

APPENDIX C FOR EDUCATORS AND YOUTH ORGANIZATIONS

C.1 INTRODUCTION

This brief guide is for educators working with children and youth in Tallahassee and Leon County who want to incorporate bicycle & pedestrian education and encouragement into their curriculum and activities. It includes short descriptions and examples of programs and projects used by educators from around the US (and a few in other countries) as well as a resource list of website links and contacts for more information.

The guide has been compiled as a supporting document to the Tallahassee-Leon County Bicycle and Pedestrian Master Plan. A key goal of the plan is to encourage more children and youth, including both school-age and college students, to walk and ride as part of their daily lives. This benefits the community as a whole in several ways:

- Promoting increased activity among people of all ages is a critical element in stemming and reversing the American obesity epidemic identified in recent years by the Centers for Disease Control and numerous other local, state, and national public health organizations. In Florida, the Governor’s Task Force on Obesity identified its goals related to physical activity as part of its 2003 plan. Allowing children to become overweight during the course of their growing years sets the stage for health problems that will burden them for the rest of their lives. Focusing efforts to increase healthy levels of exercise among children can improve the prospect for individual and community-wide health in both the near term and for generations to come.
- Children who have the opportunity to travel to at least some of their daily destinations by walking and riding bicycles gain valuable opportunities for personal growth and development. By learning to navigate their own way, solve problems independently, and interact with other children and adults during their daily journeys, children have the opportunity to develop self-confidence and skills that are not easily achieved when they are driven by adults to every event in their lives. The job for the community is to provide children with safe environments in which to grow and explore. The Bicycle and Pedestrian Master Plan lays out priorities for improving the physical safety of neighborhood and school environments. Programs such as Safe Routes to School, profiled in this guide, provide complementary protection from problems that might arise within the human community, such as bullies or dangerous adults. And community development approaches that combine the safety of both physical and human environments, such as Crime Prevention through Environmental Design (also profiled in the Master Plan), help promote the kind of neighborhood-building that makes communities safer for everyone in the long term.
- The leading cause of death and injury among children is car crashes. The Bicycle and Pedestrian Master Plan sets a framework to keep walkers and cyclists as safe as possible from and within automobile traffic. However, providing a good infrastructure is not enough – all members of the community must also understand and practice safe walking, cycling and driving skills and habits. Instilling these safety skills in children not only helps keep them safe while growing up, it also prepares them to become competent automobile drivers practiced in good roadway navigation. This principle is widely understood in European communities who see bicycle and pedestrian education as an investment in the safety of future generations as well as those they are raising. The Florida Traffic Safety Educators program “Pre-Driver’s Ed: Thinking Ahead,” included in this guide, is an example of this type of approach available in Florida.



- Tallahassee and Leon County are home to three major institutions of higher education: Florida State University, Florida A & M University; and Tallahassee Community College. Students constitute a significant portion of the region’s residents and have an important influence on the community’s quality of life. By partnering with colleges and local transit providers to promote walking and bicycling among students (as well as faculty and staff), the community benefits in several ways. Students who have a safe, convenient network of bike routes and sidewalks connected to transit have far less need to drive, reducing pressure on neighborhood streets and parking capacity. In addition, the availability of well-functioning transit, bicycle and pedestrian systems can lower the costs of attending school by limiting (or even eliminating) the need to drive, insure, and park a car on a daily basis, making higher education more within reach for the lower-income residents. Finally, when campus networks are smoothly linked to those within the larger community, students are encouraged to travel beyond their usual enclave and shop, dine, and develop a relationship to the community at large.

The MPO is working closely with a network of representatives from Tallahassee-Leon County schools, local youth organizations, and agency partners dedicated to making every child as safe and active as possible by investing in bicycle and pedestrian facilities, and by supporting programs and activities such as the ones profiled in this booklet. We hope that the ideas and samples provided in this brief guide will encourage local teachers, school administrators, and staff of youth organizations to seek out and incorporate bicycle and pedestrian information and activities into their regular curricula and programs. For more information, contact the MPO.

