facilitated an improvement in interactive health literacy for the focus group and the potential to strengthen diffusion.
succinct comprehension and perceptive use of the relevant overarching resources	

Planning for action

Guiding issue question:

What infrastructure advocacy and mutual road use respect resources are necessary to enable a supportive environment at ### SHS to increase student cycling participation?

The AGF 'cycle safe' diffusion action strategy targets multiple sociological layers of influencing factors affecting the safety of cyclists in the local community and is conversant with TMR's (2017) Queensland Government Cycling Strategy 2017–2027 priorities — Encouraging more people to ride and Sharing our roads and public spaces. The most significant diffusion process variables influencing the success and speed of adoption will be the dynamic interaction between the geographical and societal culture features of the setting and the characteristics of the innovation.

Methodology:

Target group: The AGF 'cycle safe' innovation diffusion action strategy will target students riding to school as vulnerable road users. Secondary targets are the students who have access to operational bicycles, parents and teachers who would be supportive of active transport and the local community as road users.

Advocacy:

Objective 1: strengthen mutual road respect by educating parents and students about safe cycling via posts on social media, school forums, newsletters, notices, electronic notice board and posters promoting AGF campaigns 'it's a two-way street' and 'a metre matters' key safety messages.

Description: Relative advantage and trialability are key characteristics of the innovation evident as AGF 'cycle safe' is diffused the first time. The relational level of influence is the target of AGF 'it's a two-way street — bike rider safety campaign' (See appendix #) and 'a metre matters' (See appendix #). These resources will be diffused through social media via Facebook as 99% of survey respondents used at least one social media platform and Facebook had the highest engagement. The additional communication channels are essential to reach all community members. This component has a strong educational component, including a series of key drive and ride rules highlighting safe behaviours and actions enabling drivers and bike riders to safely share the road. (Amy Gillett Foundation 2015) Support from parents must be strengthened to enable diffusion. Primary data identified parental concern as a significant barrier. An organised participation event alongside advocacy for the safety of children has the capacity to strengthen confidence in active transport.

Objective 2: enhance critical health literacy skills as an asset to enable advocacy for investment in infrastructure resources to improve safety for all road users and grow participation in the local community.

Description: The school community will be directed to three key communication channels to advocate for enhanced community resources including:

• bike lanes around the school

• storage boxes at the closest traffic lights to facilitate hook turns

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Sidebar annotations (left column):

Recognising and comprehending [5–6]

succinct comprehension and perceptive use of the relevant

social ecological model levels of influence

diffusion process variables

Investigating and synthesising [8]

discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:

target group

methodology and resources

significant diffusion process variable — characteristics of the innovation

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Communicating [3] <u>discerning decision-making and accurate use of referencing conventions</u>	• traffic islands to assist navigating the roundabout identified in the forum • cycle network signage to assist safe trip planning Advocacy through Bicycle Queensland, Members of Parliament and the local council will be enabled via the same diffusion communication channels encouraging people sign petitions, send letters to local members and use free Bicycle apps. Cyclists are encouraged to 'record (their) commute with Strava (which then anonymizes and aggregates this data and provides it to State and local government which plan and deliver cycling infrastructure).' (Bicycle Queensland 2017)
	Ride to school day — part of Queensland Bike Week Objective 1: enable cycling skill development and safe trip planning as personal resources for students currently riding to school. Objective 2: increased cycling participation for students who have access to a bicycle and are contemplating using active transport.
Investigating and synthesising [8] <u>discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue that includes:</u> <u>methodology and resources</u> <u>significant diffusion process variable — features of the setting</u>	Description: This component targets community, relational and personal levels of influence. The event showcases school and community resources using a 10km flat course that showcases the local cycling network and infrastructure as key features of the setting. Personal skills will be developed using ride guides identified within the community including ride ambassadors identified in the forum to facilitate long-term safe trip planning and mutual respect with other road users minimising any complexity barriers. The event will be cost free to mitigate a key moderator of adoption. It provides compatibility with the target audience who strongly support the idea of active transport whilst minimising key risk and uncertainty barriers by enhancing health literacy and advocacy. There is minimal complexity for participants and the wider community but does require commitment to ensure success. Resources required: Approval/permission: school administration, local council and police, parents and students. Committee: organise logistics including liaising with key stakeholders — AGF, Bicycle Network and Bicycle Queensland, risk assessment and wet weather advice. Social media engagement strategy and sample posts (See appendix #). Checklist for ride mentors (See appendix #). Promotional materials and support: Amy Gillett Foundation, Bicycle Network and Bicycle Queensland (See appendix #) and post-ride fruit snacks.

