

# Walking and wheeling in children and youth: Everybody's business

2WALKandCYCLE

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2018  
New Zealand  
**Physical Activity  
Report Card**  
for  
Children  
& Youth

**7-44%**

classified sufficiently active for health

**24-45%**

use active travel modes to school

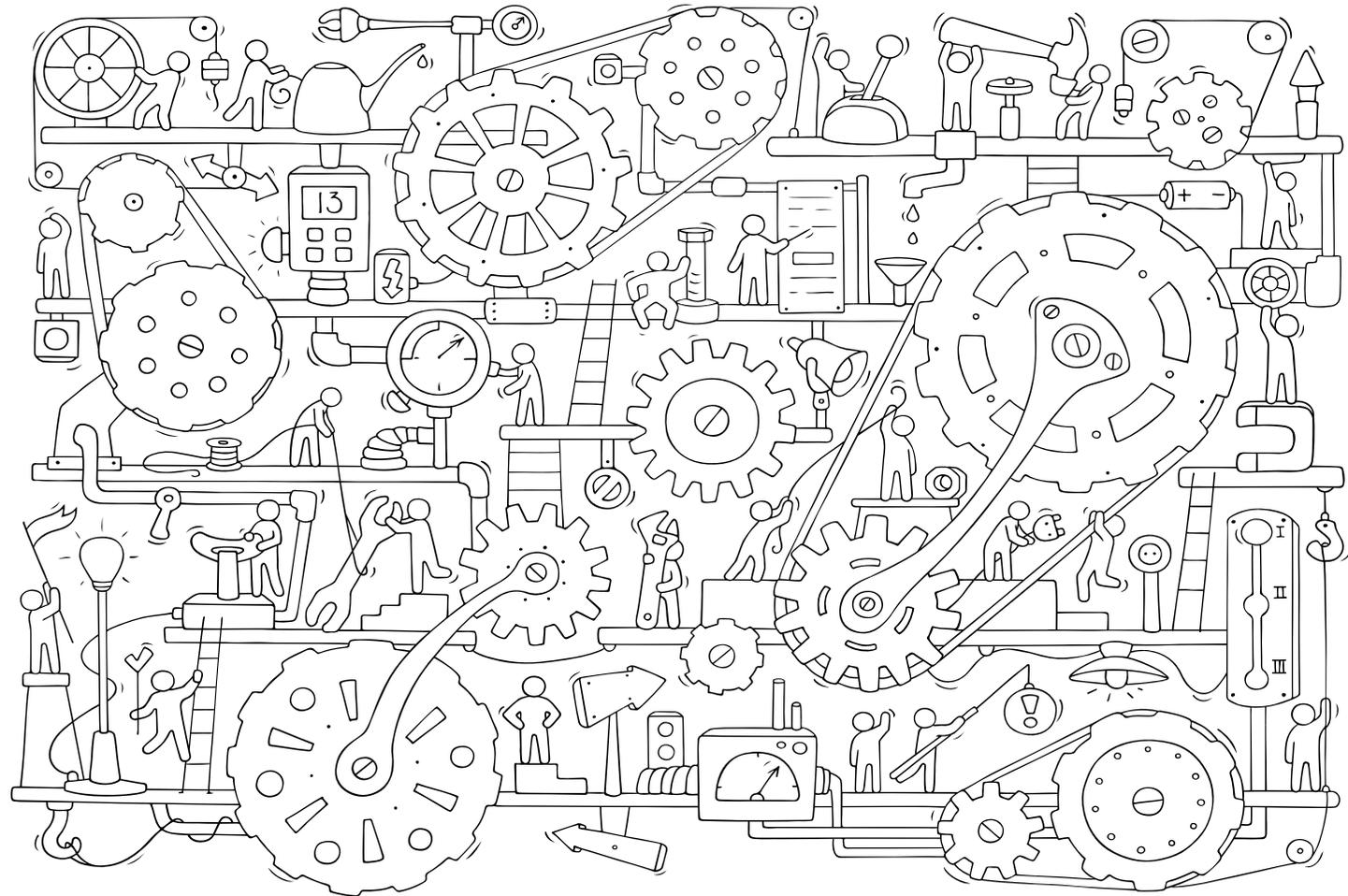
public policy

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# ACTIVE TRAVEL (AT) TO SCHOOL

## DISTANCE

Compared with those living within 1.3km from school:

- 1.3km–2.3km 70% less AT to school
- 2.3km+ Almost no AT to school

## SOCIO-ECONOMIC STATUS (SES)

Using school decile (an indicator of neighbourhood SES), AT was ½ as likely in high decile vs medium decile schools

