

Education and Encouragement: *for youth & children*

Overview

This module will look at ways different organizations are educating and encouraging youth to be safe bicyclists and pedestrians. Education and encouragement activities for this age group take a variety forms and intend to impart healthy habits for life. Since children see, hear, and process information differently than adults, education programs must be crafted specifically with the child's developmental ability in mind. Many communities are taking part in the federal "Safe Routes to School Program" which incorporates education, encouragement, engineering, enforcement, and evaluation into the program. This model has been successful in communities across the country and internationally. Bicycle Rodeos or skill camps, "earn a bike" programs, road safety education, and other similar interventions encourage hands-on training in a safe, fun, and supervised environment for greater learning in young students.

Learning Objectives

- Explain the causes and consequences of fewer children walking and biking to school.
- Identify components of successful youth encouragement and education programs for active transportation.
- Design and evaluate a program for a community-based youth bicycling education.

Suggested Use

Professional Development

Graduate Level

Undergraduate

Time Required

Less than 1 hour

1 hour

2-3 hours

Half-day Workshop

Full-day Workshop

Instructions

1. Discuss learning objectives & give brief overview of the day
2. Give lecture "Bicycle and Pedestrian Education and Encouragement Programs for Youth"
3. Break for discussion and questions
4. Circulate handouts and evaluations
5. Assignment

Lecture

"Bicycle and Pedestrian Education & Encouragement Programs for Youth"

1. Causes & consequences of decreased physical activity in youth
2. Considerations when working with youth
 - a. Learning styles
 - b. Age appropriate materials
 - c. Parental involvement
3. Program Types
 - a. Encouragement
 - i. Safe Routes to School programs (Bike + Walk Days, Walking School Bus)
 - b. Education & Safety
 - i. Safe Routes to School

- ii. Bicycle Rodeos & Camps
 - iii. Earn a Bike Programs
4. Discussion

Suggested Materials and Handouts

- Safe Routes to School Fact Sheet
- “An Organizer’s Guide to Bicycle Rodeos”
- Sample pedestrian safety lesson plan for educators

Assignment

1. Creating an Education and Encouragement Program Outline
2. Safe Routes to School Program Observation or Interview
3. Safe Routes to School Case Study Discussion

Suggested Readings

Boarnet, M., K. Day, C. Anderson, T. McMillan, and M. Alfonzo. (2005). California’s Safe Routes to School Program: Impacts on Walking, Bicycling, and Pedestrian Safety. *Journal of the American Planning Association*, 71(3), 301-317.

Cornell University. (2005). *An Organizers Guide to Bicycle Rodeos*. New York: Lois Chaplin. Retrieved from: http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf

McDonald, Noreen C. (2007). Active Transportation to School: Trends Among US Schoolchildren, 1969-2001. *American Journal of Preventative Medicine*, 32 (6), 509-516.

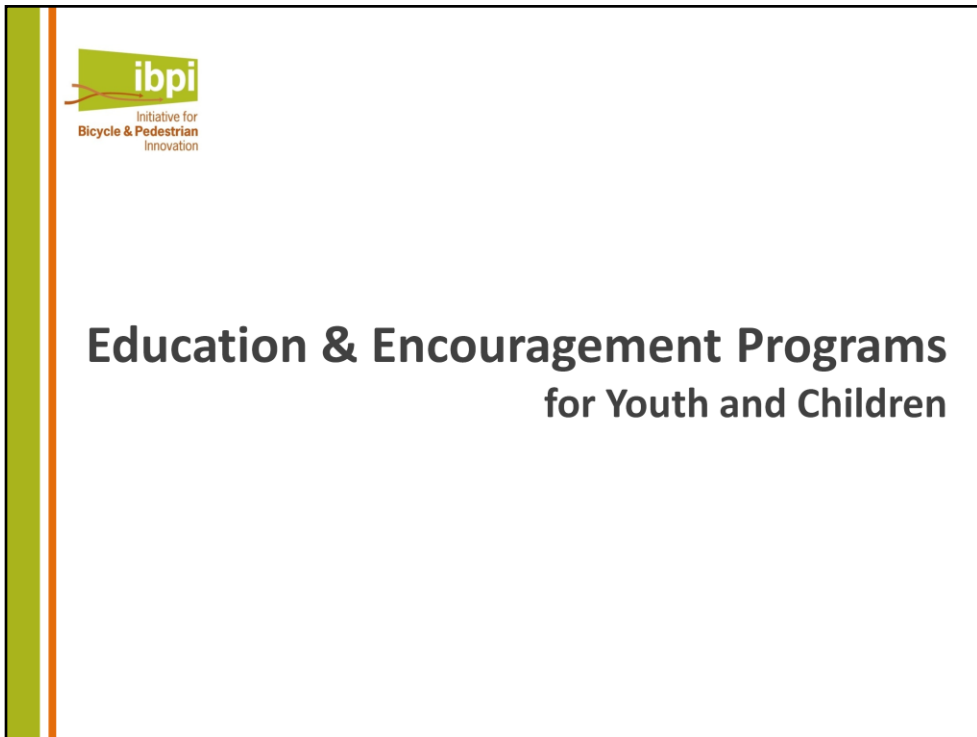
Safe Routes to School. (2007). *Introduction to Safe Routes to School: The Health Safety, and Transportation Nexus*. North Carolina. Retrieved from: <http://www.saferoutesinfo.org/guide/>

Staunton, C.E., D. Hubsmith, and W. Kallins. (2003). Promoting Safe Walking and Biking to School: The Marin County Success Story. *American Journal of Public Health*, 93(9), 1431-1434.

Watson M, Dannenberg AL. (2008). Investment in Safe Routes to School projects: public health benefits for the larger community. *Preventing Chronic Disease*, 5(3). Retrieved from: www.cdc.gov/pcd/issues/2008/jul/07_0087.htm

Related Modules

- Adult & Family Education
- Universal design
- Encouragement programs



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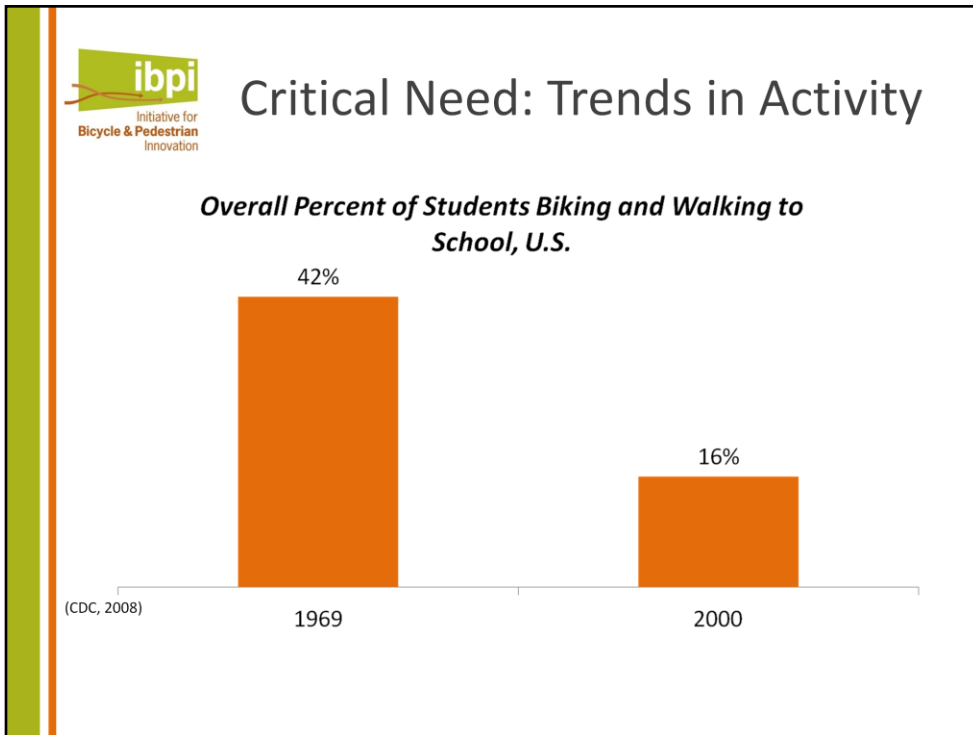
The rates of childhood activity levels have dropped in the previous generation so these types of programs are even more necessary today. We will look at the trends in activity and specific programs that address the barriers to more active youth.