Investigating and synthesising [8] discerning investigation and insightful synthesis of information to develop a sophisticated diffusion action strategy for a contextual issue Data-collection tools are included.	**Post-test data collection and evaluation strategies:** Reach will be measured weekly prior to the event through social media engagement along with a HandsUp! results collection form (Appendix #) ascertaining awareness of and willingness to participate in the ride to school day. Participation statistics will measure adoption by gender and by school sector. The results will be observable in a mass participation event however, long-term change in attitudes and behaviours where all road users are safer together will be the ultimate indicator of success. All riders will be asked to complete a survey identifying the effectiveness of ride to school identifying positive and negative outcomes, level of self-efficacy as cyclists and perception of how comfortable they feel riding in their local area after the ride to school day. Feedback related to fidelity of implementation and satisfaction of individuals (cyclists, parents, teachers) and organisations along with appropriateness of resourcing will be evaluated through interviews and forums. The likelihood of sustained participation and institutionalisation will be evident if the trialability of the AGF 'cycle safe' innovation leads to adoption of initiatives such as Bicycle Network's 'Ride2School' program and 'Active School Travel' programs at the school organisational level. Institutionalisation will be reached when these initiatives are sustainable long-term. Word count: 1997 (Excludes the executive summary, table of contents, reference list and appendices)
Analysing, critiquing and organising [7–8] coherent and effective organisation of information to achieve a particular purpose This is evident throughout the response. **Communicating [3]** discerning decision-making and accurate use of written features to achieve a particular purpose and language for a community context These are evident throughout the response.	

References

Communicating [3]

discerning decision-making and accurate use of referencing conventions

These are evident throughout the response and the reference list.

Amy Gillett Foundation Cycle Safe Communities, 2017 — *Drive and Ride Rules* http://cyclesafe.gofundraise.com.au/cms/driveriderules

Amy Gillett Foundation 2015, *It's a two-way street - bike rider safety campaign*, https://www.youtube.com/watch?v=X2TbOdzlsLE

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—— 2017, *Queensland Road Crash Weekly Report*, no 1039, 27 November 2017, https://www.tmr.qld.gov.au/Safety/Transport-and-road-statistics/Road-safety-statistics.aspx

—— 2017, *Queensland State of Cycling Report 2017,* https://publications.qld.gov.au/dataset/queensland-cycling-strategy-2017-2027/resource/7da16ba2-fac4-4989-a254-b3240ffcbc6c

Appendices

Appendix 1: Data collection tools

Sample survey questions:
All respondents: Respond to the following statements
Note: scale Strongly agree (SA) to Strongly disagree (SD)

- cycling to school would increase health benefits and decrease traffic congestion
- a school active transport policy should be supported
- I would like to be involved in a ride to school day
- parents are concerned about the safety of their children riding to school

Sample rider questions:

- How comfortable are you riding in your local area?
- Do you wear a helmet?
- Have you fallen off? If yes what was the reason
- Have you had a near miss with a pedestrian, another cyclist, car or other vehicle?