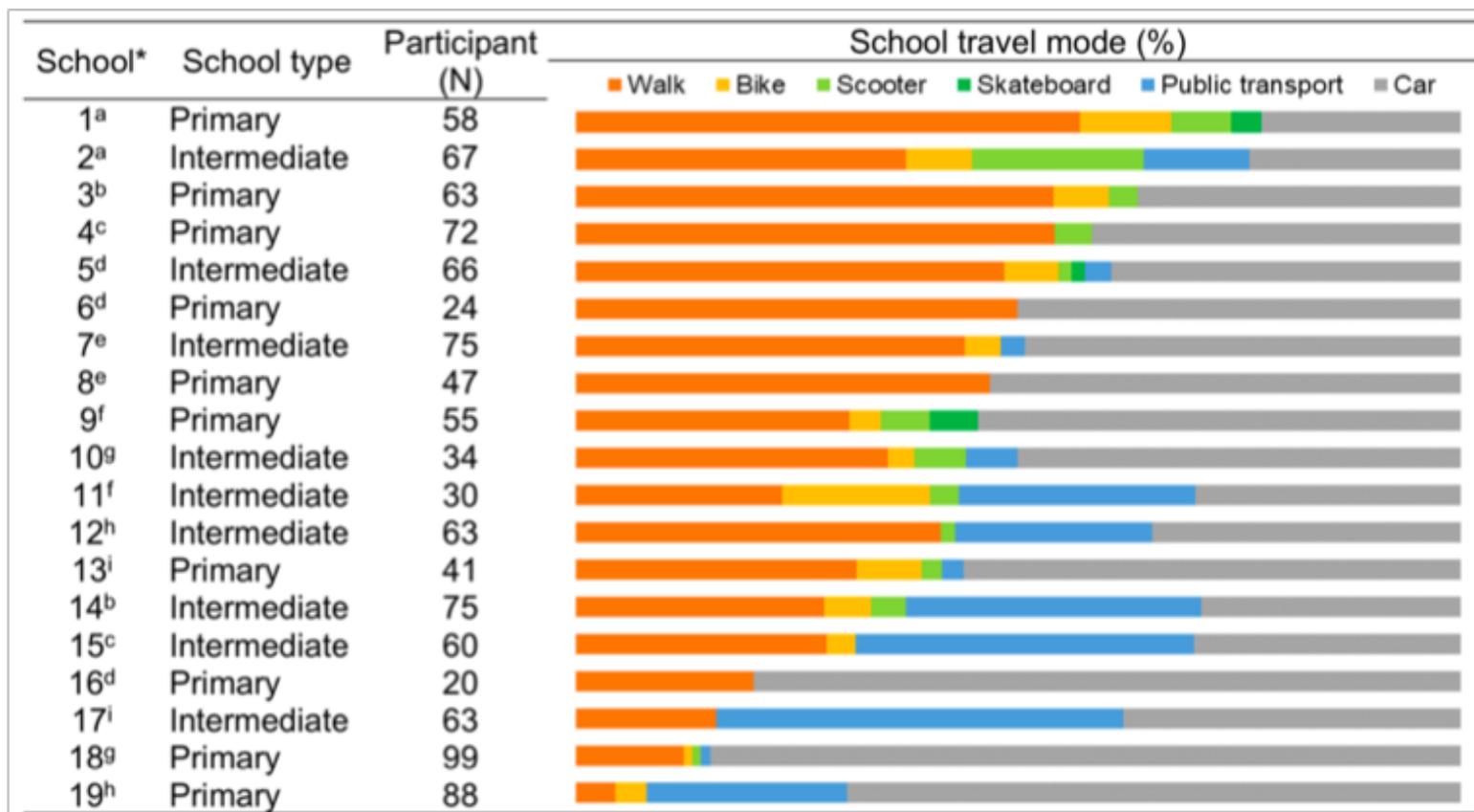
## INCREASED STREET CONNECTIVITY

= more AT to school

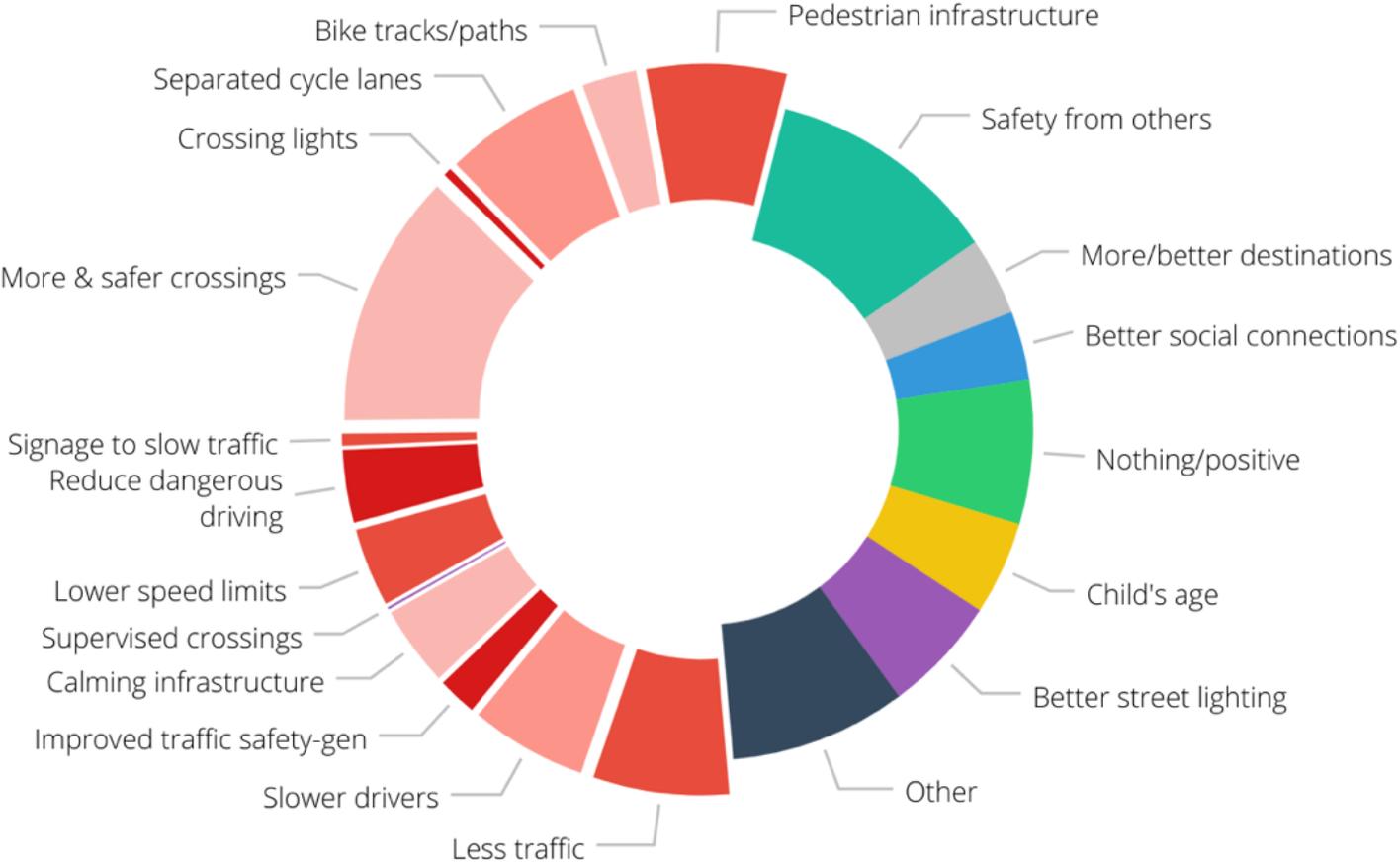


Girls 20% less likely to AT to school than boys

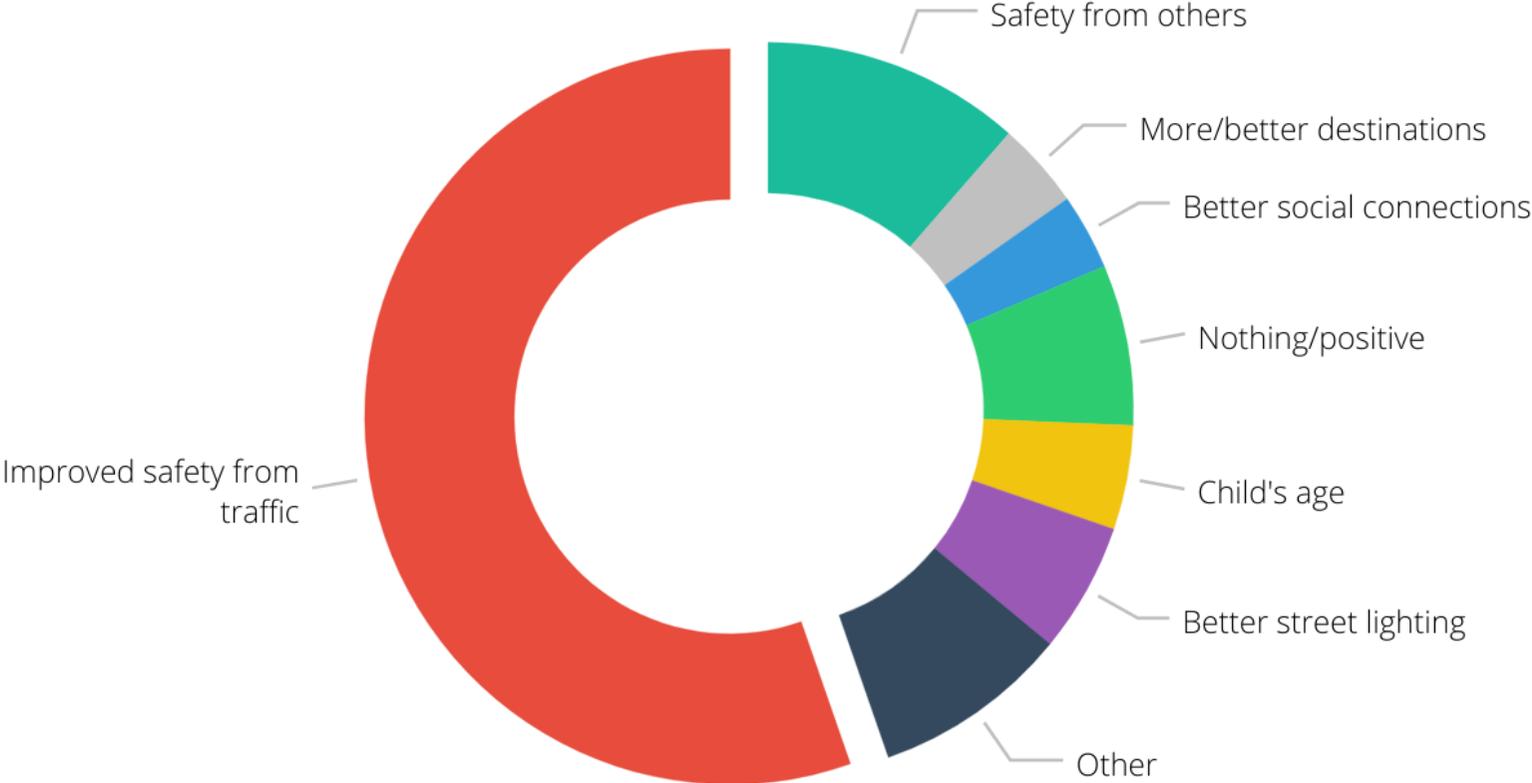




# “What would make your neighbourhood better...”



# “What would make your neighbourhood better...”





## “What do you dislike....”

“It's hard to check to see if cars are coming when crossing the streets (because they drive so fast and I can't see them coming).”

