

October 6, 2016

# Implementation of Pedestrian and Bicycle Safety Curriculum in California Schools



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*Active Transportation Resource Center*

# Housekeeping



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# Housekeeping, continued

- Webinar recording will be posted here:  
[www.casaferoutestoschool.org/previous-presentations/](http://www.casaferoutestoschool.org/previous-presentations/)
- Q & A period will be at the end
  - Questions are encouraged! Enter questions into the **chat** feature any time.

# Training Objectives



By the end of this webinar, participants will:

- Describe two Active Transportation Program (ATP) or Safe Routes to School (SRTS)-funded projects' unique experiences delivering pedestrian and/or bicycle safety educational curriculum in diverse school settings in California;
- List a key challenge, success, and/or lesson learned pertinent to each curriculum implementation experience; and
- Identify at least three pedestrian and/or bicycle safety education-related resources to support active transportation non-infrastructure program implementation efforts.

# Curriculum Examples

**I'M SAFE!**



SAFE ROUTES TO SCHOOLS  
**CURRICULUM**

**Let's Go NC!**

A Pedestrian and Bicycle Safety Skills Program for Healthy, Active Children

Walk or Bike

California Pedestrian and Bicycle Safety Curriculum for Grades 4 and 5

California Safe Routes to School Technical Assistance Resource Center, a program of California Active Communities, a part unit of the University of California, San Francisco and the California Department of Public Health, and funded by the Federal Highway Administration through a Safe Routes to School Non-Infrastructure Award from the California Department of Transportation (Caltrans), in collaboration with The California Department of Education's California Healthy Kids and Active School Resource Center.

Caltrans KIPP UCSF University of California San Francisco Healthy Kids RESEARCH CENTER

# Review of Safe Routes to School Resources



# Today's Speakers



- Mary Strode, California Department of Public Health, Active Transportation Resource Center
- Ann Dickman, Director of Maternal, Child, Adolescent Health, Butte County Health Department
- Rebecca Tryon, Health Program Coordinator, Yolo County Health and Human Services Agency

# Poll Question

## Multiple Choice:

- A. I am working with a SRTS program.
- B. I am working with another bicycle and/or pedestrian safety program.
- C. None of the above.





# Poll Question

## Multiple Choice:

- A. I am (or my project is) currently implementing a bicycle or pedestrian safety curriculum.
- B. I am not currently implementing a bicycle or pedestrian safety curriculum.
- C. I want or plan to implement a bicycle or pedestrian safety curriculum in the future.