Overview

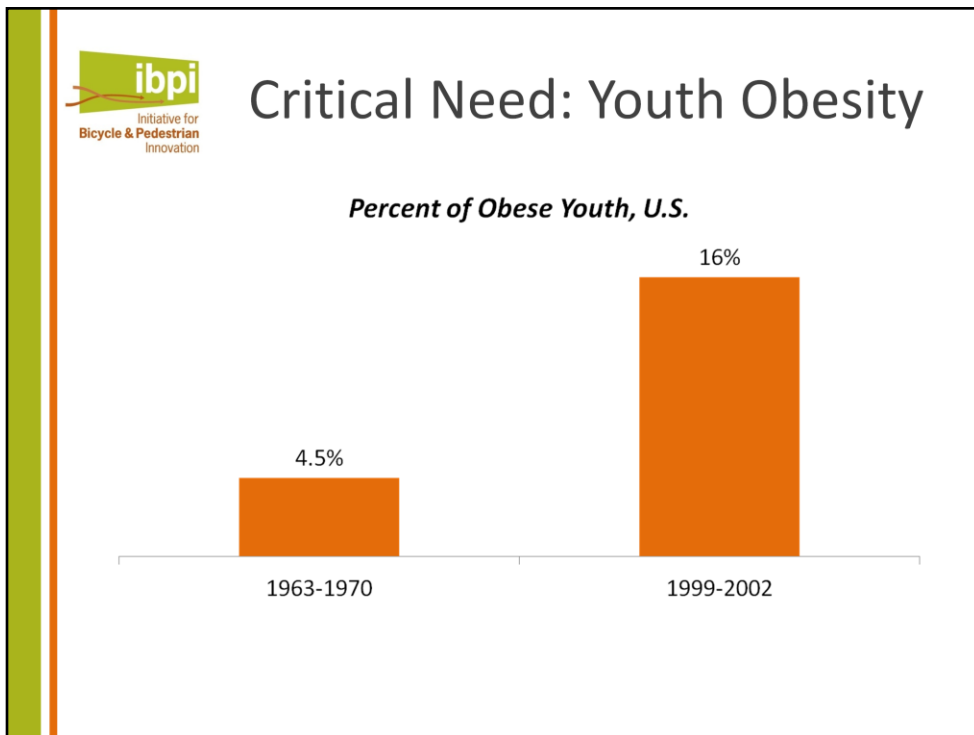
- . Critical need for education & encouragement
- . Considerations for working with youth
- . Program types
- . Discussion

This is a brief overview of what we will be going through today, starting with the current need for programs, what you need to know when working with this age group, examples of successful programs that are already underway across the country.



In the United States, there has been a drop in physical activity in the last generation. One way this has been measured is through the proportion of students walking to and from school. These declining rates of physical activity have been matched by an increasing level of youth (those under age 19) engaging in sedentary activities. (3.5 hours day/TV, etc).

Info on walking to school from the CDC report
(http://www.cdc.gov/nccdphp/dnpa/kidswalk/then_and_now.htm)



Over that same time frame, obesity rates have more than doubled among children 6 to 11 years of age and more than tripled among those 12 to 19 years of age. The information above is for all youth between the ages of 6 and 19. These are the rates for obese youth, but the rates for youth that are overweight or at the risk of being overweight was at 31% in 2001.

Dropping activity levels alone are not responsible for this growth in youth obesity, diet also plays an important role, but the decline in physical activity cannot be ignored. The health impacts of obesity include diabetes, cardiovascular health issues, and lifelong problems. Overweight adolescents have a 70% chance of becoming overweight or obese adults.

(National Center for Health Statistics Image source: U.S. Centers for Disease Control and Prevention. National Center for Health Statistics. Prevalence of Overweight Among Children and Adolescents: United States, 1999-2002. Available: <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm#Table%201>.)

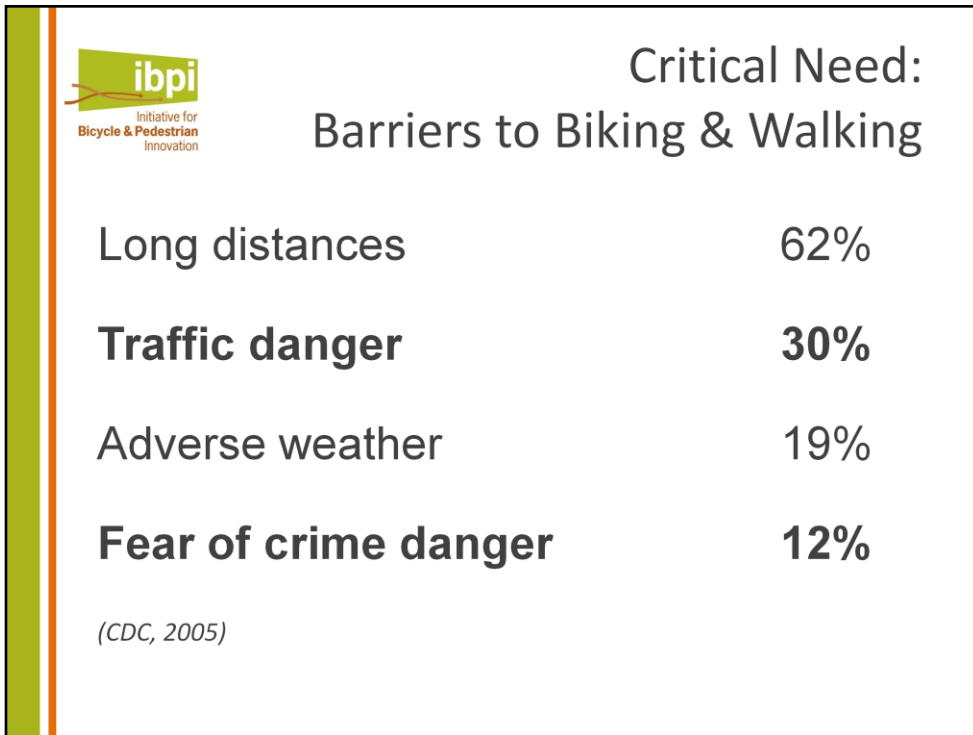
- Psychological development
- Parental burden
- Lifetime habits



There are a number of other issues that stem from youth becoming less active or more restricted in how they get place to place. Being able to travel independently, whether on bike or on foot, is seen as an important part of youth psychological development.

When this type of transportation is limited either out of parental fear, land use patterns, or distance, the burden then falls to a parent or guardian to provide transportation to and from school, soccer practice, etc.

One final area, although these are not the only 3 reasons more activity in youth is needed, is the idea that activity is a lifetime habit and by walking and biking to locations when a child is younger will lead to a more active lifestyle in adulthood. As already discussed, childhood obesity greatly increases the risk of adult obesity. Habits are hard to break and so it is all the more important to start healthy habits early.



Note: Sum of percentages is more than 100% because respondents could identify more than one barrier.

The most commonly cited barriers to biking and walking to school are listed above. These reasons can be extrapolated to see why more kids aren't walking and biking to other locations, outside of school. Finding ways to break these barriers down will be essential in changing behaviors. Whether the barrier is perceived (such as weather) or real (distance), both will impact travel behavior.

Long Distances:

Land use patterns are changing, suburban sprawl and the separation of residential and commercial areas is increasing the distances between locations.

Traffic Danger:

Around schools due parental driving is a concern. But as parents increasingly worry about traffic danger and choose to drive, it can increase the risk to those who are walking, etc. This cycle is difficult to break but is being addressed by some of the Safe Routes to School campaigns.