“Cars are speeding past me when I and other kids are trying to cross the road.”

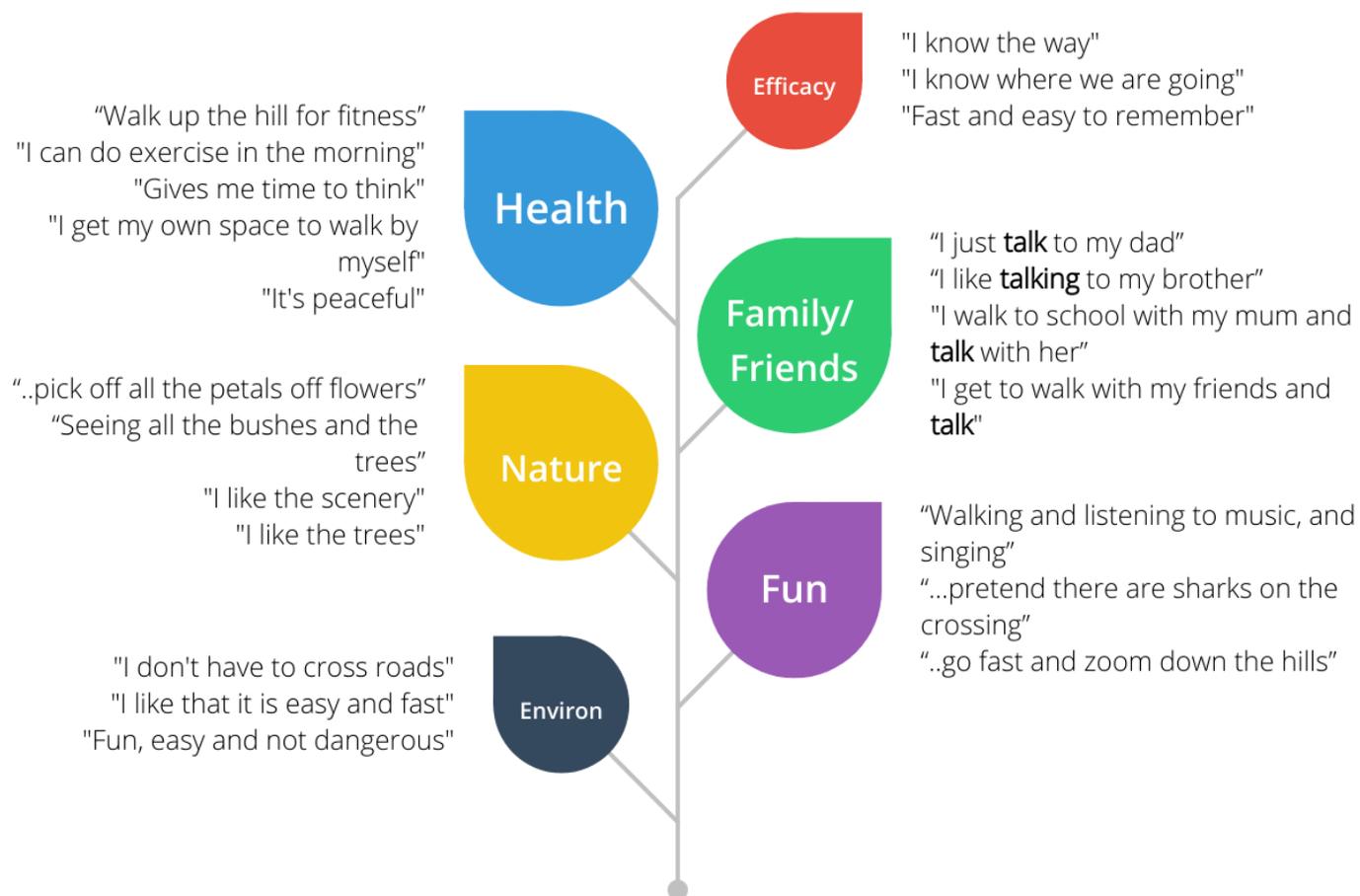
“The road is very busy so it's hard to cross.”

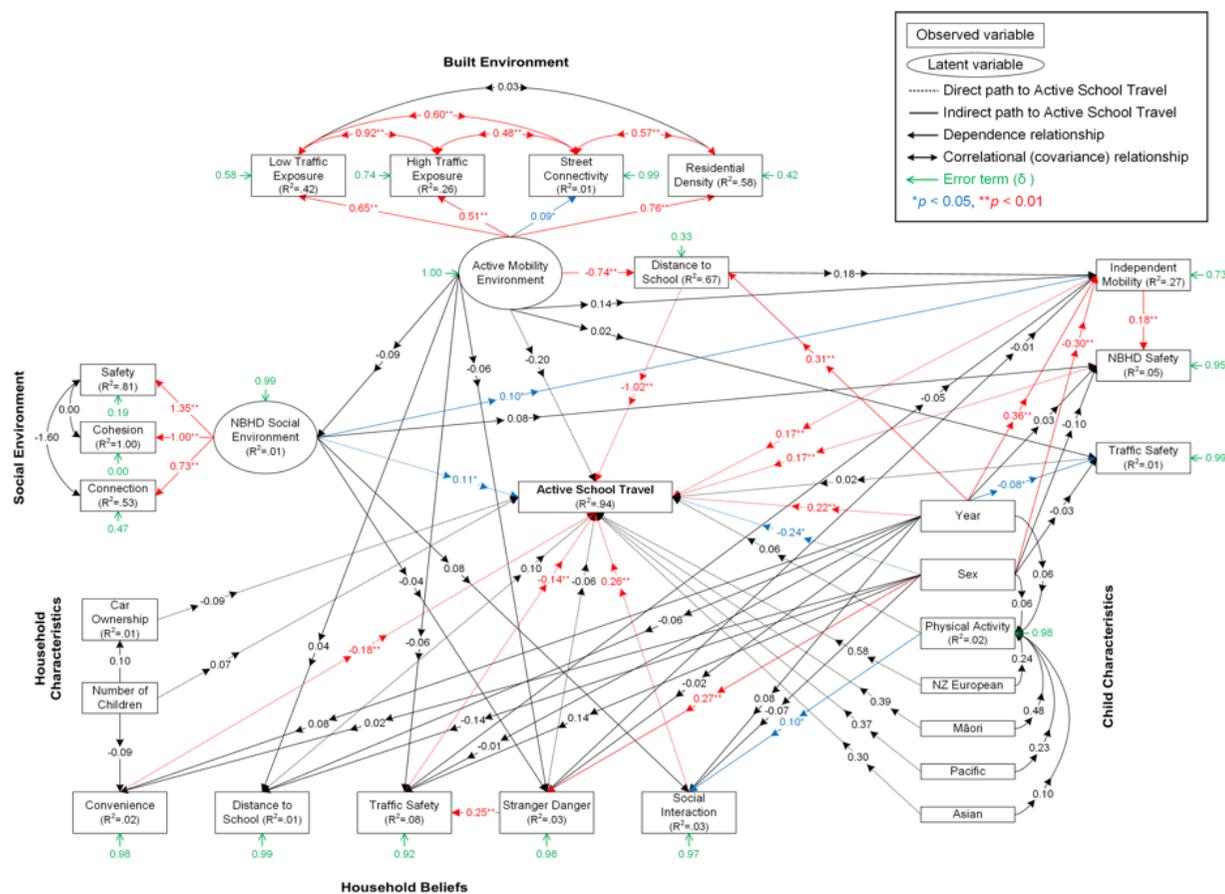
“Cars rush out of the drive way.”

“People drive very crazy.”