# SAFE ROUTES TO SCHOOL

**ENGAGING KINDER THROUGH SECOND GRADE**

Ann Dickman, MCAH  
Director  
Butte County Public Health  
October 6, 2016



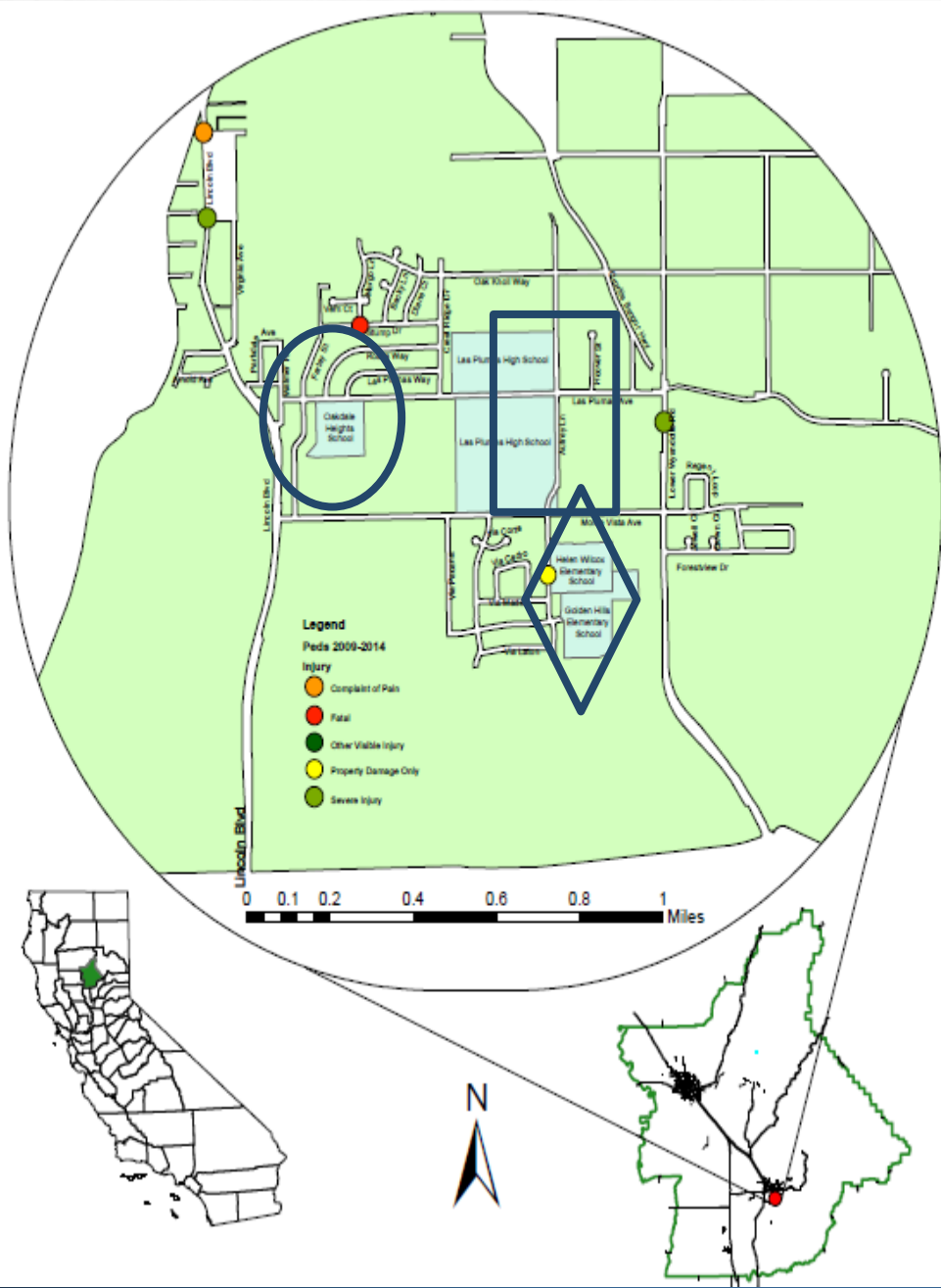
# OVERVIEW

- OVERVIEW OF BUTTE COUNTY SAFE ROUTES TO SCHOOL PROGRAM
- CURRICULUM CHOICES AND ADAPTATIONS
- CHALLENGES AND SUCCESSES
- LOOKING AHEAD FOR 2016 - 2019

# HISTORY

- 1998 – BUTTE COUNTY PUBLIC HEALTH COLLABORATED WITH OAKDALE HEIGHTS ELEMENTARY AND PARTICIPATED IN THE SECOND ANNUAL WALK A CHILD TO SCHOOL DAY
- BCPH RE-ENGAGED WITH OAKDALE HEIGHTS 2009
  - WALK A CHILD TO SCHOOL DAY KICK OFF IN OCTOBER
  - MONTHLY WALK A CHILD TO SCHOOL DAY EVENTS
  - BIKE SAFETY ASSEMBLY
- 2011 – COLLABORATION WITH BUTTE COUNTY PUBLIC WORKS
  - SAFE ROUTES TO SCHOOL GRANT FEDERAL CYCLE 3 OBTAINED
  - CONSTRUCTION SUMMER 2015
  - NON-INFRASTRUCTURE WORK BEGAN JULY 1, 2015





## Cycle 3 Safe Routes to School – Current project

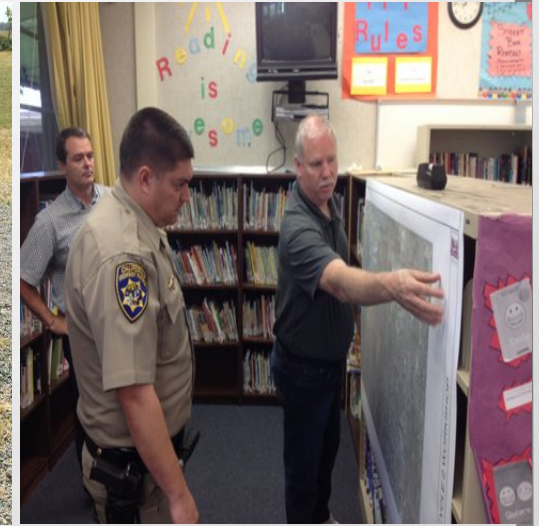
- Oakdale Heights Elementary School
  - 401 students

## Cycle II ATP – July 2017

- Oakdale Heights Elementary School
- Helen Wilcox Elementary School
- Golden Hills Elementary School

## Cycle III ATP – Proposed

# SAFE ROUTES TO SCHOOL TEAM



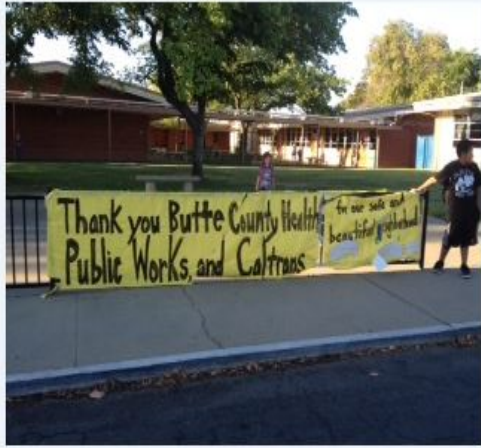
Ann Dickman,  
Program Coordinator

Jodi Putnam, HES

Rachel Phillips, HES  
Associate

Ian Sanders, Engineer  
Assistant & Lane  
Green, Engineer

# PARTNERS ARE ESSENTIAL



Public Works  
UC Davis  
Cooperative  
Lake Oroville  
Bicyclist  
Organization (LOBO)  
California Highway  
Patrol