Incidents involving youth walking and biking have dropped

Adverse Weather:

Weather patterns haven't drastically changed over the last generation, so weather being a barrier may be more of a perception than an actual barrier.

Fear of crime danger, such as "stranger danger" or children needing to walk or bike thru "unsafe" areas.

http://www.cdc.gov/nccdphp/dnpa/kidswalk/then_and_now.htm



Working with Youth

- Learning Styles
- Age/development-appropriate materials
- Parental involvement



Before we begin to discuss the programs that are available to encourage walking and biking, it is important to consider some factors that make working with youth different than changing adult behaviors.

Children have specific needs when it comes to teaching. Programs should be tailored to these needs and attention paid to more successful learning styles when working on skill building activities such as bicycling. Their developmental stage makes it appropriate to focus on specific skill building areas when going through safety education.

The age of the child should be considered when selecting a program or intervention within a community. The student age will inform the level of skill, such as if the safety class should focus on pedestrian safety or bike helmet fittings. For instance, Safe Routes to school begins with pedestrian safety for younger children before graduating to hands on bicycle safety classes which we will discuss.

Any program should include the involvement of the parents, guardians, and wider community to help reinforce lessons at home and encourage behavioral changes for the whole family. Often, special permissions are needed when working through school districts so it is important to get buy in and support from the youth's family.

Learning styles:

- Experiential
- Group work
- Reinforce lessons over time



When creating a program that is working on educating or encouraging youth to ride or walk more frequently, it should be noted that some learning styles have been seen as more effective than others. Especially when working on specific skill building, having the lessons really focus on experiential activities--actually leaving the classroom to practice looking both ways before crossing the street--are essential to supplement in classroom learning.

Similarly, youth getting to work in groups helps reinforce lessons and learn from their peers who they may want to mimic. Mimicking good behavior in an experiential lesson takes advantage of the natural learning styles in youth, and is also a fun, interactive way for kids to learn.

Looking for ways to continually reinforce the lessons from a class or workshop also help to create those healthy habits and act as reminders to the students. We'll see some examples of ways to reinforce these learnings in the programs we discuss



Working with Youth

Specific differences with child's development:

- Narrower field of vision
- Trouble judging car's speed and distance
- Trouble judging where sound is coming from.
- Concentrate on only one thing at a time
- Have a limited sense of danger.
- Imitate behavior of others, especially older children and adults.

Finally, before we delve into specific types of programs want to spend a moment on specific aspects of youth development that should be considered when creating curriculum.. This list is more specific to working on skill building around biking and walking safely.

Physical differences include having about 1/3 less the field of vision of adults and taking longer to judge where sounds is coming from. This is especially worrisome in dealing with traffic, add to that children can be hidden from view by parked cars or other objects and it makes it increasingly important to encourage children to slow down, look both ways, and practice coming to full stops before entering the street.

Other factors to consider:

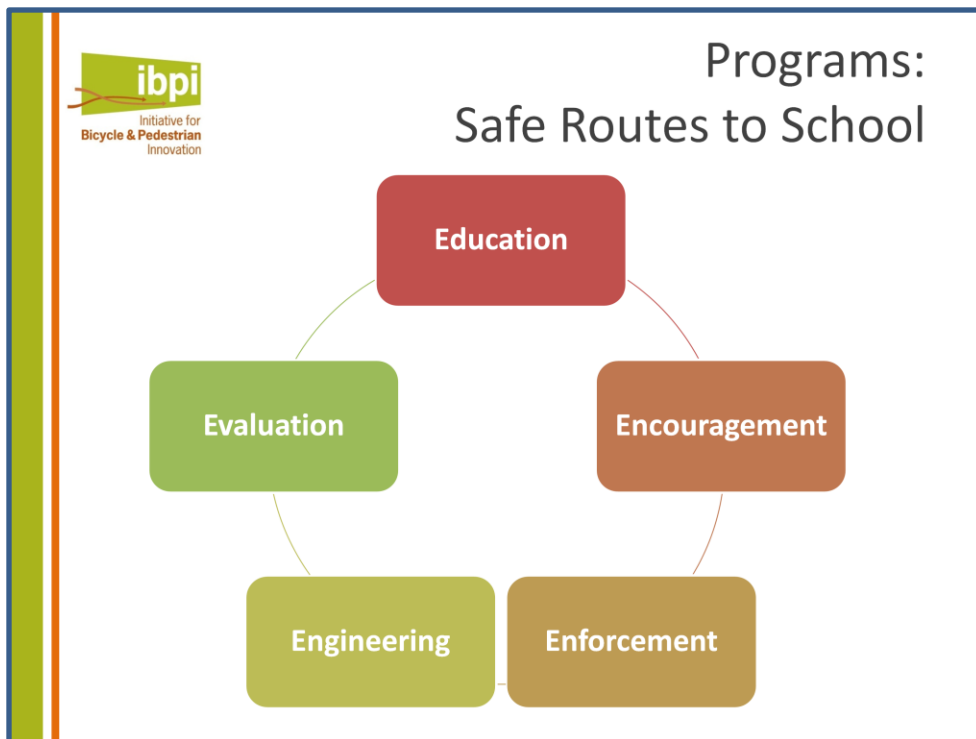
- May be impatient and impulsive.
- Concentrate on only one thing at a time. **This is likely not to be traffic.**
- Have a limited sense of danger.
- Often mix fantasy with reality.
- Imitate the (often bad) behavior of others, especially older children and adults.
- Are concrete (versus abstract) thinkers and do not extrapolate well from one situation to another.



Education & Encouragement Programs

- Encouragement Programs:
 - Safe Routes to School
 - Walking School Bus, Bike Train
 - Walk + Bike Day
- Education Programs:
 - Safe Routes to School
 - Bike Skill Camps
 - Earn-a-Bike Programs

There are a number of programs to help reverse this trend of inactivity and that attempt to get at the perceived barriers that meet the needs of youth specifically. We will be reviewing some of the main programs that have seen success in a number of jurisdictions. Each program focuses on education or encouragement, or both, that will create safe and active youth.



The Safe Routes to School program is perhaps most familiar to people. This is a federal program that partners with elementary schools in the community that works towards getting more students to bike and walk safely through the 5 E's.

The five E's of Education, Encouragement, Enforcement, Engineering, and Evaluation create a complete program that addresses the barriers to walking and biking to school and works with students to help change behavior.

The program began in Denmark in the 1970s due to concern for child pedestrian crash rates. The model was then replicated in the states during the 1990's because fewer children are walking and biking to school. Since that time, the Safe Routes program has seen great success in increasing the rates of students walking and biking in communities across the country. There is ample evidence of success in the program getting more students to walk and bike to school. In Portland, OR during the 2009/2010 school year more than 1/3 of all students are choosing an active mode to school daily, a substantial increase from Fall 2006 evaluations when the program began and significantly higher than the national average of 16%.

We will focus on the Education and Encouragement activities of the program but there is a national clearinghouse of information at www.saferoutes.org that has resources to start programs or learn more about how communities are implementing these 5 E's.



Encouragement Programs: Safe Routes to School

- Increases popularity of walking & biking
- Teaches safe behavior
- Emphasizes fun
- Encourages healthy habits from a young age



Encouragement strategies such as contests and rewards are an essential part of most Safe Routes to School programs. They generate excitement and interest in being active which is really important for this age group. The emphasis is really about having fun while walking and biking and creating positive reinforcement for these activities through rewards and community activities.

And when the kids get excited they can put that pressure on their parents to allow them to participate. Encouragement programs are best when can incorporate into education activities.

They can be the easiest part of a program to start up and perhaps most effective. In the evaluation for the City of Portland in 2009, this encouragement step was reported by parents as having the most impact on changing their student's behavior.



Encouragement Programs: Safe Routes to School



- Walking School Bus & Bike Trains
- Bike + Walk Day
- Stop + Walk Campaign
- iWalk cards

There are a number of ways to create encouragement programs, but these tend to be the most popular and well known. They include elements of community building and can reinforce lessons from safety education.