C.2 C.3 K-12 SAFE ROUTES TO SCHOOL AND EDUCATIONAL MATERIALS

Note: Reports available on the Educators Resource Guide CD are noted with an asterisk ().*

C.3.1 FLORIDA TRAFFIC AND BICYCLE SAFETY EDUCATION PROGRAM

The program’s goal is to reduce injuries to children from bicycle and pedestrian crashes by training them with the knowledge and skills needed to be competent and safe in traffic.

The program administers a traffic and bicycle safety education program through workshops and certificate programs for Florida elementary and middle school teachers, community volunteers, law enforcement officers and recreation leaders. Pilot projects, research, media awareness campaigns and the production of documents and guidelines are also carried out as part of the program's mission.

Traffic and bicycle workshops are held throughout the state, and local schools or organizations can apply to host or coordinate a workshop. “Pre-Driver’s Ed: Thinking Ahead,” a two-notebook set and video is one of several resources available for teachers at many levels. The organization also provides support for the development of Safe Ways to School programs, and has developed a **Safe Routes to School Toolkit *** tailored to Florida schools.

Florida Traffic and Bicycle Safety Education Program

Phone (352) 392-8192

Email safetyed@grove.ufl.edu

Website: www.dcp.ufl.edu/centers/trafficsafetyed/index.htm



C.3.2 US DEPARTMENT OF TRANSPORTATION NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

The **NHTSA Safe Routes to School Toolkit** * includes materials for educators and others to promote walking and biking to school. The basic components of the Safe Routes to School program outlined in this toolkit are mapping the routes to school, activities and outreach, and classroom lessons. The toolkit includes sample Safe Routes to School forms, press releases, posters, and other resources. The report can be downloaded electronically from www.walktoschool.org, or ordered in quantities along with sets of brochures promotional materials from www.nhtsa.dot.gov/people/outreach/media/catalog/topic.cfm?cfid=155739&cftoken=55202180&TOPIC=Pupil+Transportation+Safety.

The website www.nhtsa.dot.gov/people/outreach/KidsPage/ features online games and resources for kids to learn about bicycle, pedestrian and traffic safety

The following bicycle and pedestrian educational materials for children are available from NHTSA at: www.nhtsa.dot.gov/people/outreach/safesobr/21qp/html/program_pubs/pub_contents.html.

Kids on the Move Tip Sheets* are one-page fact sheets suitable for distribution to parents, educators, and other groups. Sheet # 11 focuses on bicycle and walking safety for children in grades K-3; other sheets are available from the NHTA website.

Back to School Safely is a colorful game and activities booklet for elementary school children covering bicycle, pedestrian, school bus and passenger safety issues. "Gus the Bus" introduces songs and poems to help children remember basic safety rules. A coloring page and crossword puzzle reinforce the messages. The center section is designed to be removed and photocopied for take-home use, while the outside game board and game pieces can be used as a classroom teaching tool. (September 1998, DOT HS 808 754, Item #6P0131)

The Walkability Checklist is a fun and easy-to-use survey that lets parents and kids "take a walk" to assess how "walkable" their neighborhoods are. (English: September 1997, DOT HS 808 619, Item #6P0114; Spanish: September 1998, DOT HS 808 720, Item #6P0124)

Ride Like a Pro is a community-based children's program promoting the use of bicycle helmets and safe cycling practices. The *Ride Like a Pro Community Handbook* enables local communities to put on their own Ride Like a Pro events in conjunction with any sporting event. See it on the NHTSA Web site at www.nhtsa.dot.gov or write to request information: "Ride Like a Pro," NHTSA Traffic Safety Programs, 400 Seventh Street, SW, NTS-15, Washington, D.C. 20590.