# OAKDALE HEIGHTS





# CURRICULUM

- I'M SAFE "WALK WITH ME" CURRICULA
- TEACHER'S GUIDE
- AGE APPROPRIATE STORY BOOK
- VIDEO REINFORCEMENT OF MESSAGES
- GAMES AND EDUCATIONAL INCENTIVES



6-4512 Transportation Safety Education Kit for Early Childhood

Meets Safety Education Requirements of Head Start Regulation 1310.21

# I'M SAFE! Walk With Me

## For Grades Pre-K - K

### English and Spanish Take-Home Pages

#### CONTENTS

Welcome .....	Page
Quick Start Guidelines ..	1
Walking Song .....	2
Parent Letter .....	3
Song 1/Lesson 1: The Walking School Bus ..	4-5
Song 2/Lesson 2: Are you Ready? .....	6-7
Song 3/Lesson 3: Signs & Signals .....	8-9
Song 4/Lesson 4: I'm a Safe Walker ..	10-11
Song 5/Lesson 5: That Big Yellow Bus ..	12-13
Take Home Masters	14-15
Activity Masters .....	16-25
Evaluation Forms ..	26-28
Evaluation Forms ..	29-30
Head Start Grid .....	31-32



## LESSON 1: THE WALKING SCHOOL BUS

### Ride the Walking School Bus

**OVERVIEW:** The purpose of this Activity/Lesson is to introduce the concept of the walking school bus as a vehicle for learning about the benefits of walking. Children will be encouraged to walk more and to walk safely.

**DURATION:** 30-45 minutes.

#### OBJECTIVES:

- ★ Children will be able to identify three important benefits to walking.
- ★ Children will be able to describe three keys to safe walking.
- ★ Children will demonstrate their understanding of the walking school bus concept.

#### MATERIALS NEEDED:

- *I'm Safe! Walk with Me* DVD, cued to "The Walking School Bus" song at approximately 1:00 - 2:19 minutes.
- A place to go (library, park, or some place within the school building such as the cafeteria).

#### LET'S GO!

- ★ Have the Owl Puppet show "The Walking School Bus" song from the *I'm Safe! Walk with Me* DVD. Ask 4-6 students to share why they like to walk. Discuss how people can stay safe when they walk.
- ★ Next, explain that the class is going to make their own walking school bus and go on an adventure together. Ask students what they need to make the bus (grown-ups, themselves, and a place to go). Together, think of rules the bus needs to follow (listen to the grown-ups; stay together, don't run off; obey traffic signs and signals; don't run into the street, etc.). Suggest that children look at the "Are You a Safe Walker?" poster or the Teaching Cards for ideas.
- ★ Form the walking school bus and take the students on a walk.
- ★ When you return to the classroom, ask students what they saw. Was there anything else they discovered that they liked about walking?

- ★ Next, introduce the owl puppet as the wise character that will help teach the children about staying safe as they walk. Explain that the class is going to make their own walking school bus and go on an adventure together. Ask students to tell the owl what they need to make the walking school bus (grown-ups, themselves, and a place to go). Invite the children to think of the rules that the bus needs to follow and have them tell these rules to the owl (listen to the grown-ups, stay together, don't run off, obey traffic signs and signals, don't run into the street, etc.).

#### WRAP UP

- ★ Encourage students to talk with their families about walking to and from school. If students live too far away to walk, are there other places they can walk together as a family?
- ★ Read the *Safe Walking Star* storybook together.
- ★ Photocopy "I Like to Walk!" (page 26 of this Guide) and complete the activity together.

#### TAKE HOME ACTIVITY

If you haven't already done so, send home the parent letter announcing the safe walking week (pp 4-5) and the Parent Tip Sheet in this Kit.

