

## 1. Organisation and contact details

### a. Main organisation for all awards correspondence

(in the event this entry receives an award, these details will be used)

<b>Organisation</b>	Bicycle Network
<b>Address</b>	Level 4 246 Bourke Street
<b>Town/Suburb</b>	Melbourne
<b>State</b>	Victoria
<b>Postcode</b>	3000

### b. Main contact for all awards correspondence

<b>Name</b>	Sarah Diamond
<b>Position</b>	Ride2School Victorian Manager
<b>Phone</b>	(03) 8376 8888
<b>Email</b>	<a href="mailto:sarahd@bicyclenetwork.com.au">sarahd@bicyclenetwork.com.au</a>

### c. Head of organisation

<b>Name</b>	Craig Richards
<b>Position</b>	Chief Executive Officer, Bicycle Network
<b>Email</b>	<a href="mailto:craigr@bicyclenetwork.com.au">craigr@bicyclenetwork.com.au</a>

### d. Please complete the following table if this nomination is a joint submission between multiple partner organisations. Add as many rows as required

<b>Entrant organisation 2</b>	The Body Shop
<b>Entrant organisation 3</b>	Headspace
<b>Entrant organisation 4</b>	
<b>Entrant organisation 5</b>	
<b>Entrant organisation 6</b>	

## 2. Nomination details

### a. Entry title

<b>Please write the entry title as you wish it to appear on all promotional materials associated with the award</b>	MIND.BODY.PEDAL, Bicycle Network.
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### b. Nomination web address

<b>Please enter a web address that relates specifically to the nominated project (if applicable)</b>	<a href="https://www.bicyclenetwork.com.au/general/programs/4178/">https://www.bicyclenetwork.com.au/general/programs/4178/</a>
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### c. Budget

Please select the budget range of your nominated project		
<b>\$0 - \$50,000</b> <input checked="" type="checkbox"/>	<del>\$50,001 - \$500,000</del> <input type="checkbox"/>	<del>\$500,001+</del> <input type="checkbox"/>

### d. Timeframe

<b>Over what time period did this project take place? (e.g. month, year, to month, year). NB: entries must have been active between 1 July 2016 – 30 June 2017 to be eligible</b>	MIND.BODY.PEDAL is currently active and has been running as a full program since July 2016 after successful pilot events were held during May and June 2016.  Nine secondary schools and more than 1000 students in Victoria have participated in MIND.BODY.PEDAL between 1 July 2016 and 30 June 2017.
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### e. Award category

<b>Please list the award category you are entering</b>	Encouraging physical activity
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*f. Population groups targeted*

List population groups targeted eg. Koori/Aboriginal Victorians, CALD/new migrant groups, local communities, workforce, women, children etc.  
Maximum 100 words

MIND.BODY.PEDAL is targeted at female secondary school students aged 13 – 17 years old. Participation is open to schools and students of all backgrounds looking to break down the unique barriers to physical activity among teenage girls.

*g. Health promotion setting*

In what setting did your project/initiative/campaign take place? Eg. Education, workplace, sporting club, arts, local government area etc.  
Maximum 100 words

Secondary Schools (Education Setting) - MIND.BODY.PEDAL events are held at individual secondary schools, but also includes local council areas when students participate in group bike rides and are shown accessible and safe places to ride to and from school.

### 3. Assessment

### criteria

Please note, all five criteria, including the executive summary must be completed. Each carries equal weighting when being assessed. See the [Awards Category booklet](#) for specific points that should be addressed in your responses.

#### 1. Executive summary

Outline the project, aims and objectives, settings, timing, population groups, health promotion activities and outcomes achieved  
**Maximum 400 words**

##### **Program**

Bicycle Network's Ride2School initiative MIND.BODY.PEDAL is a free program specifically designed for female secondary school students that addresses the decline in physical activity by inspiring and empowering them to get active through bike riding. Led by a team of behaviour change experts, MIND.BODY.PEDAL helps teenage girls overcome the negative images they have of riding a bike and empowers them to take up riding to school to improve their overall health. MIND.BODY.PEDAL supports and celebrates the differences that make girls unique and addresses issues of self-esteem and confidence that hold many back from physical activity.