Bike Train and Walking School Bus: Is everyone familiar with this?

- It involves getting some parent volunteers to act as “drivers” of the bus and pick up students in the area and they all walk together.
- Provides a safe walking environment (safety in numbers) and introduces people who have never walked or biked before an easy way to try.
- Volunteers can be doing education events...reinforcing how to bike or cross safely.

Study in New Zealand: 10% of all of the students used a walking school bus when it was developed, 60% of whom had previously driven to school.

- Ongoing success depends on support of school and sharing workload of volunteers.
- Benefits to children for independence, healthy habits, community building. (Concern for psychological benefits)
- Still relatively new so not a lot of studies or ability to judge their success over time. Parents are becoming more familiar with this idea and asking for it in Portland.

- Bike and Walk Days can be once a week, a month, or a year.
- Marketing campaign and awareness for the event. There are then rewards for those who walk and bike like stickers, water bottles and swag.
- In Portland, we saw schools who had regular days either weekly or monthly have increased incidences of walking or biking to school AND other locations in Portland during other days in the week.

Recognizing that not everyone will live close enough to walk or bike the entire way, Stop and Walk Campaign encourages parents to park their car 2 or 3 blocks away and walk the remaining portion to school. Eases congestion surrounding school, allows those who live far away to still “participate”

iWalk cards are ways for kids to track how often they are walking and biking to school and at the end of a certain period, they are rewarded with small prizes or raffles based



Education Programs: Safe Routes to School



- Imparts Safety Skills
- Includes parents, neighbors & other drivers
- Creates safety awareness
- Fosters life-long safety habits

Education is focused on improving student ability to walk and bike safely. It includes programs for parents, neighbors, and other drivers in the community.

Education programs can have long lasting effect for participating students by encouraging safe behaviors and raising awareness amongst drivers.



Education Programs: Safe Routes to School



- Helmet fitting
- Crosswalk education
- “Key messages” for drivers & adults
- Bike classes
 - Hands-on
 - In classroom

Bike helmet fitting, child booster seats, crossing safety, bike classes are all classes that could happen depending on the age of the child. Biking classes are for older kids (4th grade), while information on how to cross the street safely start with younger kids.

Effort to educate drivers and parents could be through signage around the school to “slow down” and be aware of children in the neighborhood. These could be fliers passed out to drivers or information on why the school is participating in Safe Routes or tips sent out in newsletters that go out to households.

Educational strategies have been developed that have “key messages” to share with each type of audience that are based on effective education strategies. (available with the National Safe Routes Clearinghouse: www.saferoutesinfo.org) For instance, they found it is most effective for children to work in hands on learning environments and group activities. For adults, it is making the issue relevant to them by focusing on money saving techniques, and health and safety concerns.



Education Programs: Bicycle Rodeos & Skill Camps



R. D. White Elementary School Bicycle & Pedestrian Safety Rodeo

Saturday - May 21, 2011

R. D. White Elementary School - South end of the Playground
744 E. Doran Street, Glendale

3 FREE one-hour sessions
10:30 am, 12:30 pm & 2:00 pm

- Sign-Up for sessions is on a first-come, first-served basis
- All grades K-5
- Bring your bike and helmet
- Leased bikes and helmets available if you don't have a bike
- Prizes, drawings and give-aways for bike/helmet gear

For more details call:

Kara Berglin

(818) 837-2872

Sponsored by Safe Routes to School in tandem with PTA Spring Festival

Volunteer support provided by SafeKids Coalition, L.A. County Bicycle Coalition, Valley Shire, Bicycle Kitchen and R.D. White parents.



- Practice and develop skills
- Help students avoid typical crashes & mistakes
- Active learning in controlled environment

Bicycle Rodeos and Skill Camps are focused on getting kids out on their bikes to develop specific skills in a controlled environment. These are often done in conjunction with schools or other bicycle advocacy groups within a community. They do require some adult volunteers, sometimes they will have local law enforcement come and help lead the lessons, and groups of youth in roughly the same age group.

There is a free booklet available online through a grant from the National Highway Traffic Safety Administration through the New York State Governor's Traffic Safety Committee called "An Organizer's Guide to Bicycle Rodeos" that gets into more detail about how to set up a program and suggested activities within the actual event.



Education Programs: Bicycle Rodeos & Skill Camps

- Most common causes of crashes for youth:
 - Leaving driveway without stopping
 - Not stopping at stop signs
 - Suddenly swerving without looking back
 - Riding on the wrong side of the street
 - Riding at night without proper equipment
 - Crashing to the ground (not involving cars)

The focus on the bicycle skill camps are really about helping children avoid the most common and dangerous types of crashes this population has. It is done through simulated barriers on the course and practicing stopping and starting, looking for traffic, and the importance of good safety gear such as helmets and reflective equipment.

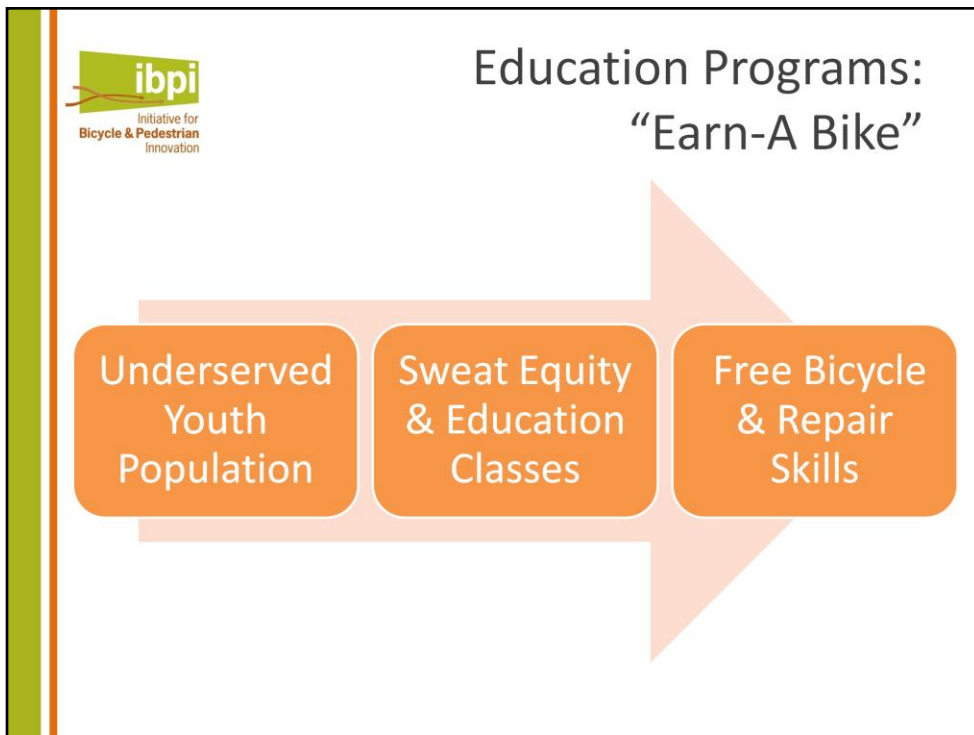


Education Programs: Bicycle Rodeos & Skill Camps

Basic Event (ages 5+)	Intermediate Event (ages 9+)	Advanced Event (ages 10+)
Registration and Inspection	All of Basic Event, plus:	All of Basic & Intermediate, plus:
Bike and helmet fit, start and stop	“Rock dodge”	Closed street section
Scanning	“Demon driveway”	
Balance- “snail race”	“Crazy crossroad”	

(“An Organizer’s Guide to Bicycle Rodeos”, 2005)

This is from “An Organizer’s Guide to Bicycle Rodeos” which can be found online or as a part of our handouts. These activities (which are described in more detail) attempt to address the main causes of crashes for youth as we discussed, and build on needed skills for bikers based on their abilities and ages.