Cyclist interviews and focus group discussion points:

- Self-efficacy of riders in the local community and willingness to be involved in a ride to school day
- Rank the concerns for cyclists in the local area
- Knowing rules for cyclists and rules for motorists
- Negotiating intersections
- Students who became Active Transport Ambassadors in their primary school

Appendix 2: Amy Gillett Foundation resources

Appendix 2a: Amy Gillett Foundation 'It's a two-way street - bike rider safety campaign' — key messages
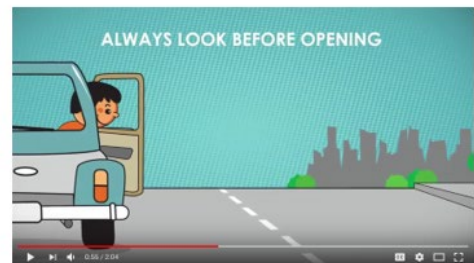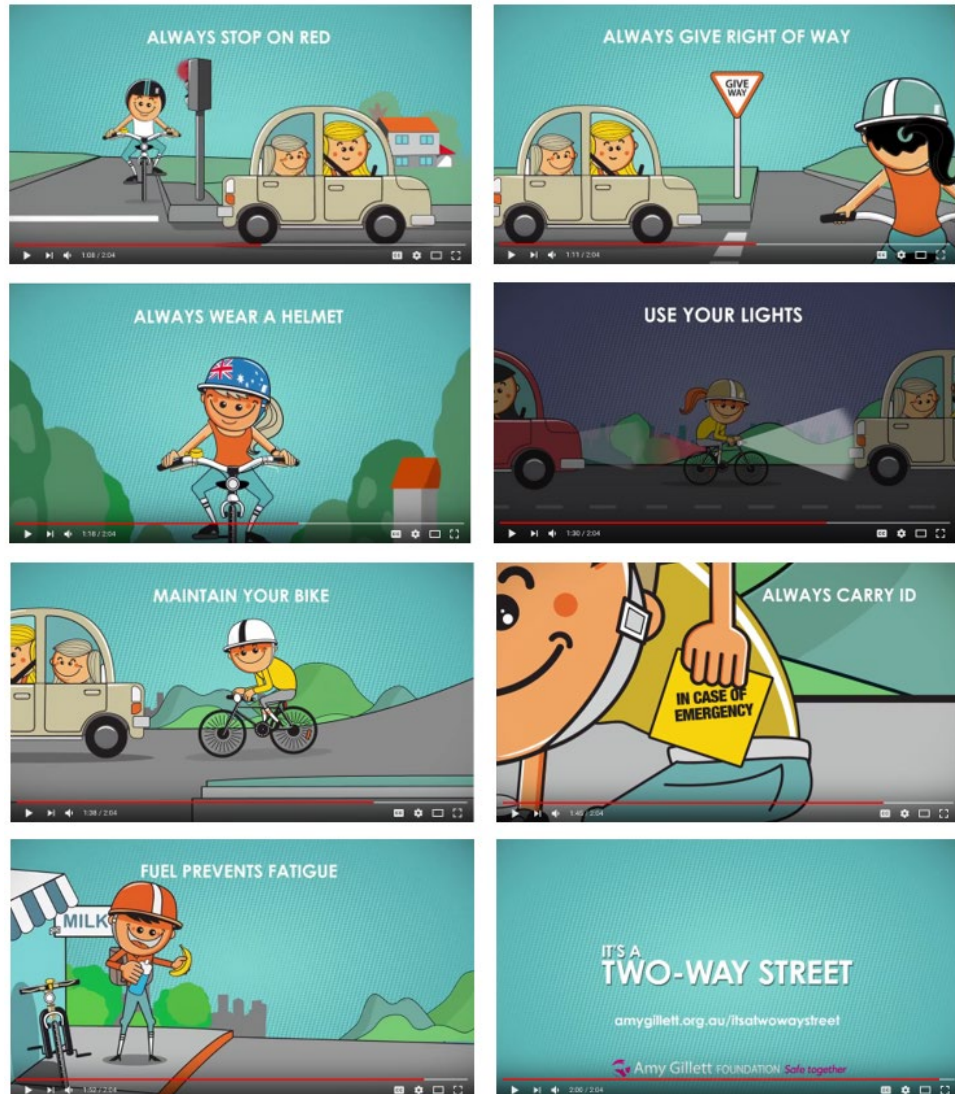
Source: Amy Gillett Foundation 2015

Appendix 2b: Amy Gillett Foundation 'a metre matters campaign'