# “What do you like about your usual route to school?”





### Positive associations

- Independent mobility
- Child-perceived neighbourhood safety
- Parent-perceived importance of social interaction
- Neighbourhood social environment

### Negative associations

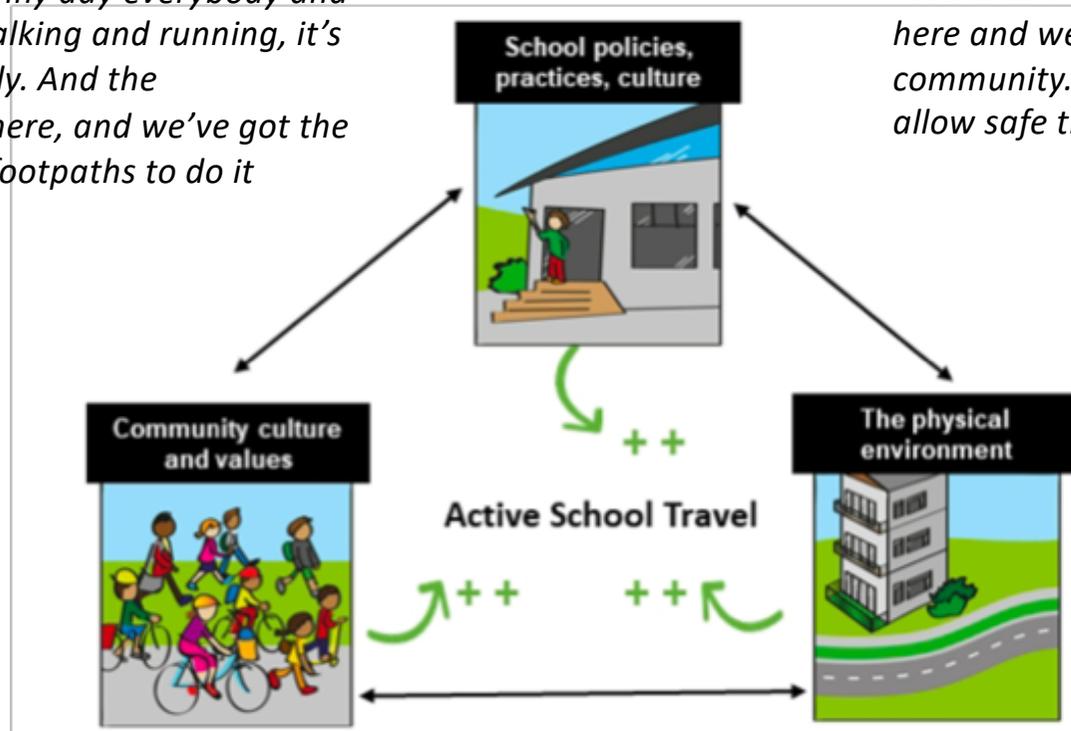
- Distance to school
- Parental perceptions of convenience
- Parental concerns about traffic safety

### Mediations

- Distance to school
- Independent mobility
- Child-perceived neighbourhood safety
- Parent-perceived traffic safety



*“...it feels family-focused, it feels like if you’re out on a sunny day everybody and their dog is out walking and running, it’s very active, friendly. And the infrastructure is there, and we’ve got the bike paths or the footpaths to do it safely.”*

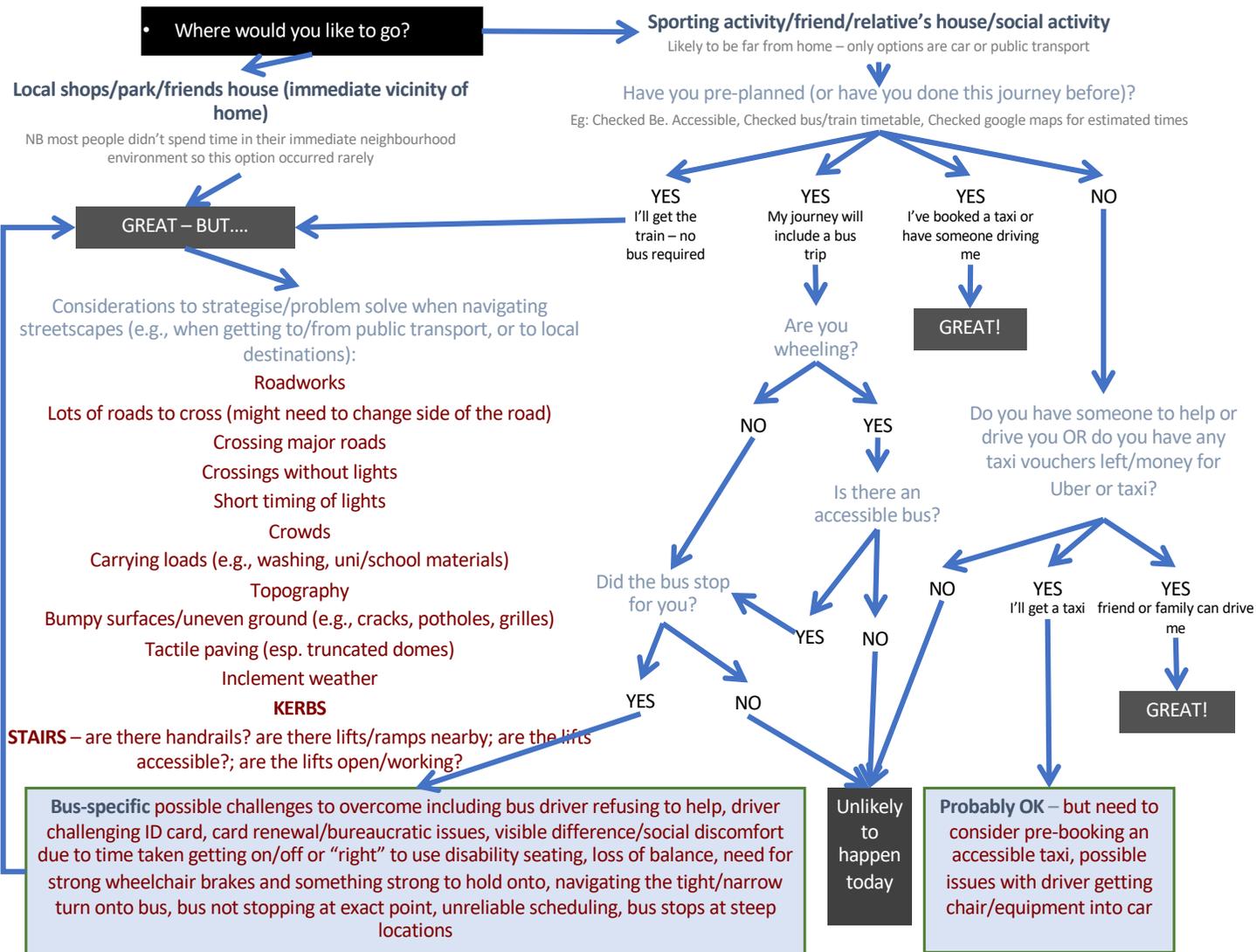


*“We didn’t do anything, we just work here and we’ve got this amazing community. It’s so well structured to allow safe travel and it’s pretty”*

***Less reliance on individual leadership – schools & communities had reached a self-reinforcing level of AST***



# DRAFT FOR CONSULTATION



We often assume accessibility is about physical spaces but again, participants said it's about much more than the destination.



Travelling to an event can be complicated, unpredictable, expensive and time-consuming. It takes planning and mental energy.



"Like, I'm thinking three steps ahead like oh, we're going to the cinema... how am I going to get on and off the bus? If I'm taking an Uber there who's going to put my wheelchair in the back? If I get there and there's steps...? Like, I'm thinking the whole journey and that's a big effort."

Saamir

Attitudes of people along the way play a huge part too:

"I've had bus drivers... see me and just sigh. It's like, yeah, do it, please man, come on, do it, it's your job... Or I've had someone open the door and say, "Should you even be out at this time of the night?"