These earn-a bike or “Recycle-A-Bicycle” programs began in NYC in an effort to give lower income and underserved youth access to transportation options while building vocational skills. One program in New York City annually salvages 1200 bicycles from the waste stream, diverting 36,000 pounds of waste from the landfill and providing bicycles to those in need. Similar programs are now happening in communities across the country, in at least 31 states and serve all populations of all incomes and abilities. They are most commonly run through community organizations or schools.

The program focuses on teaching youth how to repair bicycles and use the bikes safely. After logging a certain number of hours or successfully repairing bikes, the youth have earned their “free” bike and now have the skills to maintain it going forward. The program in Portland, OR found that those who participated shared the knowledge of maintenance with friends and relatives, adding further value to the community.

Benefits of the program including teaching cycling and vocational skills, personal and business management, community engagement, environmental benefits and increased self esteem. Also positive inter-generational skills and relationships are built.

Also called: Community Bike, Free Bike, and Bike Library Programs. In Portland, OR it is the “Portland Bike Club”.

Directory of programs across U.S. and Canada: www.ibike.org/encouragement/youth-directory.htm



Summary: Education & Encouragement

- Low rates of activity within this population
- Programs focus on specific needs to overcome barriers
- Interventions increase ability of students to ride or walk safely and have access to bicycles



Open the floor to questions or discussion on any of the topics and programs.

Potential discussion questions:

How can a city support a Safe Routes Program in their city?

What are potential barriers to a successful program?

Can elements of the program be used for other bike/walk programs? Which?



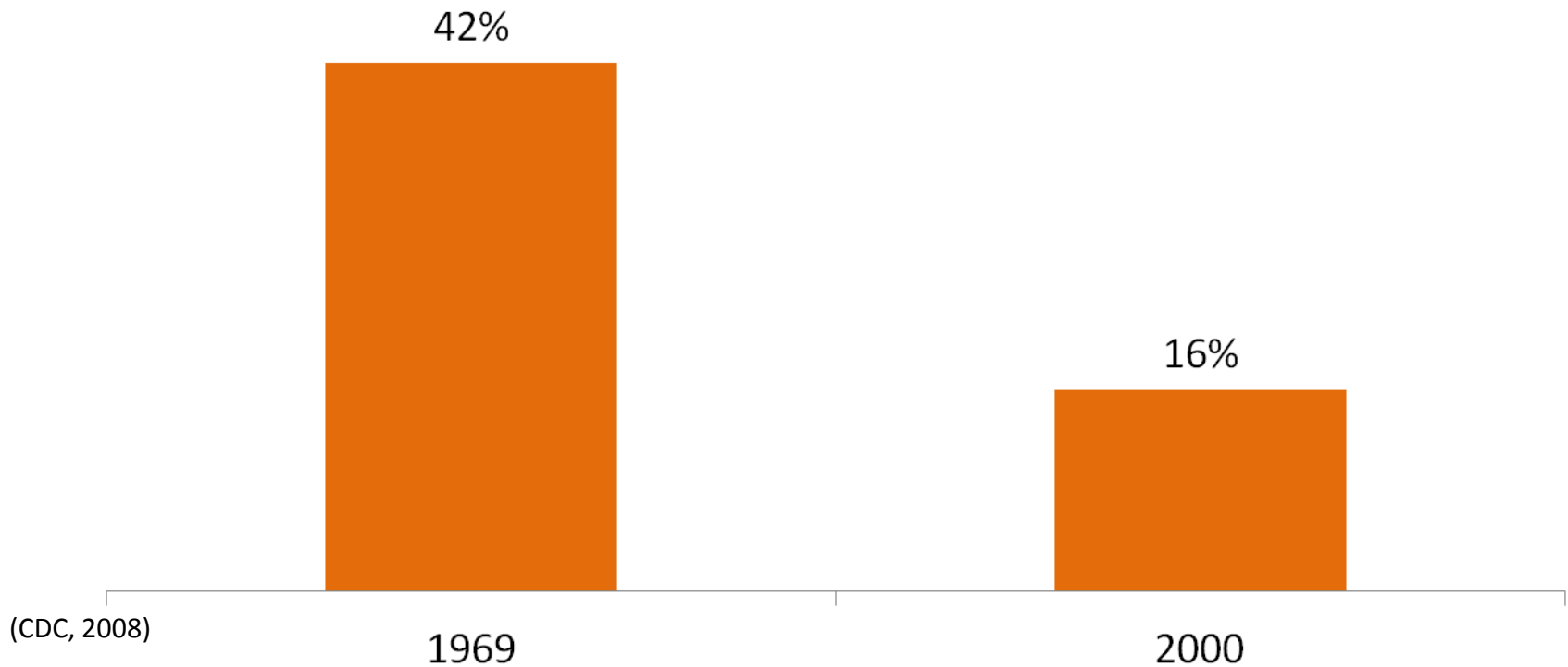
Education & Encouragement Programs for Youth and Children

Overview

- Critical need for education & encouragement
- Considerations for working with youth
- Program types
- Discussion

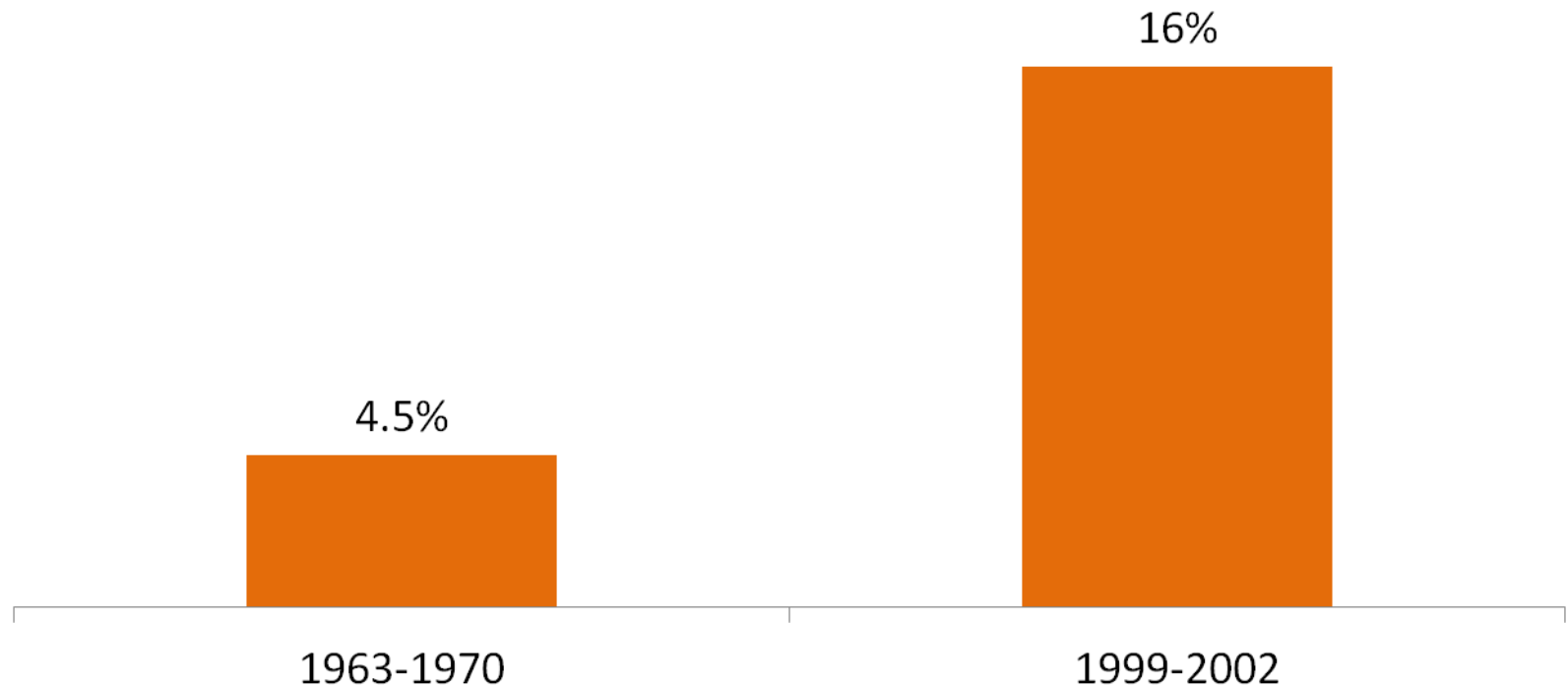
Critical Need: Trends in Activity

Overall Percent of Students Biking and Walking to School, U.S.