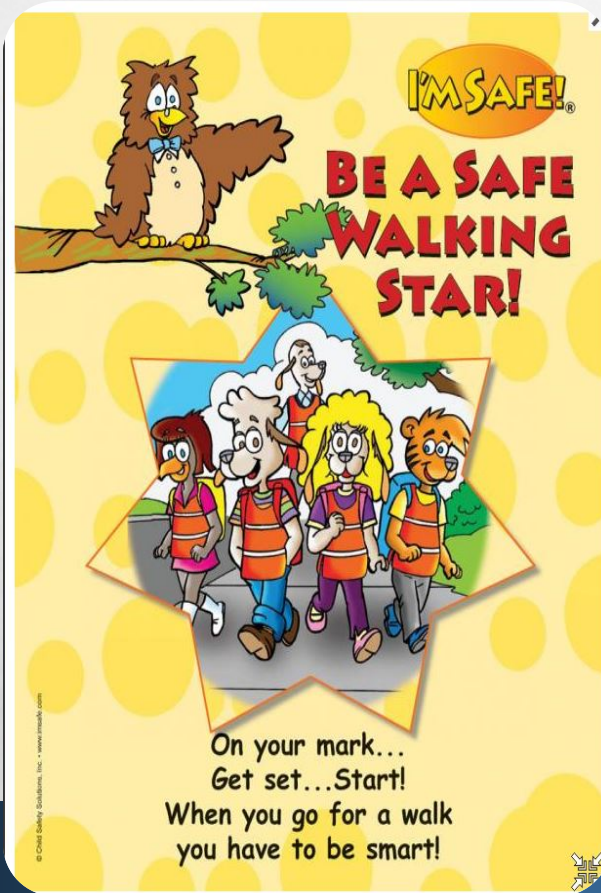
Give the students the take home activity "On The Way" on pp 16-17 to review with their parents.

#### HEAD START REQUIREMENTS IN LESSON 1 (PAGES 6-7)

**SUPPORTS:** 1304.21 Education and early childhood development, including 1304.21(a)(1)(i)-(iii); 1304.21 (a)(2); 1304.21 (a)(3); 1304.21 (a)(4); 1304.21 (a)(5); and 1304.21 (c)(1); 1304.22 Child health and safety, see 1304.22(a)(1-2); 1310.21 Safety education, 1310.21(a)

**MEETS:**  
1310.21 Safety education, including 1310.21(a); 1310.21(c) (1-2); 1310.21(e)

# LARGE FORMAT STORYBOOK AND DVD



# EDUCATIONAL GAMES AND INCENTIVES

**Before I cross streets.**  
I look left...



...right and...



...left and back over my shoulder...




**I keep looking as I cross.**

www.imsafe.com  
© Child Safety Solutions, Inc.



**Crosswalk Countdown!**  
Know when to cross.



www.imsafe.com  
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**WALKING STAR BINGO**  
I'M SAFE! WALK WITH ME  
2 Games in One! • Bingo & I Spy Safety Hunt



<b>BE SURE DRIVERS SEE YOU!</b> 	<b>STOP SIGN</b> 	<b>DON'T WALK SIGNAL</b> 
<b>GREEN LIGHT</b> 	<b>LOOK LEFT-LOOK RIGHT-LOOK LEFT</b> 	<b>RAILROAD CROSSING</b> 
<b>CROSS WITH AN ADULT</b> 	<b>RED LIGHT</b> 	<b>WALK SIGNAL</b> 
<b>YELLOW LIGHT</b> 	<b>CROSSING GUARD</b> 	<b>SCHOOL BUS STOP</b> 

See reverse side for instructions.