##### **Aim**

To encourage and support teenage female secondary school students to live a healthy lifestyle and reinforce the benefits of active travel to and from school.

##### **Program objectives**

1. Address barriers to physical activity and improve self-efficacy.
2. To create a supportive environment for active travel by encouraging participants to accept themselves and others.
3. To develop and improve participants understanding, skills and confidence to engage in active travel.
4. To create new and enhance existing partnerships between identified key stakeholders to address barriers to young females' participation in active travel.

##### **Population group**

- Female secondary school students aged 13-17 years old

##### **Timing**

MIND.BODY.PEDAL began as a pilot in May 2016 and has been active as a full program since July 2016.

##### **Program stakeholders**

*Current:* The Body Shop and Headspace

*Previous:* Lush, Sukin, Smiling Minds, The Kindness Effect and Bikes@Work.

##### **Health promotion activities**

Bicycle Network collaborates with Headspace and The Body Shop to deliver the below workshops at day long events at schools.

- *Bike ride:* a fully supported bike ride outside the school to explore the local area by bike and to learn basic road safety skills.
- *Bike maintenance:* designed to develop skills and confidence in maintaining a working bike.
- *Mind:* designed to address issues of self-esteem, self-care and resilience. Dealing with social media pressures and peer perception are a key focus.
- *Body:* designed to cover self-esteem in relation to looking after your skin, personal hygiene and body care.

##### **Outcomes achieved**

Schools report that twice as many girls ride to school after participating in MIND.BODY.PEDAL, while students that walk to school increases from 28% to 38%. The number of young females meeting recommended daily physical activity

guidelines increase from 60% to 73% just one month after participating in MIND.BODY.PEDAL. Further outcomes and results are detailed in section five.

## 2. Catalyst for change

Be a catalyst for change that has potential to result in positive and sustainable improvement in the health of Victorians  
Maximum 800 words

*"I think the program definitely encouraged me to ride my bike more outside of school, before MIND.BODY.PEDAL I had forgotten how much fun it was".* Isabella, Year 9, Elwood College

The decline in physical activity, particularly among teenage girls, is starting earlier and is far more dramatic during secondary school, a time when patterns of activity in adulthood are established. Research shows only one in ten adolescents are physically active, with teenage girls twice as inactive when compared to males in the same age bracket.

MIND.BODY.PEDAL addresses the social and individual barriers that inhibit many young females from participating in regular physical activity by challenging students to break-down social norms and develop strategies to overcome societal pressures. By partnering with local organisations, MIND.BODY.PEDAL informs and connects students to local wellbeing service providers, and most importantly puts a name to these services (this is imperative for addressing barriers associated accessing services).

The program also works closely with schools to address physical barriers to active travel by identifying feasible and long-term solutions such as bike parking and safer route planning. This not only positively impacts the students who have participated in MIND.BODY.PEDAL, but the wider school and local community well into the future. As per the aim of VicHealth's physical activity, sport and walking investment plan (2014 to 2018) to make 'physical activity part of everyday living', MIND.BODY.PEDAL aims to encourage the integration of active travel into everyday life.

Active travel is an engaging, inclusive, accessible, feasible, environmentally friendly and most importantly, sustainable type of physical activity. By providing participants with the opportunity to learn bike skills, maintenance skills and address the underlining social (and where appropriate, infrastructure) barriers preventing them from engaging in active travel, MIND.BODY.PEDAL creates and supports a positive active travel culture at each school and school community.

*"MBP addresses the issues related to students not riding bikes or exercising and how they can improve their knowledge and skills to be confident in being active and doing what they want to do. It looks at the social, emotional and physical side of a student's wellbeing".* Christine, HPE Teacher, Matthew Flinders College.