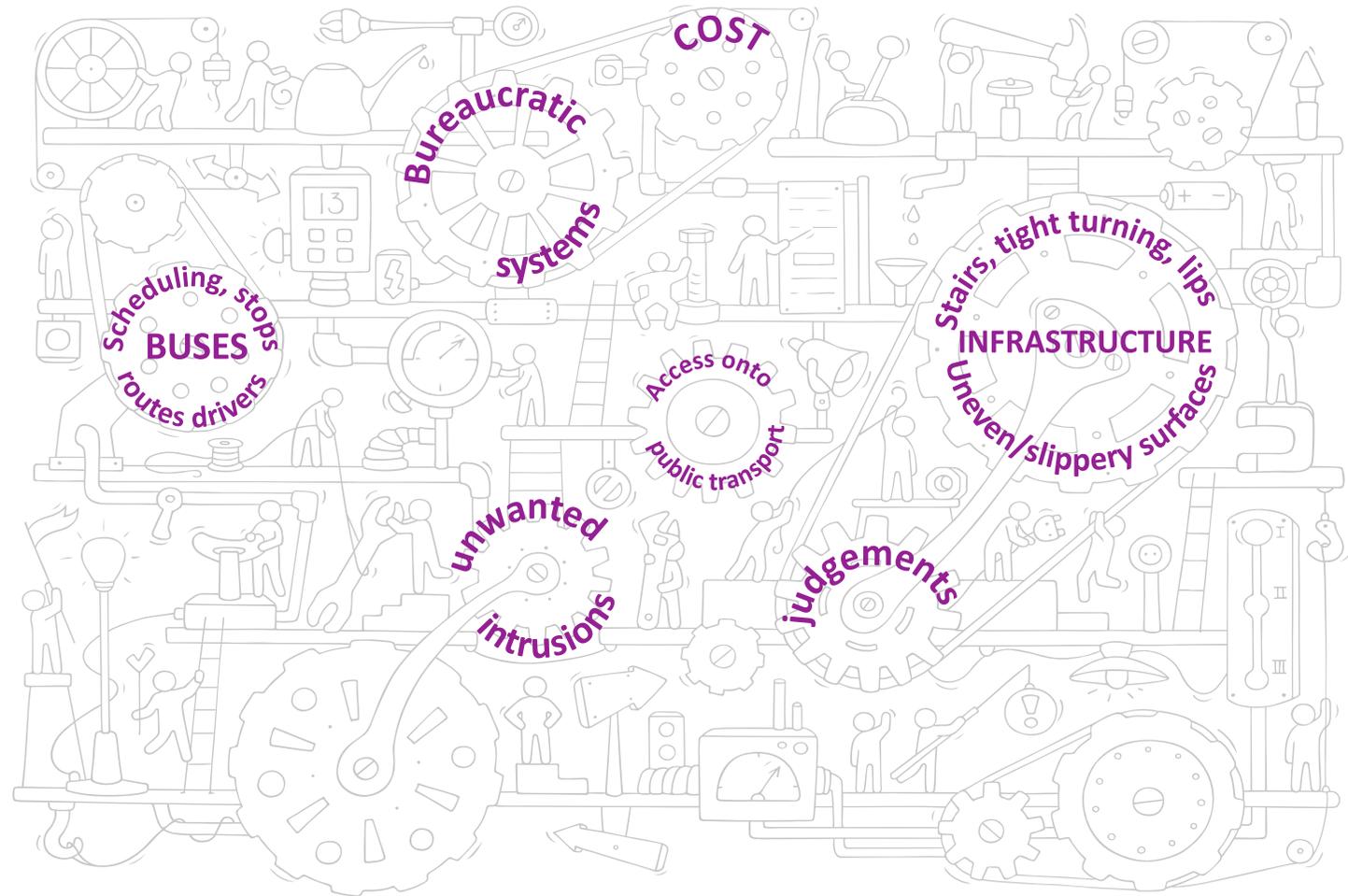
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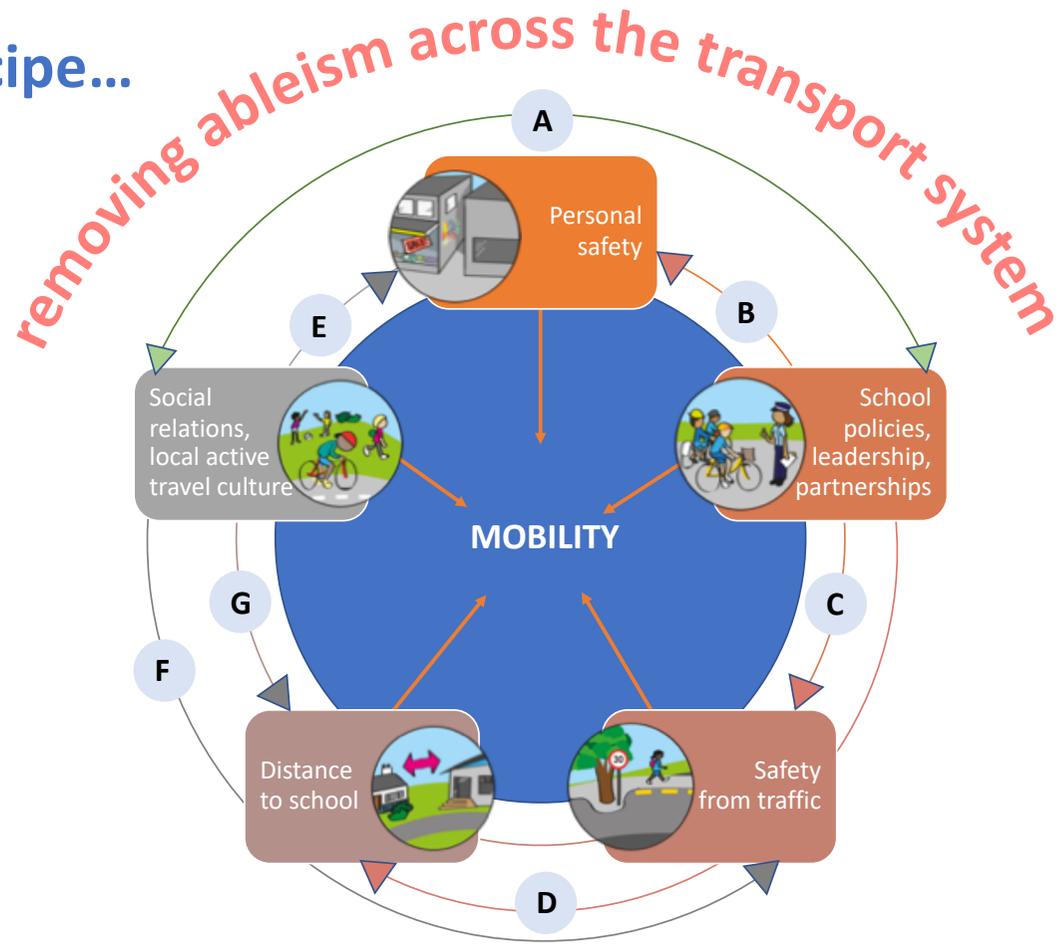
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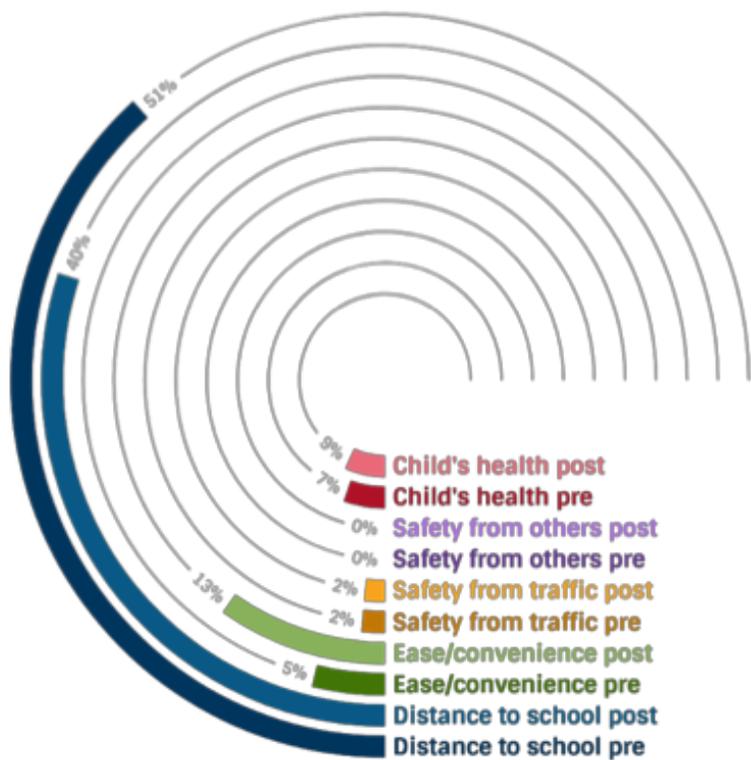
# The Secret Recipe...