Critical Need: Youth Obesity

Percent of Obese Youth, U.S.



Critical Need

- Psychological development
- Parental burden
- Lifetime habits





Critical Need: Barriers to Biking & Walking

Long distances	62%
Traffic danger	30%
Adverse weather	19%
Fear of crime danger	12%

(CDC, 2005)

Working with Youth

- Learning Styles
- Age/development-appropriate materials
- Parental involvement



Working with Youth

Learning styles:

- Experiential
- Group work
- Reinforce lessons over time



Working with Youth

Specific differences with child's development:

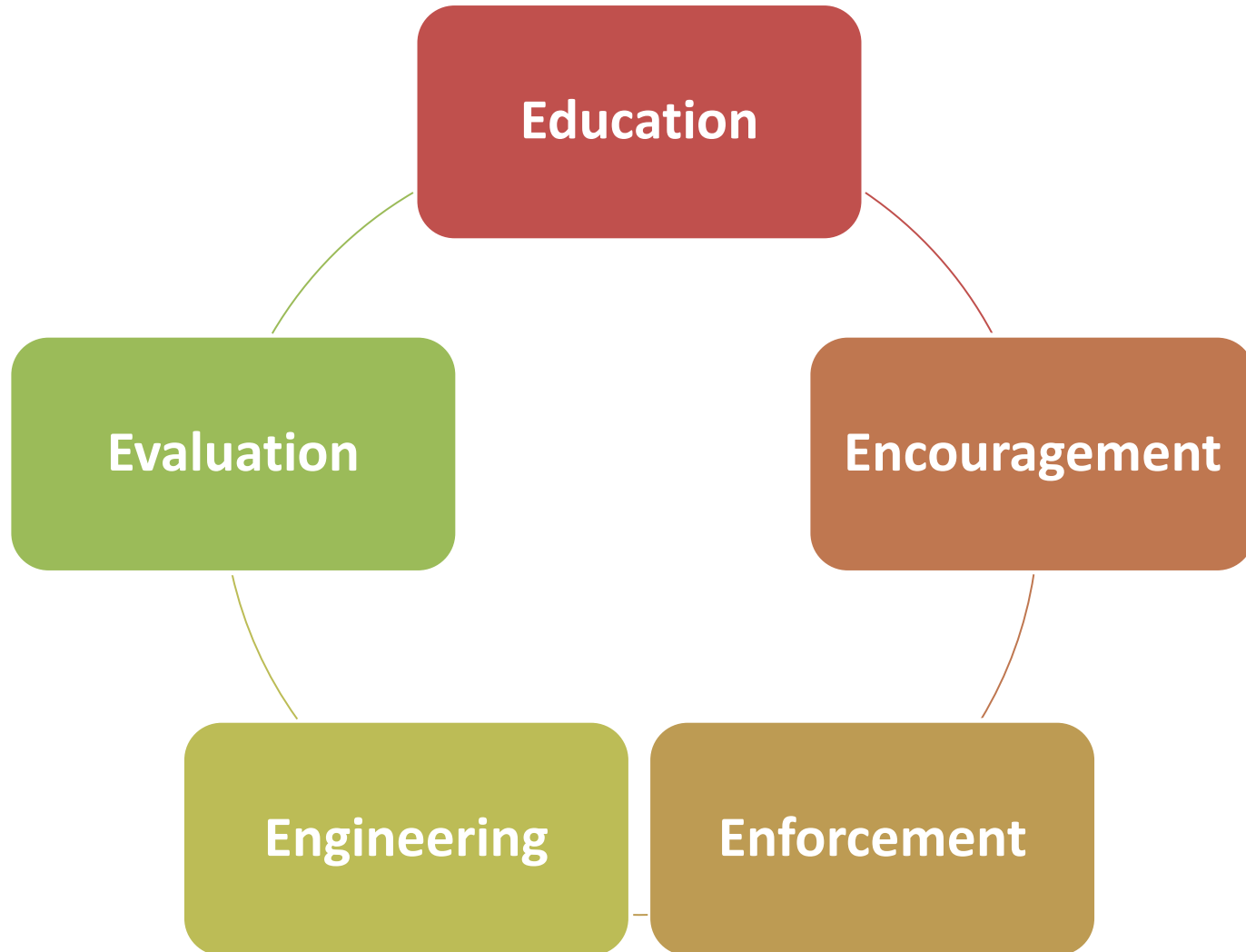
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Programs: Safe Routes to School



Encouragement Programs: Safe Routes to School

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Encouragement Programs: Safe Routes to School



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Education Programs: Safe Routes to School



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Education Programs: Safe Routes to School



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For more details call:
Kara Sergile
(818) 637-2872

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Volunteer support provided by SafeKids Coalition, L.A. County Bicycle Coalition, Valley Bikery, Bicycle Kitchen and R.D. White parents



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Education Programs: Bicycle Rodeos & Skill Camps

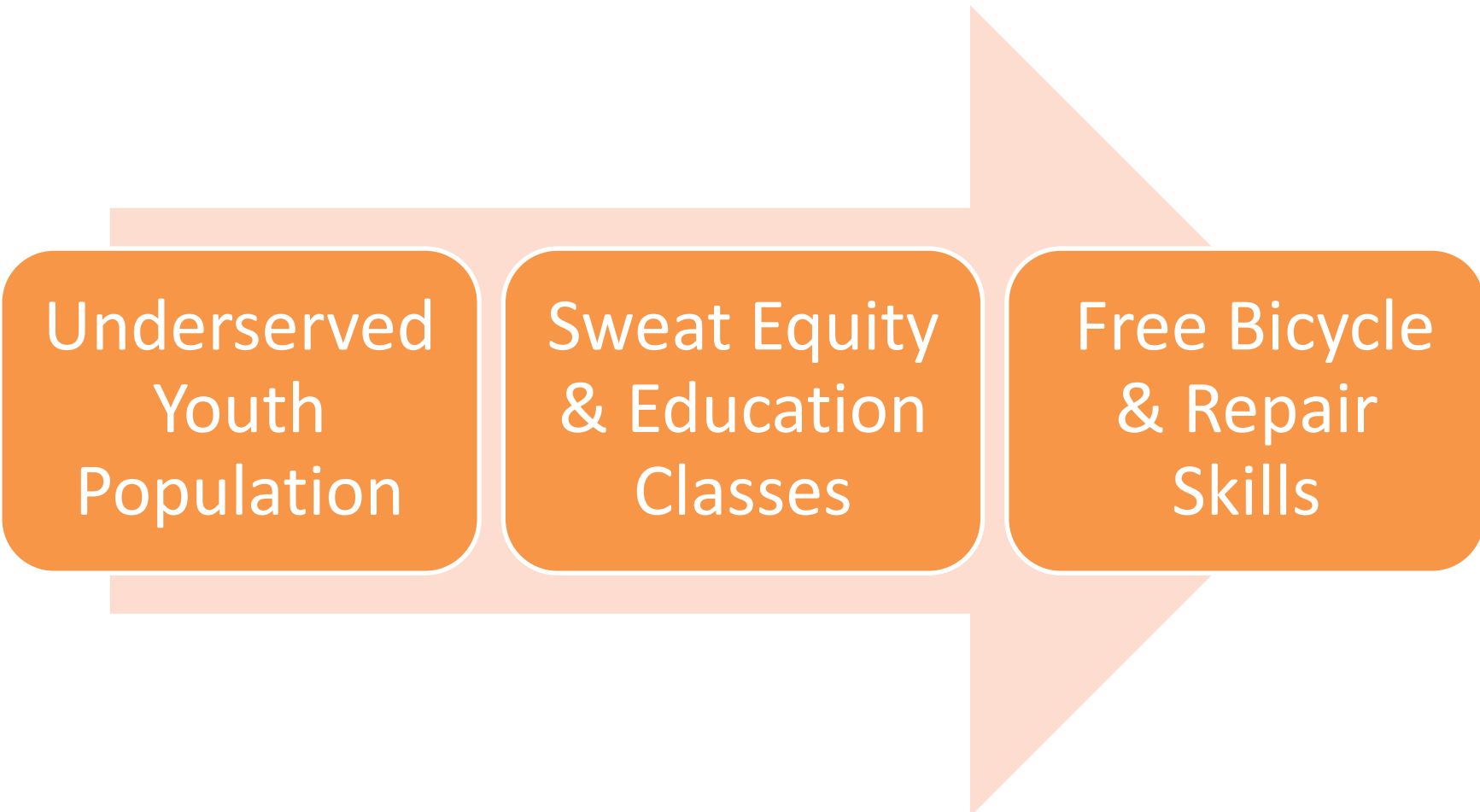
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Education Programs: Bicycle Rodeos & Skill Camps