Post program evaluation found that 84% of participants now travel actively outside of school three or more times a week, with 22% of those doing so every single day. There was a 20% increase in the number of students who thought their friends would support them if they rode to school and a 5% increase in the number of girls who felt comfortable riding to school. There was a 2% increase in the number of students who said they would ride to school even if others judged them.

*"MIND.BODY.PEDAL reunited me with my love of bike riding and this led me to ride my bike more often (even in the rain)".* Year 10, Hampton Park Secondary College

In addition to pre-and post-program evaluation, participants are also asked to complete an on-day evaluation of the program. Responses are used to help guide and improve the program as it develops. Students are asked to complete three questions: list one word to describe the day, favorite session of the day and what could be improved about the day. The most common answers are:

- *Word to describe the day:* fun, awesome, inspiring, interesting, tiring and amazing.
- *Favorite session of the day:* The Body Shop Session and bike ride. Students at Hampton Park Secondary College said the bike ride was the best session of the day at their event on 16 June 2017, a first for MIND.BODY.PEDAL.
- *What could be improved:* longer bike ride, more food, longer session with

	<p>The Body Shop, more time and healthy eating.</p> <p><i>“Today helped me meet new people and make more friends”</i>. Year 10, Hampton Park Secondary College.</p> <p><b>Program reach</b></p> <p>The program is continually re-evaluated and refined to address the evolving societal and health issues affecting young females. Session plans for each of the workshops are created in consultation with key stakeholders to ensure consistency across all programs. The Body Shop have committed to participating in all 2017 MIND.BODY.PEDAL programs and ongoing commitment to the program is currently being explored. Bicycle Network is also hoping to gain the same long-term commitment from Headspace and are currently negotiating terms. Both stakeholders offer in-kind support, volunteering their time and skills.</p> <p>MIND.BODY.PEDAL has grown from four schools in Victoria in the first year, to 12 nationally in the second year. Since the program’s inception (2016), it has reached more than 1000 students nationally. The program is in high demand and almost all dates are at capacity, with many schools wanting the program to become an annual feature of their health programs.</p>
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3. Evidence-informed actions

<p>Demonstrate a firm commitment to health promotion by using evidence-informed actions and initiatives</p> <p><b>Maximum 800 words</b></p>	<p><b>Evidence-informed initiatives</b></p> <p>Before the program was developed, a review of existing and relevant literature (including systematic reviews, journal articles and grey literature) was conducted to assess the need and rationale for the program.</p> <p>The research found that age 14 is when female attitudes change dramatically to males. As they enter puberty, they report greater concern about not knowing “how to exercise the right way” and start worrying about hurting themselves if they’re physically active. It was also found that teenage girls don’t want to be ridiculed or judged and can be self-conscious about how they may look during and after exercising.</p> <p>The need for a physical, social and mental health promotion program for secondary school female students was identified. MIND.BODY.PEDAL was designed and first trialed with 80 Elwood College students in May 2016. The trial generated positive and constructive feedback from all participants including students, teachers and the wider community. The program was refined as per the feedback provided and further piloted at three additional schools.</p> <p>Following the completion of the pilot phase, a further systematic review of literature (including consulting behaviour change experts, pilot participants and key stakeholders) was conducted to ensure the program was meeting the intended objectives. The evidence gathered during this process (research and post-program data) was used to evolve and re-innovate numerous components of the program including program evaluation, session delivery and session content.</p> <p>A program planning and evaluation brief was developed to collate the information collected and to refine the program’s aims, objectives, impact indicators and evaluation guidelines (including pre, post and on-day survey evaluation of students, teachers and stakeholders). It includes an outline of the needs assessment, program rationale, program scope, method, marketing timeline, program logic model, program planning table and an evaluation brief (process and impact indicators). Program data is collated after each school term, the objectives assessed and an evaluation report produced to assess the effectiveness of the program. Where gaps in evidence exist, and if the objectives are not being met, the program collaborates with key stakeholders to refine or incorporate new strategies to address the gaps. This ensures the underlining principles of evidence based practice are implemented.</p> <p>During this process, the need for an all-female team was identified as a key facilitator for engaging female students, particularly with the bike maintenance session (Term 1 2017). MIND.BODY.PEDAL struggled to secure a readily available, engaging female bike mechanic to deliver the bike maintenance session. To address this, Bicycle Network worked with local not-for-profit organisation <b>Good</b></p>
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Cycles to skill-up 15 female employees in delivering bike maintenance sessions. Good Cycles were also able to assist with the development of bike maintenance session content. This has been a sustainable and cost effective solution. MIND.BODY.PEDAL is currently working with The Body Shop to refine the content of the “Body” session and Headspace to refine the “Mind” session.