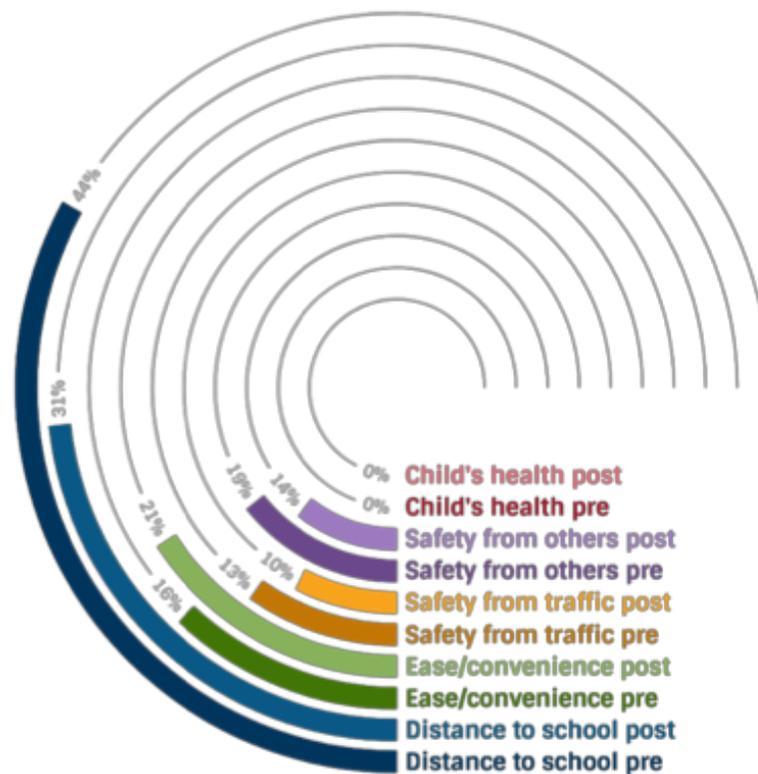


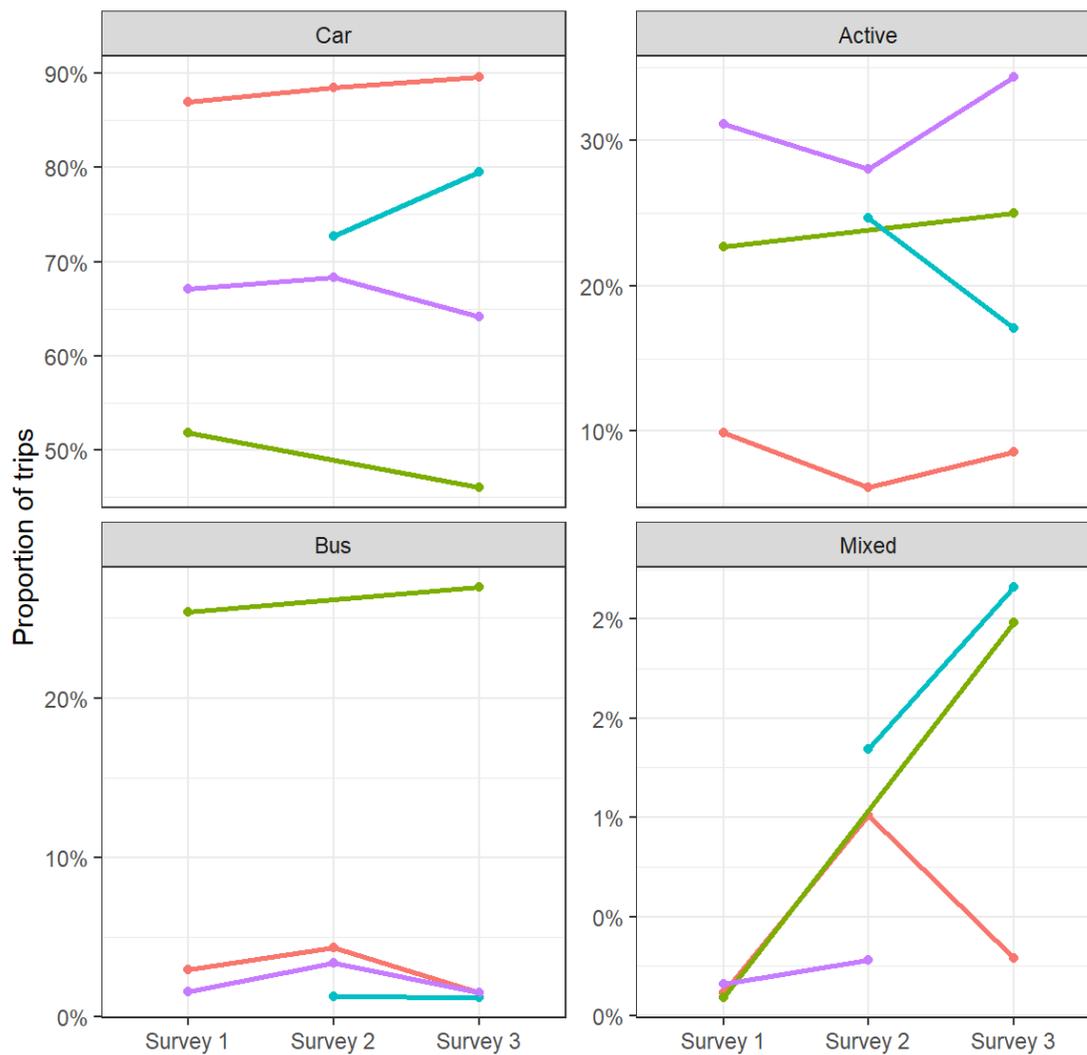


## Walking



## Car





## safety

“I told them to stick to the main roads. Some of the cycleway nobody can see you there. I know there’s thugs around that sort of hang out around those areas and they take advantages of little kids, so I just said to them [her children], if you can, stick to the main road where there’s lots of people, there’s lots of traffic” (parent)

“I’d have to trust them to cross the main state highway and I don’t really feel like it’s safe enough for them to do that on their own” (parent)”

## convenience

“The reason for me is because I don’t live too far away, but then my dad will drop my sister off, my brother off, my big brother, and then he’d drop me and my little brother off, and then sometimes he ends up being late” (child)

“It can take me six minutes door to door flat out driving fast, getting there fast. If the lights are going my way, we’re there in six minutes flat” (parent)

## Benefits for mobility-assisted movement



“...I used to push from home to here [gym by the mall] every day and some of the roads were really bumpy, unsafe and even because you have done lots of good changes I feel independent and safe within myself – in my manual chair or in my power chair. All the local places I feel comfortable and it is freedom for me, so I don’t have a bodyguard [someone to push her].”