**Catch Someone Doing Something Safe!**

**I'M SAFE!**  
www.imsafe.com

# LESSON CONTENT

- LESSON 1

- THE WALKING SCHOOL BUS

- WHY DO PEOPLE WALK AND HOW CAN KIDS WALK SAFELY?
    - WALKING SCHOOL BUS FIELD TRIP

- LESSON 2

- GET READY TO WALK

- BE PREPARED FOR YOUR WALK/DRESS BRIGHT
    - I SPY SOMETHING BRIGHT

- LESSON 3

- SIGNS AND SIGNALS

- IDENTIFYING SIGNS/SIGNALS
    - SAFE WALKING BINGO

- LESSON 4

- CROSSING STREETS SAFELY

- THREE IMPORTANT STEPS TO CROSSING SAFELY
    - SAFE THINKING SKILLS
      - SIMON SAYS

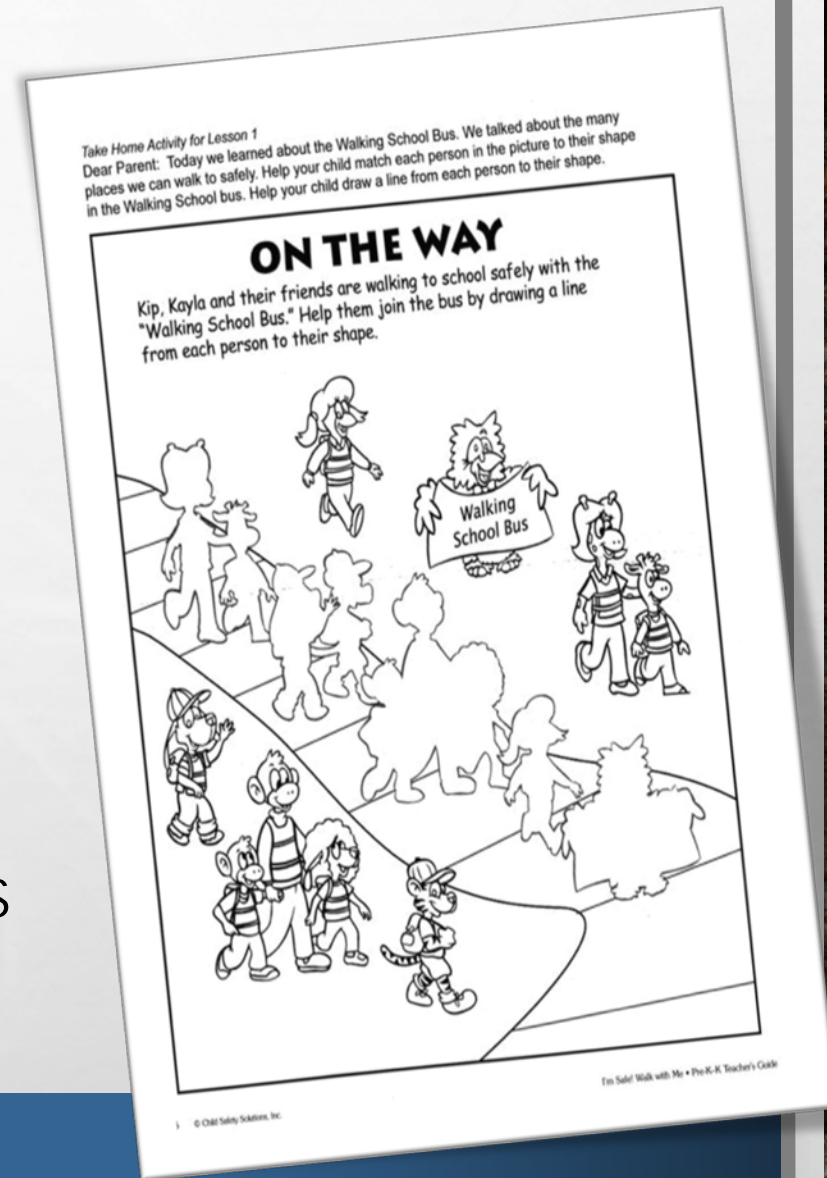
- LESSON 5

- THAT BIG YELLOW BUS

- HOW TO BE SAFE AROUND THE BUS
    - KEEP A 10 FEET PERIMETER AROUND THE BUS
    - PRACTICE ON THE PLAYGROUND

# SCHEDULING

- LESSONS TAUGHT ONCE PER WEEK
  - KINDERS RECEIVED LESSON ONE
  - 1<sup>ST</sup> AND 2<sup>ND</sup> RECEIVED LESSONS 1-4
- LESSONS WERE APPROXIMATELY 40 MINUTES
- CURRICULA SET UP FOR TWO INSTRUCTORS
- TAKE HOME COLORING SHEETS AND PARENT TIPS WITH LESSONS



# CHALLENGES

- STAFFING
- WEREN'T ABLE TO PROVIDE EDUCATION TO 3<sup>RD</sup> – 6<sup>TH</sup> GRADE
  - BUT WE DID PUT ON ONE HECK OF A BIKE RODEO!



# SUCCESSSES

- STUDENTS WERE VERY ENGAGED!
- TEACHERS WERE ENGAGED AND APPRECIATIVE!
- GREAT EXPERIENCE FOR CSUC INTERNS
- AUGMENTED OUR SRTS MONTHLY WALKS TO SCHOOL
- DEEPENED OUR RELATIONSHIP WITH THE SCHOOL

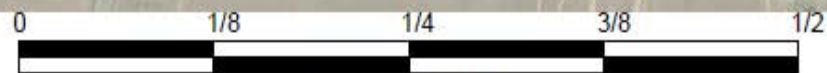




# WHAT'S NEXT?

- FULLY STAFFED – AT LAST!
  - ADOPT A CURRICULA FOR THE 3<sup>RD</sup> – 6<sup>TH</sup>
  - WORK WITH STUDENT GOVERNMENT TO HELP WITH BIKE RODEO
  - ENGAGE HIGH SCHOOL STUDENTS TO BE MENTORS
  - FINISH SCHOOL TRAVEL PLAN & PREFERRED ROUTES MAP
- BUILD RELATIONSHIP WITH HELEN WILCOX & GOLDEN HILLS ELEMENTARY SCHOOLS
  - PREPARE FOR ATP GRANT STARTING JULY 1, 2017....