*“It was really cool to have all girls teaching us bike mechanics, I didn’t feel scared to learn how to change a tyre”*. Emma, Year 9 Matthew Flinders College.

#### **Gender equality and health equity**

MIND.BODY.PEDAL is an inclusive program that encourages females from all backgrounds make active travel part of their everyday lives and empowers students to be independent on their journey to and from school. MIND.BODY.PEDAL has worked with several schools in lower socioeconomic and culturally diverse areas including Sydney Road Community College and Hampton Park Secondary College. More than 80% of Hampton Park Secondary College students are of different cultural background and majority had never ridden a bike before, or were not confident bike riders.

Feedback from program facilitators and participants found the Hampton Park Secondary College program to be incredibly inspiring and empowering, particularly because many of the participants learnt to ride a bike for the first time. For many of the participants it was their first positive experience of physical activity at their school.

*“Thank-you for taking the time to teach me how to ride a bike, I can’t wait to go home and show my family I can ride a bike”* Sam, Year 10, Hampton Park Secondary College

#### **4. Innovation and leadership**

Exemplify innovation and leadership in taking action to improve and promote health and reduce chronic disease and/or address emerging health issues  
**Maximum 800 words**

#### **Emerging health issues**

At Bicycle Network, we know that not enough Australians, and particularly young females, meet the guidelines for physically activity and that not enough students are active on their journey to and from school. This is particularly troublesome as physical activity participation levels decline as females get older. When designing MIND.BODY.PEDAL, Ride2School recognised the need for a flexible, sustainable and achievable approach to encouraging physical activity.

MIND.BODY.PEDAL engages with young females to encourage them to make physical activity part of their everyday lives. Riding to school (or walking, skating or scooting) builds physical activity participation now and into the future. Research shows that childhood physical activity behaviours track into adulthood, as do the health risks associated with sedentary behaviour. MIND.BODY.PEDAL recognises the importance of developing healthy habits from a young age and is working to help reduce the prevalence of long-term chronic diseases and other health burdens associated with physical inactivity.

*“I have now started walking to school every day”*. Year 10, Hampton Park Secondary College

#### **Evidence**

Since the introduction of the program and evaluation brief (re-defined objectives, clear impact/process measures etc.), Bicycle Network has been able to collect insightful and consistent pre-and post-program data. This has enabled us to adapt the MIND.BODY.PEDAL program and data collation methods to ensure meaningful reports can be collated and disseminated to key stakeholders (at the completion of each program and financial year).

The data collected thus far has assisted schools and councils with active travel plans, policies and provisions for infrastructure changes and investment. It is hoped with further data collection and collation a public report can be produced to show the impact of MIND.BODY.PEDAL on active travel rates among young Australia females (for schools, students and the community).

#### **Creativity**

MIND.BODY.PEDAL is a unique and innovative program that has been designed by young females for young females. Currently, there is no other program like

MIND.BODY.PEDAL world-wide. Each component of the program has been designed by experts in the associated field. Given the varying demographics of each school, each program is tailored to the needs of the students as identified by teachers and pre-survey data results. For example, the program has been adapted to suit schools where 95% of students were 'confident' riders (making the bike ride and bike maintenance advanced) to schools where only 20% of the students were confident riders and more basic bike skills were taught.