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Scanning	“Demon driveway”	
Balance- “snail race”	“Crazy crossroad”	

(“An Organizer’s Guide to Bicycle Rodeos”, 2005)

Education Programs: “Earn-A Bike”



Underserved
Youth
Population

Sweat Equity
& Education
Classes

Free Bicycle
& Repair
Skills



Summary: Education & Encouragement

- Low rates of activity within this population
- Programs focus on specific needs to overcome barriers
- Interventions increase ability of students to ride or walk safely and have access to bicycles



Discussion

Education and Encouragement: *for youth & children*

Assignment 1: Create an Education and Encouragement Program Outline

Assignment Description for *Instructor*:

This assignment will challenge students to create a plan for a unique Bike/Ped Education or Encouragement Program. In small groups, have students discuss a potential program for youth on safe biking or pedestrian education in their community. They should create an outline for a unique program that will work on reducing barriers to safe walking and biking for youth and meet the needs in the chosen community. This program can be community-based, in schools, age specific, or any direction they choose to take it. It should incorporate some of the “keys to success” that were discussed in the other programs such as Safe Routes or the Earn-A-Bike Program. They may use the “Pedestrian Safety Lesson Plan” as a guide to develop your program.

Instructor Prep Work:

Preparation for this assignment requires the lecture on Education & Encouragement Programs for Youth & Children. After the lecture has been completed, get the students into small groups of 3 or 4 to begin work on project. Provide copies, if needed, of the Pedestrian Safety Lesson Plan. Circulate as needed to answer questions and provide feedback to the groups. You may need to guide the students in deciding various elements such as target audiences, training objectives, relevant stakeholders, etc.

Time Required for Students:

In class:

- 30 minutes to prepare a plan
- 5 minute presentation for each group
- 10-20 minute class discussion on challenges

Assignment:

Each group will create an outline for their program and present it to the class. The presentations should cover the need for the program, who the audience is, and how each group will plan on implementing the program.

Education and Encouragement: *for youth & children*

Assignment 1: Create an Education and Encouragement Program Outline

Assignment Description for Students:

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Things to consider

- Age of the group you will be working with (what are their specific needs and skill levels?)
- Objectives of the training (Is this skill building? Introductory?)
- Who you will need to involve (Other community groups? Families?)
- Elements of encouragement you would include in a successful program.
- What resources you will need (Monetary, location, marketing, etc).
- How will you measure the program’s success?

Time Required:

In class:

- 30 minutes to prepare a plan
- 5 minute presentation for each group
- 10-20 minute class discussion on challenges

Assignment:

Your group will create an outline for your program and present it to the class. Your presentation should cover the need for the program, who the audience is, and how you plan on implementing the program.

Education and Encouragement: *for youth & children*

Assignment 2: Safe Routes to School Program Observation

Assignment Description for *Instructors*

This assignment works with an existing Safe Routes to School program to learn more about operations and activities. Students should either visit a local elementary school or speak with a Safe Routes to School Coordinator in your area, instructor should first contact the program coordinator for permission. The goal is to understand the unique challenges of an individual school and how the program is attempting to overcome those barriers through education and encouragement activities. Students should also get a better understanding of the history of the program in this area and how they have been successful (or not) at changing behaviors of the students.

Students will set up an interview with the Safe Routes Coordinator or set up a site visit to see the program in action. Alternatively, the coordinator could come to the class for a discussion, or a group trip to the field can be arranged, with individual reflections submitted to the instructor and group wide discussion.

Prep Work

- Instructor should work with the local school and program to get permission for students to contact or come in to school for observations.
 - Federal Safe Routes website has information on where programs are located
<http://www.saferoutesinfo.org/contacts/>
- If class is large, split students into groups so as not too overburden SRTS staff with individual interviews

Time Required

- Outside of class time for the assignment
- 5 minute summaries by students
- 10 minute class discussion

Assignment

Given your observations and experience discussing the program, create one or two suggestions for improving the current program. Suggestions should include how you intend to measure the success of the intervention, and the general outline for how the program will be implemented.

Education and Encouragement: *for youth & children*

Assignment 2: Safe Routes to School Program Observation

Assignment Description for Students

This assignment works with an existing Safe Routes to School program to learn more about operations and activities. You should either visit a local elementary school or speak with a Safe Routes to School Coordinator in your area. The goal is to understand the unique challenges of an individual school and how the program is attempting to overcome those barriers through education and encouragement activities. You should also get a better understanding of the history of the program in this area and how they have been successful (or not) at changing behaviors of the students.

Interview

- Discuss the largest barriers the school faces and what ways the community is attempting to overcome them.
- How does the evaluation component fit into informing the programming around Education & Encouragement?
- Is there a supportive parent volunteer community? How do they participate?
- How long has program been at this school?
- What grades are involved in the program? How do activities differ for each?
- What do you think has been the most successful element in changing behavior?
- What type of evaluation do you do? What have been the results?

Site Visit

- Observe the school at commute times, what do you notice?
- Are there opportunities for a stop + walk campaign?
- Consider the 5 E's, do you see opportunities for engineering improvements?
- What types of land uses are surrounding the school? What are major barriers to walking or biking?

Time Required

- Outside of class time for the assignment

In class:

- 5 minute summaries by students
- 10 minute class discussion

Assignment

Given your observations and experience discussing the program, create one or two suggestions for improving the current program. Suggestions should include how you intend to measure the success of the intervention, and the general outline for how the program will be implemented.

Education and Encouragement: *for youth & children*

Assignment 3: Safe Routes to School Case Studies

Assignment Description for *Instructors*

Case studies of locations who have implemented an Education or Encouragement program are provided by the National Safe Routes to School Clearinghouse. In small groups, have students read their selected case study and discuss.

Discussion Questions

1. What problem was the program attempting to address?
2. What resources were needed to solve the problem?
3. Is this a sustainable solution?
4. How does the program include encouragement or educational components?
5. Could it work in your community?
6. What are the measures for success?
7. What do you see as the main factors for the program's success?
8. How would you modify the program for better results in your community?

Prep Work

- Review the case studies
 - More available at www.saferoutesinfo.org
- Choose one case study or all to be discussed by groups
- Add additional discussion questions as desired.
- Print copies of the case studies for students.

Time Required

- 5 minutes to read case studies
- 10 minutes to discuss in small groups
- 5 minutes for each group to present
- 10 minute large group discussion

Assignment Come back and present the case study and your main discussion points to the group.

Education and Encouragement: *for youth & children*

Assignment 3: Safe Routes to School Case Studies

Assignment Description for Students

Case studies of locations who have implemented an Education or Encouragement program are provided by the National Safe Routes to School Clearinghouse (www.saferoutesinfo.org). In small groups, read your selected case study and discuss.