36 year old woman with mobility impairment

1.9% of pedestrians crossing Mascot Ave used mobility aids at follow-up compared to 0.3% at baseline

## safety

“...cars slow down and before there was just a crossing and no speed bumps so they could just keep going and hit someone” School FG

“..my park sometimes it is dangerous cause there is a group of boys in a gang they always drink there and sometime when another group ... looking for a fight and then they throw bottles....” School FG

## context and user-dependent

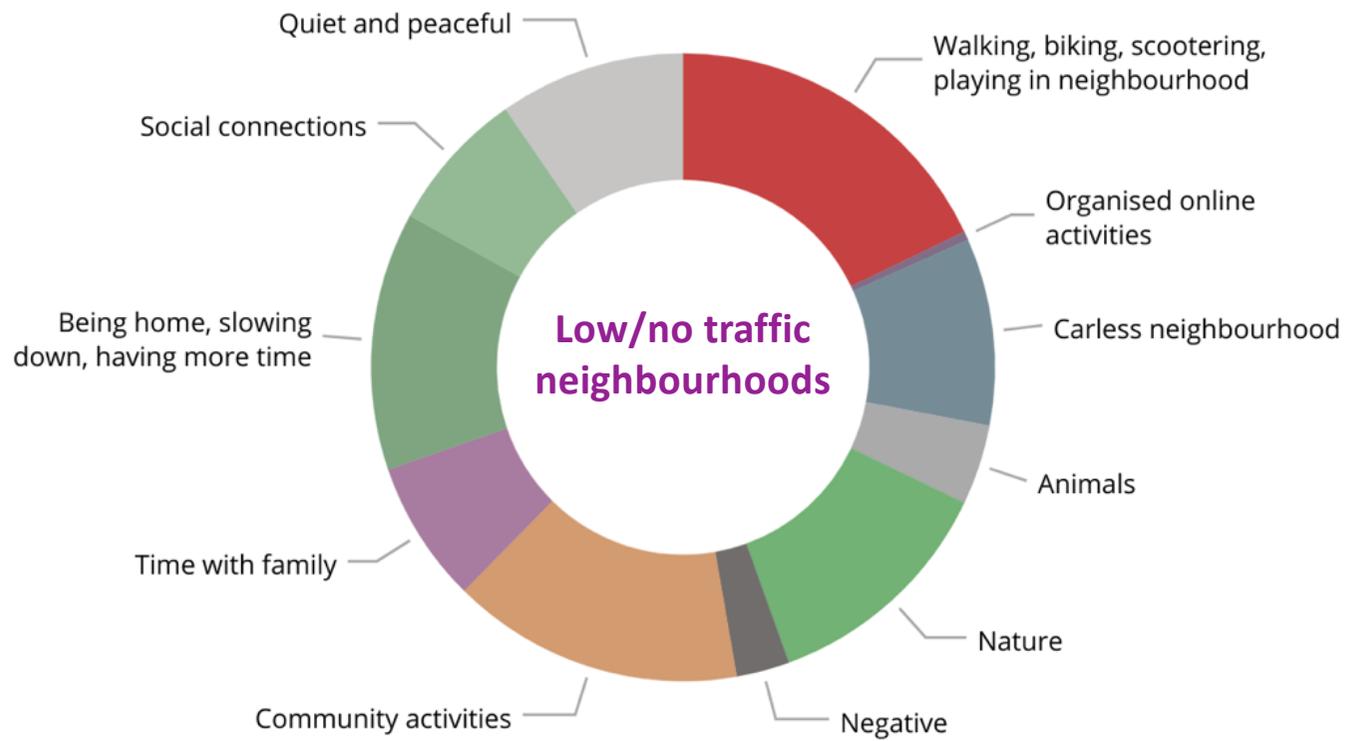
“I think the bike lanes are good” School FG

“when you are walking it’s awesome, when you are driving it’s like ‘oh’...Crazy” Women’s FG

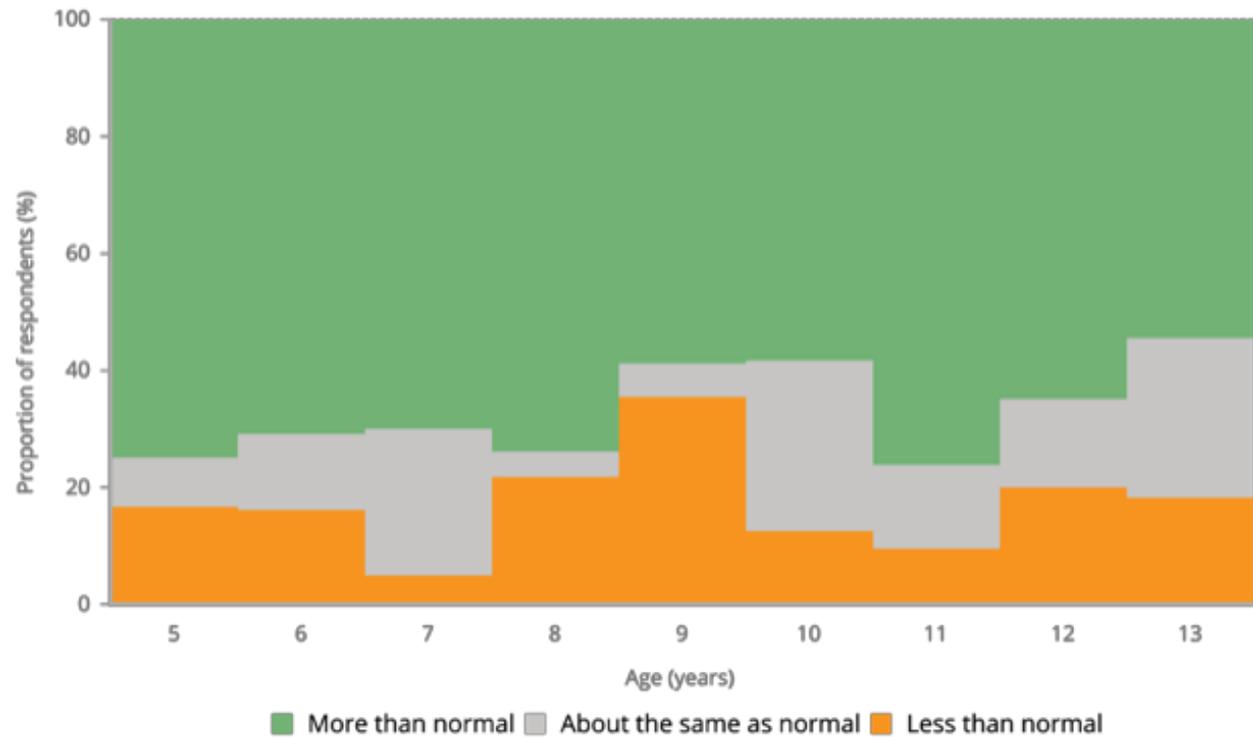
“for non-cycling people, like majority of those who live around here, who don’t use it, it’s just a nuisance” Male, interview