Source: Amy Gillett Foundation http://bcbr.gofundraise.com.au/cms/Fundraising

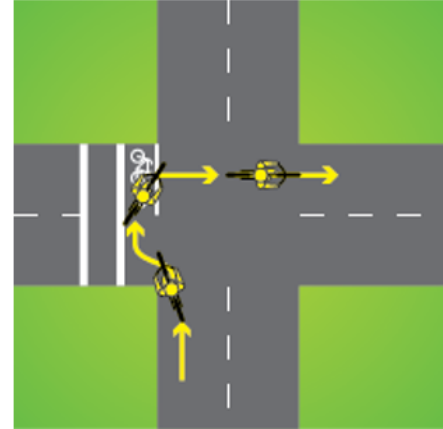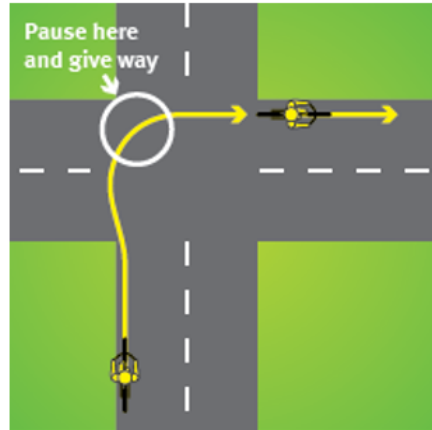Appendix 2c: Amy Gillett Foundation Drive and Ride Rules — It's a two way street Billboard and sample Z cards

Source: Cycle Safe Communities by Amy Gillett Foundation

Appendix 3: Social media strategy and sample posts

The Social media strategy will have three focus areas: improving interactive health literacy through posts such as:

Sample post 1: 'Having trouble getting through intersections on the way to school? Try a hook turn to share the road', improve your safety and visibility.'

Source: Queensland Government 2018 https://www.qld.gov.au/transport/safety/rules/wheeled-devices/bicycle#riding

Sample post 2: 'Did you know we have one of the best separated cycle networks close to the school? Access the bikeway by crossing at the pedestrian lights and avoid the dangers on the road.'
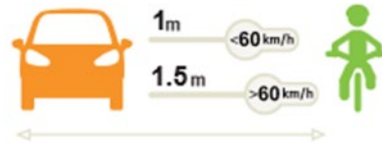

Source: personal photos taken for the Action research

Sample post 3: Let's share the road and give the required space…

**The minimum passing distance road rule keeps cyclists safe**

1m <60km/h
1.5m >60km/h

When the speed limit is **60km/h or less**, motorists must leave a gap of at least **1m** when passing bicycle riders.

When the speed limit is **over 60km/h**, the gap must be at least **1.5m**.