#### **Partnerships**

Bicycle Network understands the importance of a collaborative approach to ensure MIND.BODY.PEDAL is effective in improving health outcomes. The of multiple and varied partnerships during the pilot phase was to ensure we collaborated with organisations that shared a similar vision and were willing to workshop the session design and delivery.

While Bicycle Network has access to behaviour change specialists and bike mechanics, we do not have the expertise to design and deliver all aspects of the MIND and BODY sessions. Bicycle Network has worked closely with Headspace and The Body Shop throughout the program's lifespan. These partnerships have been crucial for the development, implementation and ongoing re-design of the social and psychological aspects of the program.

In addition to formal partnerships, we have also worked with students, teachers and the community to help identify associated health issues and thus improve their capacity to improve their health. We will continue to grow news and strengthen existing partnerships to ensure the program remains effective and sustainable.

### *5. Value for money*

Demonstrate value for money relative to the health outcomes achieved  
**Maximum 800 words**

#### **Value for money**

Following the completion of the pilot phase, MIND.BODY.PEDAL proved to be successful in increasing the number of students riding (7% to 14%) and walking (28% to 38%) to school, and decreased the number of students who report no active travel (19% reduction).

MIND.BODY.PEDAL not only gives female secondary school students the opportunity to participate in physical activity in a supportive environment but also works with the school and wider community to discuss and implement long-term infrastructure changes. It is hoped this investment will make choosing active travel the best/easiest option for students, teachers and the community.

Following the pilot phase, MIND.BODY.PEDAL was integrated as a fully-fledged initiative of Bicycle Network's Ride2School program. MIND.BODY.PEDAL has proven to be a cost-effective initiative, reaching more than 1000 students on a small budget of \$1,500 per program, which includes Bicycle Network team member wages, travel, equipment, food and drink, materials and printing plus prizes. The program is funded by Ride2School's Secondary Schools Initiatives (Sport and Recreation Victoria).

Strong relationships developed with program partners has further increased the cost-effectiveness and value of MIND.BODY.PEDAL, with partners seeing the strong outcomes of the program and being more generous with their time, products and services.

#### **Resources**

Bicycle Network and the Ride2School team are experienced in running mass participation bicycle events and have access to a bike fleet, vehicles, trailers, helmets and safety equipment and human resources (extra internal staff and volunteers when needed). By reducing the costs associated with equipment purchase and hire, we have been able to invest in Bicycle Network team members to be trained in behaviour change, bike maintenance and bike skills. This has ensured all participants receive the best support and skills possible to encourage them on their physical activity journey. We will continue to support team members in all facets of the program to maintain a high standard of delivery and as such, achieve the best possible outcomes.

#### **Reach and impact**

Between July 2016 and June 2017, MIND.BODY.PEDAL programs have been held



at nine schools across Australia, including eight in Victoria. The program has been delivered to more than 1000 students, 35 teachers and 40 external stakeholders. In addition to external stakeholders, 60% of Bicycle Network team members have attended and assisted at MIND.BODY.PEDAL events. This equates to 100 students, four teachers, four external stakeholders and four internal Bicycle Network team members per MIND.BODY.PEDAL event.

A summary of key findings are listed below that highlight the impact of the program.

- 21% of students walked/rode to school all the time
- 21% gave walking and riding to school a go
- 12% decrease in the number of students travelling by car to and from school (21% to 9%)
- 19% decrease in the number of students who reported no active travel
- 20% increase in the number of students who thought their friends would support them if they rode to school
- 20% increase in the number of students who could navigate traffic and road safety confidently
- 10% increase in the number of students who felt confident in doing a basic bike check
- 84% of respondents now travel actively outside of school three or more times a week, with 22% of those doing so every single day
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By the end of 2017, the program will have been implemented in 14 schools (five more schools have been confirmed for 2017), equating to a minimum of two MIND.BODY.PEDAL events per term. In 2018 we hope to continue to expand all aspects of the program to meet demand nationally.

*"This program has made me realise I can be active everyday by riding my bike to school and to not be afraid of what other people think".* Year 10, Hampton Park Secondary College