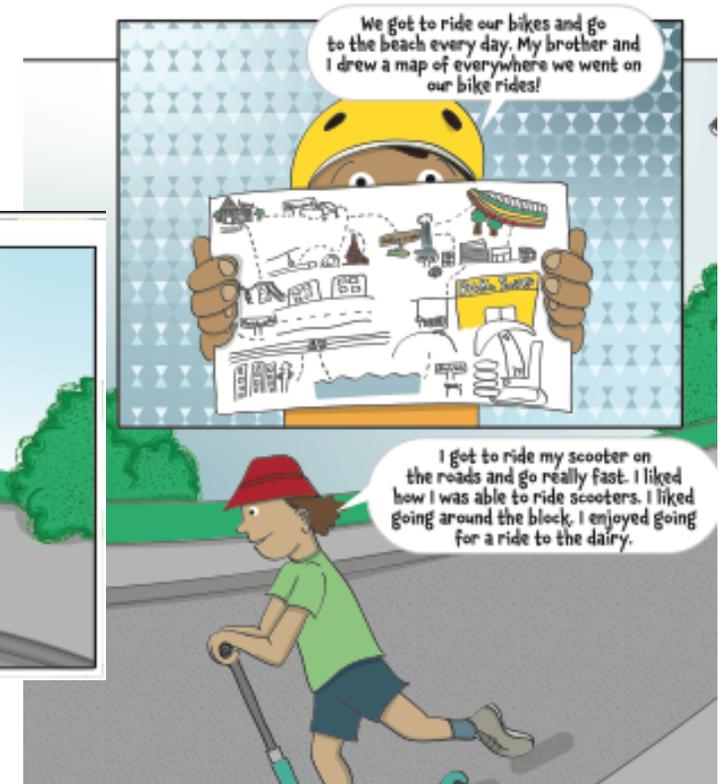
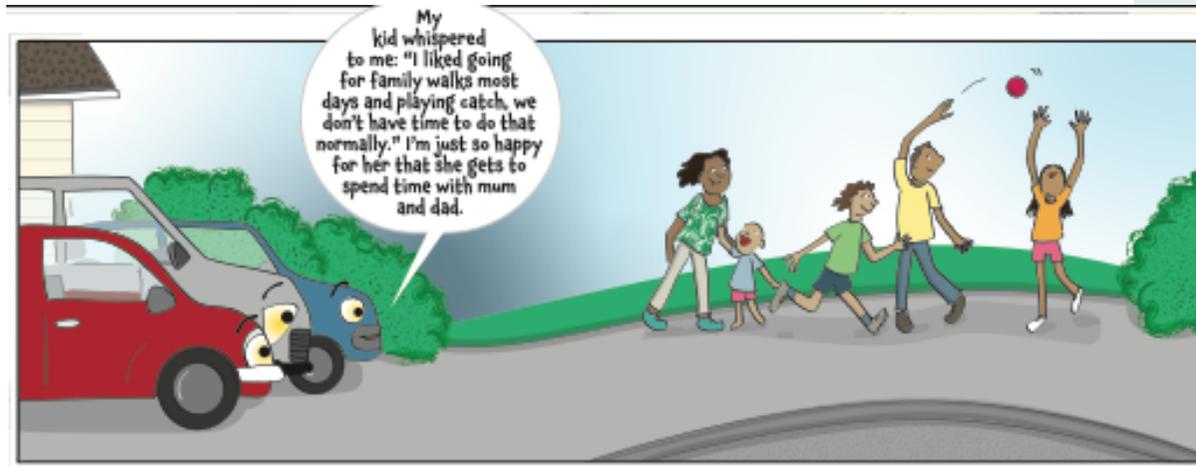
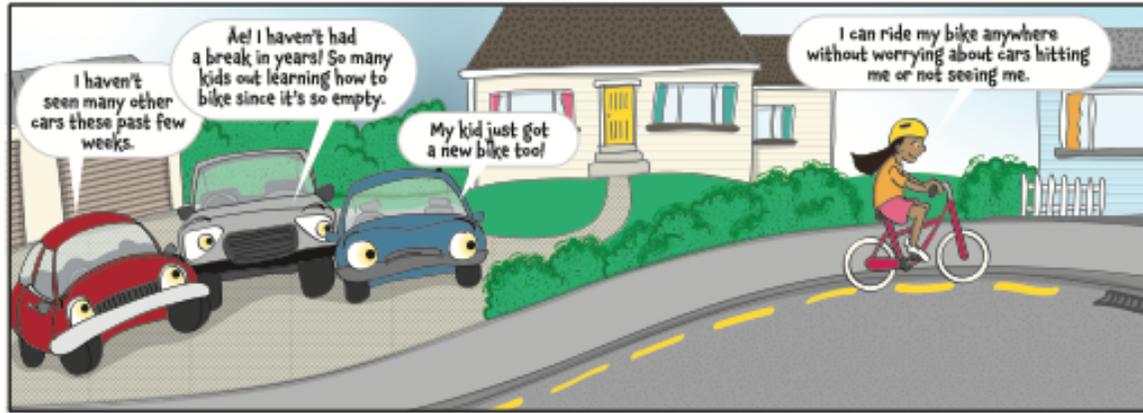


# “What did you like about your neighbourhood during lockdown?”



## Changes in walking and wheeling during lockdown





## exhilaration

“getting to the top of the hill and speeding down because there were no cars and trucks”  
(Monty, aged 5 years).

## joy and enjoyment

“I really liked how quiet the streets were, with hardly any cars on the road. It made riding my bike much safer and more enjoyable.” RosiePony (6 years)

## connections with nature

“I like walking past trees because they look nice. They have flowers that I really like and sometimes I want to pick some flowers and take them to school”

## respite and relaxation

“..running, we go there and sit down, watch the water, watch the waves, do a bit of daydreaming – it's a really nice calm place for me to be.” May (H)



## social connections

“I'm always running into people that I know.” Kevin (M)

## playfulness and fun

“I liked how we could go for walks and do treasure hunts for sticks and turn them into warrior sticks”  
Elena Rose (6 years)

“Sometimes pretend there are sharks on the crossing”

## adventure and discovery

“I loved discovering things on foot or by bike that we had never found before lockdown. And we had endless time for adventure...we had a picnic at a secret lake which was only 10mins from our house but we didn't even know it was there!” Jae (12 years)

# human factors

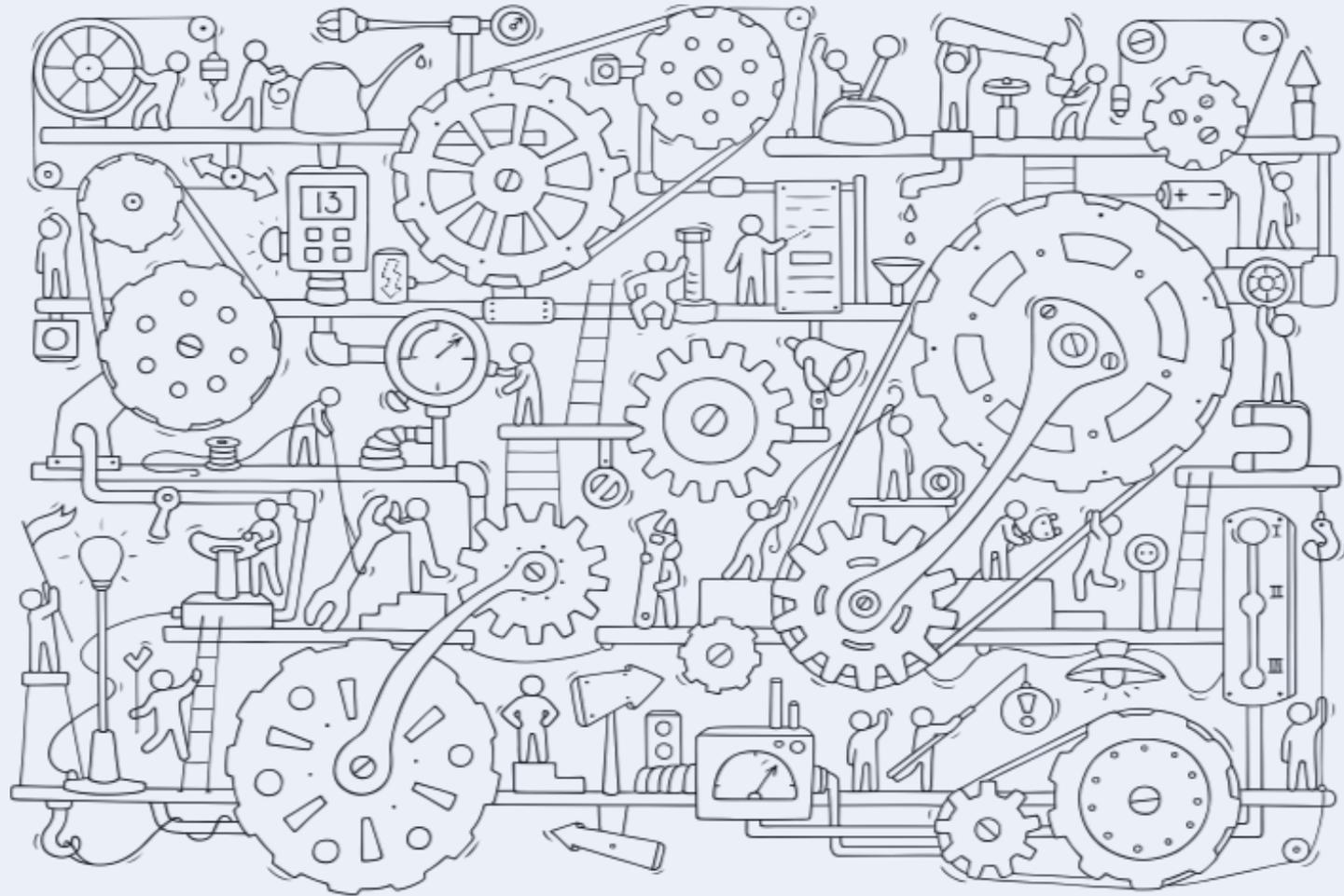
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