DISTANCE IN MILES





Butte County

PUBLIC HEALTH

**THANK YOU**

**ANN DICKMAN, MCAH DIRECTOR**

**530-891-2736**

**ADICKMAN@BUTTECOUNTY.NET**





# Roll With It:

Adapting Safe Routes to School Curriculum to meet Student needs in the Woodland Safe Routes to School Program

**Rebecca Tryon, MS, LCI**

Program Coordinator- Woodland Safe Routes to School Program  
Yolo County Health and Human Services Agency  
October 6, 2016





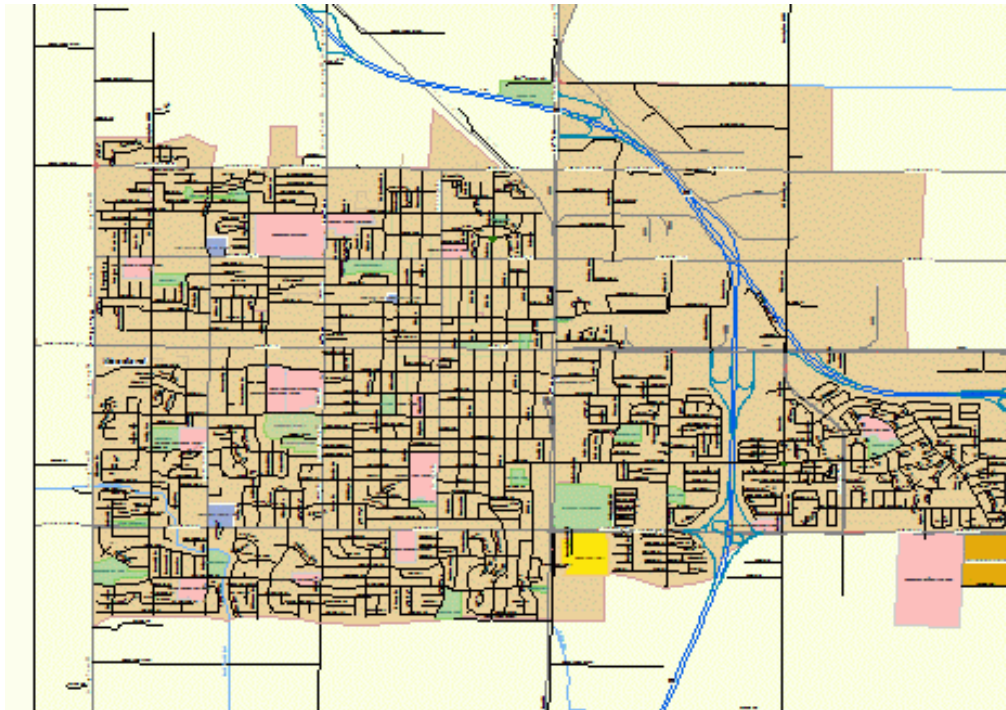
## Where we're going:

- Overview of the Woodland Safe Routes to School Program
- Education sessions and curriculum criteria
- Curriculum choices and adaptations
- Challenges and successes
- Lessons learned
- Rolling ahead in 2016-17





# Woodland Safe Routes to School:



9 Schools  
~6300 students  
2015 Walking/Biking Rates:

20%  3% 

**Program Goal:** Increase active transportation rates by 10% in 2 years



# Safe Routes to School Team



Rebecca T, LCI  
-Educator  
-Program Coordinator



Ana E, LCI  
- Lead Educator  
- SRTS Events



Jon B  
- Lead Parent Educator  
- Walk Audits





# Education Sessions – Relationships First



In the Community



In the Schools




With Partners



# Education Sessions – Curriculum Criteria



 SAFE ROUTES TO SCHOOLS  
CURRICULUM  
TWO LESSONS FOR SECOND GRADE

### PEDESTRIAN SAFETY UNIT

**UNIT OVERVIEW:**  
This unit is designed to teach students to stop, look and listen before crossing the road.

**STOP, LOOK AND LISTEN**  
30 - 45 minutes, classroom setting.  
The first lesson introduces the safe street crossing method Stop, Look and Listen (SL&L) with a DVD and allows students to practice SL&L within the classroom through activities.

**WALK AROUND THE BLOCK**  
30 - 45 minutes, off-campus "walking" field trip.  
After a quick review, this lesson allows students to practice safe street crossing on the nearby streets. Students are expected to cross the road independently following the SL&L method under adult supervision.

**BACKGROUND INFORMATION**  
In the U.S. motor vehicle accidents are the leading cause of death for people ages 5 to 34. Amongst children ages 5 - 9, one 1/3 of these deaths are pedestrians.  
Second graders are more vulnerable to traffic for the following reasons:

1. They are physically smaller.
  - It is difficult for motorists to see children
  - Children have difficulty seeing around large objects
2. They are still developing.
  - Children have difficulty gauging speed and distance of moving objects.
  - Children may lack impulse control and/or a sense of danger.

Students need to continue practicing these skills with supervision. We do NOT recommend that second graders walk alone. We do encourage children to "check for themselves" when crossing a road.

