



Encouragement activities generate excitement and enthusiasm for walking and biking.

Common active transportation encouragement activities include:

WALK AND BIKE CHALLENGES

Create Walk or Bike to School or Work Challenges. Designate a specific day annually, one day per month, or any variation of designated days to promote walking and/or cycling to school, work, or another key destination.

INTERNATIONAL WALK TO SCHOOL DAY

Recognition of this day annually in October gives children, parents, schoolteachers, and community leaders an opportunity to be part of a global event that celebrates the many benefits of walking and builds momentum for communities to establish safe places to walk.

NATIONAL BIKE TO SCHOOL/WORKDAY

Recognition of these two different days annually in May encourages families and workers to celebrate the benefits of biking. These days can also broaden awareness of local commitment bicycle safety and community quality of life.

CLASS, SCHOOL, DISTRICT, OR COMMUNITY-WIDE WALK AND BIKE COMPETITIONS

Active transportation competitions among students or across worksites can be a fun way to encourage new and routine active transportation travelers.



Consider different ways to recognize participation and performance, such as a Golden Helmet or Golden Sneaker Awards for students, or website or social media acknowledgment for adults. Various types of awards can be scaled as an incentive or reward for bicyclists or pedestrians, including 'small' ones for signing up for the competition, or 'larger' rewards for meeting certain thresholds.

WALKING SCHOOL BUSES AND WALK POOLS

Walking school buses (WSB) are group of students walking to school. WSBs can be as informal as families taking turns walking their children to school, or as structured as a designated route with meeting points, a timetable, and a regularly rotated schedule of trained volunteers or leaders.

Walk Pools are groups of adults who walk together, often to work or transit. Establishing walk pools can be especially encouraging to those who find motivation and comfort in the company of others.

BIKE TRAINS

Bike trains are a group of students or commuters bicycling together to school, work, or other destinations. Bike Trains can be as informal as families taking turns accompanying their children biking to school, or as structured as a designated route with meeting points, a timetable, and a regularly rotated schedule of trained volunteers or leaders.

WALKING/BIKING ROUTE MAPS AND INTERACTIVE TECHNOLOGIES

Maps provide a visual picture of how to determine safer routes to a given destination via bicycle or foot. Online mapping programs usually offer special bicycle or pedestrian mapping functions.



Web-based technologies, involving scanners or apps, have become less expensive and simpler to use over time. These interactive technologies can encourage active transportation by helping users record active transportation trip, which are then translated into different impacts or savings, including reduction in car emissions, financial savings from decreased fuel use, or calories burned from an active travel trip (or combined trips over time). Using these technologies can help active transportation programs manage their data and estimate their program's impact and effectiveness.

WALK/BIKE COMMUTER CLUBS

Local clubs or groups that organize walks, rides, or special trainings and can be helpful at encouraging walkers and bicyclists of all levels to stay active and engaged. Establishing a club may be especially useful in branding or promoting special events.

OPEN STREETS

Open Streets initiatives temporarily provide connected stretches of car-free streets for people walking, bicycling, skating, and enjoying social activities. Open Streets reduce traffic on our roads, making it more comfortable and safer for walking and bicycling.

CROSSING GUARD PROGRAMS

Adult school crossing guards (parent volunteers, school staff or paid personnel) can play a key role in promoting safe driver and pedestrian behaviors at crosswalks near schools. Crossing guards help children safely cross the street at key locations, remind drivers of the presence of student pedestrians, and help children develop the skills to cross streets safely at all times. The presence of adult school crossing guards can also lead to more parents feeling comfortable about their child walking or riding a bike to school.

COMMUNITIES AT WORK!

SAFE PASSAGE/CORNER CAPTAINS

Safe Passage is a coalition of mothers, youth, seniors, volunteers, and service providers who are building a culture of safety in San Francisco's Tenderloin. Safe Passage works to help people feel safe and be safe through education, visibility, and engagement. Corner Captains play a pivotal role in the program by assisting others as they navigate through busy streets and intersections. Safe Passage increases a positive presence on sidewalks and at intersections: greeting people, responding to emergencies, assisting in crosswalks, and reducing harmful activities by being present and welcoming.

Find out more: tlcbd.org/safe-passage

GOOD BEHAVIOR REWARDS

Caught being good. Consider working with community partners (e.g., volunteers and local law enforcement) to reward and reinforce safe bicycling, pedestrian, and driving behaviors. Acknowledge students practicing safe walking and biking behaviors, and drivers operating safely and courteously. This encouragement activity works best when tied with an educational component that clarifies educational expectations for parents, students, and staff.

INCENTIVES FOR PARTICIPATION

Incentives are items that motivate people to choose active transportation programs that are funded by the Active Transportation Program (ATP).

Caltrans ATP Non-Infrastructure (NI) awardees are limited to pedestrian- and bicycle-related educational safety materials as incentives. Minor incentives should be used as rewards for program participation and must include a safety message.

PEER-LED/SERVICE-LEARNING INITIATIVES

These are activities for older students that incorporate a service learning and leadership component, and for which students might receive recognition. For example, middle-schoolers are taught bicycle safety concepts as a first phase, followed by teaching and encouraging their peers to practice concepts they have just learned as a second phase. Older students can mentor younger students on safe routes to destinations and bicycle storage, for example.

These definitions are provided as a resource for planning or implementing a Non-Infrastructure (NI) project. For questions, please contact us at ATRC@dot.ca.gov.