Source: Queensland Cycling Strategy 2017–2027

Sample post 4: Motorists the data is in, drivers seem to be giving cyclists more room…are you?
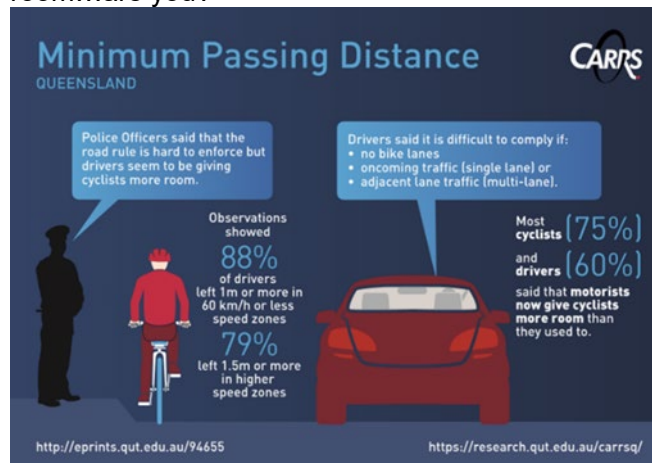
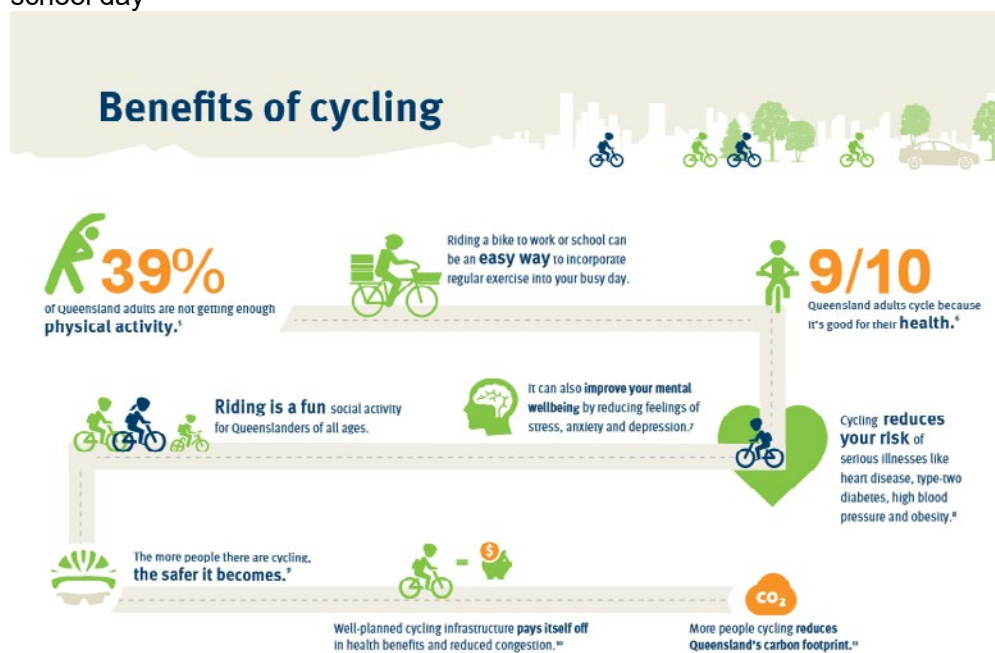Sample post 5: Cyclists, are you compliant with the helmet laws?

Source: CARRS-Q 2017 Resources — Vulnerable road users
https://research.qut.edu.au/carrsq/vulnerable-road-users/resources/

Advocacy for active transport and the ride to school day:

Sample post 4: Look at these benefits of cycling…let's get involved in the ride to school day

Source: Queensland Cycling Strategy 2017–2027

Advocacy for improved infrastructure resources

Sample post 5: Time to talk…get in contact with Brisbane City Council and advocate for bike lanes, storage boxes at intersections, traffic islands at the roundabout and improved signage!

Source: Queensland Cycling Strategy 2017–2027

Appendix 4: Checklist for ride mentors/key briefing points

Key points	✓
Check the safety equipment of riders and bikes are in good working order • helmets • brakes • tires	
Brief the riders about the route	
Follow all directions from marshals and organisers	
Obey the road rules	
Ride in single file in a straight line, avoid weaving and use communication signals well ahead • slowing • stopping • point out obstacles such as loose gravel, holes and debris • model correct hand signals for turning	
Use a hook turn at the intersection	
Model and talk to students about • the eight basic ride rules from 'it's a two-way street' • use good ride etiquette • defensive riding to avoid dangers — stay alert for the unexpected and ride to the conditions	
Have fun!!	

Appendix 5: Promotional materials and support

Resources — promotional materials and support checklist		
Resource	**Contact**	**Completed ✓**
School approval	Principal xxx	
Council approval	Local Member xxx Traffic and transport	
Police	Sargent xxx	
Marshalls	Volunteers	
Risk assessment and wet weather advice	Teacher x Bureau of Meteorology	
Amy Gillett Foundation resources	AGF Education and Stakeholder Coordinator	
Bicycle Network resources	Bicycle Network	
Local cycling club ride mentors	Teacher x	
Ride ambassadors	Cyclist forum group	
Post-ride fruit snacks	Local greengrocer	

Appendix 6: HandsUp! data collection tool

Class	Journey by			
	Bike Skate or Scoot	Walk	Private car	Public transport
Total				

Source: Bicycle Network https://www.bicyclenetwork.com.au/rides-and-events/ride2school/hands-up-counts/