10 Smart Routes to Bicycle Safety presents 10 bicycle safety tips and includes a blank space on the back that can be personalized. It is ideal for handing out at bike rodeos and community events. (September 1998, DOT HS 808 763, Item #6P0046)

Along for the Ride Safety Tips for Cyclists is a four-color bicycle safety brochure aimed at older teen and adult bicyclists. (April 1992, DOT HS 807 832, Item #6P0044)

Your Bicycle Helmet: A Correct Fit explains the five-step helmet fit test and gives pointers for buying a bike helmet. Produced by NHTSA in cooperation with the Harborview Injury Prevention and Research Center and the Snell Memorial Foundation. (revised September 1998, DOT HS 808 000, Item #6P0082)



What's New About Bicycle Helmets? is a brochure that illustrates the correct way to wear your helmet and answers frequently asked questions. (August 1998, DOT HS 808 747, Item #6P0132)

Use Your Head is a reproducible black-and-white flyer with correct fit diagram. (August 1998, DOT HS 808 757, Item #6P0129). *Use Your Head* also comes as a color poster which is great for schools, bicycle shops and community halls. (August 1998, DOT HS 808 746, Item #6P0130)

The complete NHTSA catalogue of free or low-cost materials is at www.nhtsa.dot.gov/people/outreach/media/catalog/Index.cfm

C.3.3 SUMMARY OF SAFE ROUTES TO SCHOOL PROGRAMS: TRANSPORTATION ALTERNATIVES & SURFACE TRANSPORTATION POLICY PROJECT (STPP)

The Summary of Safe Routes to School Programs, included on the Resource Guide CD, is a report by the New York City advocacy organization Transportation Alternatives, produced in conjunction with the Surface Transportation Policy Project (STPP). It describes and evaluates the success of numerous programs around the United State. The 2001 report is available from the Transportation Alternatives website:

Transportation Alternatives, 115 West 30th Street, 12th Floor, New York, NY, 10001, 212-629-8080

E-mail: info@transalt.org

www.transalt.org

The **2002 Summary*** is available from the Surface Transportation Policy Project website, in addition to an excellent overview of Safe Routes information and resources.

www.transact.org/ca/saferoute/saferoute.htm

C.3.4 CENTERS FOR DISEASE CONTROL KIDSWALK GUIDE

The **KidsWalk Guide*** features a step-by-step guide to establishing a walk-to-school program. It includes example worksheets and organizational materials for launching the program, as well as materials for classroom and extracurricular projects and a list of organizations around the world that promote pedestrian and bicycling activity among children.

National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, Mailstop K-46, 4770 Buford Highway, NE, Atlanta, Georgia, 30341-3717; www.cdc.gov/nccdphp/dnpa/kidswalk.htm

C.3.5 NORTHEAST SUSTAINABLE ENERGY ASSOCIATION EDUCATORS RESOURCES

Based in the Pioneer Valley area of Massachusetts, the NESEA is organized around the principle that energy, transportation, and the environment make excellent themes for interdisciplinary education. The organization works to bring hands-on, project- and problem-based learning experiences to K-12 teachers and students. It provides teachers with resources, professional training on using energy and transportation issues in the classroom, and opportunities for networking with fellow teachers.

Bicycle and pedestrian related materials available from the group's website include **Getting Around Clean and Green (Middle & Lower High School)***, **Travel Solutions to Global Warming (Grades 5-7)***,



and Trip Tally (Grades 3-6)*. A “Getting Around Clean & Green” online map of the Pioneer Valley developed by local high school students displays hiking, biking, transit, and other driving alternatives to favorite destinations such as parks, ice cream and pizza shops, swimming areas, museums, and other favorite destinations. It can be viewed at www.nesea.org/education/pioneer/map_main.html