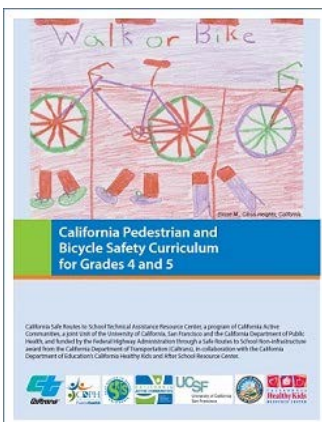
\*Center for Disease Control and Prevention, www.CDC.gov/HealthEducation

**STOP  
LOOK  
LISTEN**

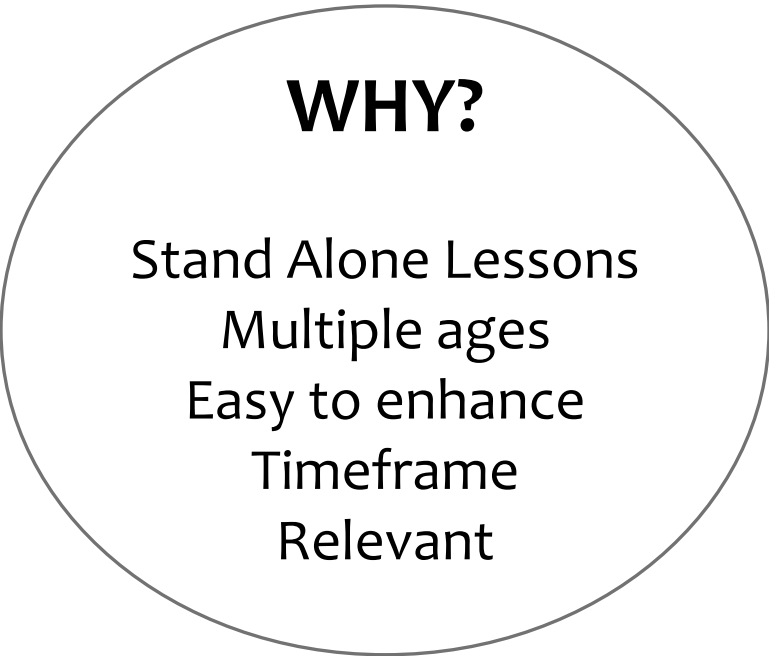


# Education Sessions – Curriculum Choices

## WHERE: After School Programs



BICYCLE SAFETY UNIT																	
<b>LESSON 1 OF 3:</b> <b>BIKE SAFETY</b> All-Grade Classroom setting Bike Safety begins with an introduction to the health benefits of cycling. A safety check and personal fit are demonstrated for both helmets and bikes. The two key phrases for safety "handle-up" and "handle-in" are introduced. From a demonstration, a demonstration shows how car trips contribute to air pollution (CA Science Standard 5a) and students role-play the advantage of smaller size in traffic.																	
<b>OBJECTIVE</b> 1. Name three of the four major benefits of biking. 2. Identify the steps of an "ABC" check on a bicycle. 3. Determine whether a bicycle fits them. 4. Recognize a properly adjusted helmet. 5. Explain the phrases "handle-up" and "handle-in" as they pertain to safe biking. +/- Contrast bikes and cars with regards to air pollution. +/- Contrast bike and cars with regards to traffic congestion.	<b>ACTIVITIES</b> <table border="1"> <thead> <tr> <th>30-MINUTE BIKE SAFETY</th> <th>45-60 MINUTE BIKE SAFETY</th> </tr> </thead> <tbody> <tr> <td>Transportation Cards (8 min)</td> <td>Transportation Cards (8 min)</td> </tr> <tr> <td>ABC Bike Check (8 min)</td> <td>ABC Bike Check (8 min)</td> </tr> <tr> <td>Helmet Fit (8 min)</td> <td>Bike Fit (8 min)</td> </tr> <tr> <td>+/- Crash Course (5 min)</td> <td>Helmet Fit (3 min)</td> </tr> <tr> <td></td> <td>Crash Course (5 min)</td> </tr> <tr> <td></td> <td>+/- Air Pollution (6 min)</td> </tr> <tr> <td></td> <td>+/- Traffic Stop (6 min)</td> </tr> </tbody> </table>	30-MINUTE BIKE SAFETY	45-60 MINUTE BIKE SAFETY	Transportation Cards (8 min)	Transportation Cards (8 min)	ABC Bike Check (8 min)	ABC Bike Check (8 min)	Helmet Fit (8 min)	Bike Fit (8 min)	+/- Crash Course (5 min)	Helmet Fit (3 min)		Crash Course (5 min)		+/- Air Pollution (6 min)		+/- Traffic Stop (6 min)
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	<b>MATERIALS</b> 30 - 45 minutes: • white board with markers • "Transportation Cards" with magnetic letters, consisting of four biking and four driving images illustrating pollution, traffic, exercise, and fun • demonstration bicycle and helmet 60-minute activities: <b>Air Pollution Demonstration</b> • clear jar nearly filled with water • brown food dye, unflavored coffee, or similar substitute • national air quality/pollution map <b>LESSON PROCEDURE</b> • Thank the teacher and class for having you as a guest. • Briefly introduce yourself and your cycling background. • These classes are offered by Safe Routes to Schools and Transportation Authority of Marin. • Briefly preview the three upcoming lessons. a. Today: focus about the bike. b. Next: riding in the road with traffic. c. Bike Rodeo: fun bike event of your school.																