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- 5 minutes to read case studies
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- 5 minutes for each group to present
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Assignment

Come back and present the case study and your main discussion points to the group.

Case Study 1: Walking School Bus

C.P. Smith Elementary School, Burlington, VT

C.P. Smith Elementary School's walking school bus has operated every Wednesday since March 2005, as part of a Safe Routes to School program.

While the neighborhood bordering the school has a fairly complete sidewalk system, some families were concerned about their children walking to school with the considerable traffic congestion along the route. In winter 2005, parents organized a meeting with other interested families to discuss their concerns and develop guidelines for a walking school bus. The group determined the bus's route, time of departure, meeting points and other details.

Now, every Wednesday morning the bus departs from a walk leader's house with a small group of children. For late arriving students, a closed garage door indicates that the bus has left the station. The group continues along a major roadway picking up children along the way. Some parents join in the walk while others escort their children to the stop and leave when the bus arrives. There is no written schedule; however organizers plan to install signs along the route indicating stops and schedule.

Before the walking school bus began, approximately six children walked this route to school. Now on Walking Wednesdays there are between 25 and 40 children and the traffic congestion along the route has all but disappeared.

Case Study 2: Parent Safety Drive Initiative

Dorset County Council, Dorset County, England

Dorset County Council's innovative Parent Safety Drive was piloted at Sherborne's Abbey Primary School in 2003. It aims to reduce the county's high number of child passenger injuries and to cut down on unnecessary trip to school by motor vehicle by helping and encouraging parents to become better, safer and more sensible drivers. Linked to the development of school community supported travel plans, this scheme aims to change parent attitudes to motor vehicle use in a practical, non-threatening way. The initiative is promoted in partnership with the local National Health Service Primary Care Trust, which provides a range of health services for local people and is eager to work in partnership with the local highway authority to reduce the number of child transportation-related injuries and improve driving standards.

The focus of the program is to:

- Improve parents' driving standards
- Reduce the number of child road casualties
- Encourage more sensible use of the motor vehicle
- Reduce the number of parent vehicles within the immediate environment of the school

Parents spend an hour with an experienced driving instructor who shares useful defensive driving and hazard awareness advice and tips using familiar local streets. There is no test or assessment involved. Parents drive on a range of roads, including congested urban environments and quieter but faster rural roads. Safer parking and reversing techniques are included in the session together with an opportunity to discuss in-car safety issues and suggestions for locations to park and walk the remainder of the trip to school. Highway code knowledge is revisited as well. It is promoted as a rare chance to refresh driving skills, perhaps for the first time since taking a driving test. There is a fee for the drive of \$18 per hour, but a subsidy is planned. Evaluation from parents who have participated was reported as encouraging.

This initiative requires schools to recruit volunteers and to promote the concept of parent driver improvement as a fundamental objective in the school travel planning process. It also requires persuading some parents that you never stop learning as a driver and that 100 percent concentration is required.

Visit Dorset County Council's road safety web pages to find out more about driver improvement schemes. Visit www.dorsetcc.gov.uk/rsafe.

Case Study 3: Comprehensive Encouragement Campaign

Morton Way Public School, Brampton, Ontario, Canada

For six years, Morton Way Public School has actively and successfully promoted walking to school through a variety of program elements: weekly Walking Wednesdays; "Walking Weeks" including International Walk to School Week, Earth Week and Environment Week; parent-led walking school buses along designated routes; "IWALK Club" cards students use each time they walk and a "25 or Less" campaign. With 96 percent of the students living within walking distance of the school, their Green Communities Active and Safe Routes to School (ASRTS) program is focused on increasing daily physical activity and reducing the number of vehicles in the school zone at drop-off time. For the school's 870 students, the goal is to make every day Walk to School Day!

On Walking Wednesdays, parents and one teacher act as walking school bus leaders, meeting students at various locations in the school community and walking safely and happily to school as a group. Along one route, the number of participants has risen from four to over thirty. (Some leaders walk with their "buses" on other days of the week, too.) On Wednesdays, students hold up a banner outside the school stating, "Peel Students Walk" (purchased by the Police Services Board). Permanent banners (provided by Go for Green) proudly announce, "Morton Way Walks" and "Morton Way Celebrates Walking Wednesdays." As students arrive at the school, songs about walking are played outside on the stereo. Once a month, parents and grandparents are invited into the library for tea and to hear guest speakers. These "meet and greet" sessions, sponsored by the school administration, help build a sense of community.

To promote walking every day, each student has an "IWALK Club" card to track the number of times they walk to school. Students receive small rewards after reaching ten walks and then again after fifty. Completed cards are posted on a bulletin board. As an added incentive, students can become "Walking Winners" in the monthly Walk to School Draw and classes with 100 percent participation can win the use of a bag of playground equipment for a week.

Started in 2005, the "25 or Less" campaign aims to further reduce the number of cars dropping off children in front of the school. Stickers saying "25 or Less" and "We are counting...on you!" are posted throughout the school. To promote participation, reminders are included in the school newsletter, and the number of cars is announced daily. An enthusiastic Morton Way teacher even wrote a poem describing the goals.

The Walk to School Program has now been in place for six years. "Walking Wednesday" is practically considered a day of the week, even by kindergarten students. Morton Way staff members are committed to the program, and they are determined to continue it, led by a five teacher "Active Schools Committee." Much of the weekly responsibilities are conducted by dedicated students who make up the "Walk to School Committee." They conduct weekly surveys, then calculate, post and announce the Walk to School results, including the classes with 100 percent participation. In 1999 surveys showed that almost half of students were driven to school regularly. In 2000 "Walking Wednesdays" began and ever since, between 80 percent and 95 percent of students walk, cycle, scooter or blade to school on Wednesdays. More students are using active means of transportation on other days, too, as indicated by the reduction in the number of cars dropping off students from an average of 75 to 55.

Case Study 4: Comprehensive Encouragement Campaign

Maurice Cody Public School, Toronto, Ontario, Canada

On Wednesday, June 8, 2005, Canada's Clean Air Day, families and staff at Maurice Cody Public School in Toronto celebrated **their 200th Walking Wednesday!** The celebration involved many VIPs who accompanied students, parents and staff in a community parade led by a Scottish piper.

Maurice Cody, a Junior Kindergarten through Grade 6 public school with approximately 500 students, has participated in the Green Communities | Active & Safe Routes to School since 1997. They have successfully combined daily physical activity with environmental protection and classroom learning into their Walking Wednesday activity. They are also one of four Toronto schools participating in Green Communities School Walking Routes pilot project.

Maurice Cody was one of the first three schools to participate in Green Communities Active & Safe Routes to School program and the very first Toronto school to implement Walking School Buses. Almost all of the students at Maurice Cody live within walking distance of the school and about 86 percent of the school's students walk to school on Wednesdays.

Maurice Cody inspired the first weekly Walking Wednesday activity in Canada in 1999 following on the heels of International Walk to School Day and then went on to initiate a Cross Canada Walking Tour. Not content to stay in Canada they then set off across North America and by the end of the 2003 school year they had 'walked' to the Panama Canal!

The program relies heavily on parent volunteers with support from staff and students. Every Wednesday morning volunteers greet students at tables set up in the school yard or inside the school during inclement weather. Walking Wednesday banners hang on the fence around the school. As walkers arrive, they are greeted with a compilation of walking-themed music. They receive a 'Cody Coyote' hand stamp and 'sign in' on large shoes made from poster board which are then displayed in the school hall. For families who are unable to walk all the way to school on Wednesdays, they are urged to 'walk a block' – actually a minimum of two blocks.

To track participation and encourage continued participation, each Wednesday classroom teachers count the number of students who arrive at school 'actively'. During the Tuesday morning announcements the participation numbers from the previous Walking Wednesday are given, along with a reminder to "W-A-L-K: Walk to School on Wednesday!" At the end of each school year a Recognition Assembly is held and the much coveted "Golden Shoe" award is presented to the class with the highest participation in Walking Wednesdays throughout the year.