Northeast Sustainable Energy Association, 50 Miles Street, Greenfield, MA 01301

413-774-6051

Email: nesea@nesea.org

www.nesea.org/education/edmaterials/edu_download.html

C.3.6 CORNELL UNIVERSITY EXTENSION PROGRAM RESOURCES FOR YOUTH EDUCATORS

In addition to Cornell’s extensive program for college students, summarized below under University and College programs, their summary of materials and resources for K-12 educators, parents, and youth organizations is quite comprehensive. Some of the reports available through this site include **Getting There,*** an activity booklet for elementary age students; **Moving Along,*** a similar booklet for older children; an **Organizer’s Guide to Bicycle Rodeos,*** and a variety of short bulletins such as **What Every Parent Should Know,* An Interdisciplinary Approach to Bicycle Safety Education,* Developmental Characteristics that Influence a Child’s Behavior as a Cyclist,* Five Bicycle Safety Concepts to Teach 9-12 Year Olds,* and Your Child’s Safety,*** a brochure explaining how children perceive traffic and techniques for ensuring their safety. The website also includes information on how to order *Bicycle Adventures*, a 4-H project for youth ages 8-15.

Lois Chaplin, Department of Biological and Environmental Engineering, Cornell University Ithaca NY

607-255-2498

Lec4@cornell.edu

www.bee.cornell.edu/extension/bicycle/home.htm

C.3.7 AAA FOUNDATION FOR TRAFFIC SAFETY EDUCATIONAL MATERIALS

AAA’s research foundation offers a variety of materials on traffic safety for people of all ages. *Children in Traffic* is a 13-minute video on how children’s perceptions and development affect their behavior on the road. The video, available for \$19.95, presents real-life footage showing how children’s perceptions of traffic differ from those of adults. It provides insight on why children behave unexpectedly and is a must-see for all drivers.

800-305-SAFE

www.aaafoundation.org

C.3.8 SMART MOVES FOR WASHINGTON SCHOOLS

This extensive but quite readable set of reports includes an **overview, classroom activities and worksheets for grades K-12*** related to transportation and the environment. The booklet was created by a statewide advocacy organization, OilSmart, to provide materials linked to the state of Washington’s essential academic learning requirements.

www.climatesolutions.org/k-12/smartmoves.html



C.3.9 COLORADO WALK TO SCHOOL TOOLKIT

The **Colorado WTSToolkit*** was developed by the Colorado Department of Transportation to encourage local schools and communities to support walking programs and to participate in International Walk To School Day, held every year. The toolkit includes a variety of organizational guides, Walkability and Bikeability Checklists, and sample promotional materials. This report and many related publications and resources are available from the US website for the International Walk to School program: www.walktoschool.org

Gay Page, CO Dept. of Transportation, 303-757-9982, gay.page@dot.state.co.us

Taralyn Jensen, CO Dept. of Public Health and Environment, 303-692-2551, taralyn.jensen@state.co.

C.3.10 MARIN COUNTY, CA BICYCLE COALITION SAFE ROUTES TO SCHOOL PROGRAM

The Marin County, CA Bicycle Coalition was selected by the National Highway Traffic Safety Administration (NHTSA) to lead a National model Safe Routes to Schools program to increase the number of children walking and bicycling to schools. A wealth of information, events, and a **Curriculum Guide*** are available from the organization's website.

Marin County, CA Bicycle Coalition, P.O. Box 201, Forest Knolls, CA 94933, 415.488.4101
www.saferoutestoschools.org

C.3.11 CHARLOTTESVILLE, VIRGINIA SAFE ROUTES TO SCHOOL

The Alliance for Community Choice in Transportation, a nonprofit organization serving a Central Virginia community of about 120,000 people with the University of Virginia at its center, sponsored a **2003 Safe Routes to School Pilot Program*** at a local elementary school in 2003. With participation from neighborhood organizations, the school PE program and PTO, and local and state transportation agencies, the project featured a "Walking Wednesday" where every child walked to school accompanied by community volunteers. It was continued in 2004 with weekly "Walking School Bus" days and the development of a Safe Routes map.

C.3.12 MAINE DEPARTMENT OF TRANSPORTATION SAFE WAYS TO SCHOOL

During 2001-2003, the Maine Department of Transportation (MaineDOT) coordinated a federally funded, collaborative, research project to determine existing rates of bicycling and walking to school in the state. This project, entitled Maine Safe Ways to School,* was undertaken with the expectation that the information learned through this pilot project would be useful in developing state and local policies and practices which would promote bicycling and walking to schools statewide. Four schools participated in the pilot project, two in urban areas and two in small towns and rural areas. The successful program is now being expanded to ten communities.

Maine Department of Transportation

<http://www.maine.gov/mdot/opt/safe-ways-report.php> (website includes an Executive Summary, Full Report, and Fact Sheet. The Resource Guide CD accompanying this report includes the Executive Summary)

Email: john.balicki@maine.gov



C.3.13 SAFE ROUTES PROGRAMS IN THE UNITED KINGDOM

Sustrans, a sustainable transport charity, works on practical projects to encourage people to walk, cycle and use public transport for health, safety and environmental reasons. Their aim is to create a Safe Route to School for every child in the UK. Information on their numerous SR2S programs and a set of **Lesson Plans*** for Scottish students are available from <http://www.saferoutestoschools.org.uk>.

C.4 UNIVERSITY & COLLEGE PROGRAMS

C.4.1 CORNELL UNIVERSITY

Despite steep hills and deep winters, Cornell has one of the most active University bicycle programs in the United States. Resources for students include on online information tutorial, maps and guides to teach students about safe walking, cycling, transit, in-line skating, and automobile travel; bicycle registration programs for the campus and the city of Ithaca (the latter is mandatory); the campus bicycle & pedestrian safety committee and police bike patrol; and practical information on topics such as how to ensure a helmet properly fits.

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607-255-2498

Lec4@cornell.edu

<http://www.bee.cornell.edu/extension/bicycle/home.htm>

C.4.2 UNIVERSITY OF WASHINGTON

The Seattle-based university's UPass program provides a complete set of resources for students and staff commuting to the campus by train, automobile, bus, biking, walking, carpooling and using a car-sharing program (flex-cars). Their walking program includes off-road trail routes to campus, information on how to report sidewalk and trail maintenance problems, and how to request an escort.

In the spring of 2003, the University Transportation Office conducted a campaign to promote walking to the UW campus, called Walk In. The promotion focused on goals to increase the number of staff and faculty who walk to campus; highlight walking, reduce the demand for vehicle parking, and promote new pedestrian initiatives. Targeted were staff and faculty single occupancy vehicle (SOV) parking permit holders who lived within two miles of the Seattle campus, as well as those who used commute alternatives such as carpooling or the bus. The campaign focused on walking as a reliable, inexpensive, and fast mode of travel for short trips. The health aspects of walking were also emphasized in the promotions. A week-long series of activities was undertaken during April of 2003 as well as ongoing efforts to promote walking. A **2003 Walk-In Campaign Report *** is available from the University. 2004 Walk-In promotional materials and team sign-up sheets are shown at <http://www.washington.edu/upass/walkin/>.



C.4.3 UNIVERSITY OF CALIFORNIA, DAVIS

In addition to an extensive array of maps, safety guides, newsletters, and resource information, the University Bicycle Program includes the paper **Evolution of a Cyclist-Friendly Community: The Davis Model**,* which explores how Davis, California became "the Bicycle Capital of the U.S," over the past 30 years and the challenges it faces now.

Among the numerous programs offered by the University include Bike Traffic School that features a reduced fine for participants who have been cited for breaking traffic laws; summer bike storage; free showers and lockers for student, staff and faculty bicycle commuters; and a bicycle safety and injury prevention education program staffed by the university health center.

<http://www.taps.ucdavis.edu/bicycle/main.html>

C.4.4 UNIVERSITY OF FLORIDA CORRIDORS TO CAMPUS INITIATIVE

As part of the Campus Master Plan Development Agreement, the University of Florida and the City of Gainesville jointly funded a Corridors to Campus program in 1997. The program entailed an analysis and development of recommended facility improvements to encourage safe pedestrian and bicycle access to the University from surrounding student-rich neighborhoods. The projects identified through the program are included in the city's Capital Improvement Program, which includes funding support from the University.

Contact: Ruth Steiner, Ph.D. (352) 392-0997, ext. 431