**Let's Go Biking!**

**Bicycling Basics**

Grade  
**2-3**  
Lesson 3  
Bicycling Basics

**40** Time: 35-40 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote retention of bicycling safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through learners' participation in class activities. This curriculum does not cover every possible scenario that a child may encounter as a bicyclist but instead addresses the basic skills needed to be a safe bicyclist. Instructors should use their discretion to break up material to accommodate their daily schedule. The Skill-Building Activity is an essential component to this curriculum, and all lessons should be complemented with the reinforcement of safe bicycling behavior. More time can be spent on practicing skills if children are already familiar with the core material.*



# Education Sessions – Curriculum choices

**WHERE:**

**Walking School Bus Field Trips**

	<b>4. Stop, Look and Listen</b>	<b>5. Video, Safe Street Crossing</b>
	The method to cross the street safely is a 3-step method. Write the three steps in a column on the board. As you discover the three steps fill in the blank next to the corresponding number.	Play ASIMD "Steps to Safety" DVD.
LOOK LEFT,	Act out each step in front of the class. <i>Exaggerate your movements.</i>	<b>KEY POINTS:</b>
	• If I want to cross a road, should I walk directly into the road? No.	i. Check for yourself, do not follow anyone or anything into the road
LOOK RIGHT,	1. <b>Stop.</b> The first step is to stop before going into the street.	ii. Your parents or guardians decide when and where you can walk
	• Now that I am stopped, what do I need to check for? Traffic, cars, etc. How can I check for traffic? How can I tell if a car is coming?	iii. Demonstrate each step of the SL&L method
LEFT AGAIN	2. <b>Look.</b> The second step is to look for traffic.	iv. Look left-right-left for traffic
	3. <b>Listen.</b> The third step is to listen for traffic.	v. Keep checking for traffic as you cross the street
	• Hint: Cup your hands behind your ears and repeat the questions.	<b>ADDITIONAL POINTS:</b>
	1. <b>Stop</b>	vi. Traffic can come from multiple directions, including behind and in front of you
	2. <b>Look</b>	vii. Make eye contact and use hand gestures to communicate with drivers
	3. <b>Listen</b>	viii. Check that parked vehicles are not moving before walking around them
		ix. Use crosswalks whenever possible



**WHY?**

Age appropriate  
Immediate Practice  
Simple Concepts  
Short Timeframe



# Education Sessions – Curriculum Choices

**WHERE:**

## Middle School Groups

**TEENS GO GREEN**

**TRANSPORTATION AND THE EFFECTS  
ON PHYSICAL ACTIVITY & LEARNING**

[www.saferoutestoschools.org](http://www.saferoutestoschools.org)

**FACTS**

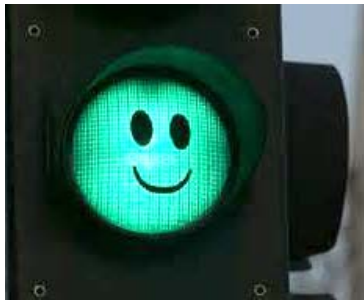
- ✍ Today, less than 15 percent of students walk or ride their bicycles to school, down from nearly half of all students in 1969. -National SR25 Task Force, '08
- ✍ During the period between 1966 and 2001, the number of children who biked or walked to school fell 68%, while the percentage of obese children rose 367%. -Bicycling and Walking in The United States, 2010
- ✍ In states where bicycling and walking levels are higher, obesity, high blood pressure, and diabetes levels are lower. -Bicycling and Walking in The United States, 2010
- ✍ Only 32% of California's 5th, 7th, and 9th graders met all the State's fitness standards in 2008. Marin County's students do better, with 45% of them meeting the standards. We have been improving since 2001 when the Safe Routes to School's started; at that time California's number was 23% and Marin's number was 35%. <http://www.kidsdata.org:80/parentpoll>
- ✍ Girls who walk or bike to school instead of getting a ride perform better in tests of verbal and math skills, according to a new study of teens living in Spanish cities. -US Reuters Online Health News
- ✍ Evidence of the impact of the environment on asthma incidence and morbidity - especially allergens and irritants such as outdoor pollutants - has been mounting. Childhood asthma prevalence more than doubled from 1980 to the mid-1990s and remains at historically high levels. (Center for Disease Control: The State of Childhood Asthma, United States, 1980-2005)
- ✍ 8.6% of Marin parents surveyed reported their child having an asthma attack or episode in 2006. That would be three students in an average classroom of twenty five students. <http://www.kidsdata.org:80/parentpoll/>
- ✍ Over the past three decades, childhood obesity rates in America have tripled - today, nearly one in three children in America are overweight or obese. One third of all children born in 2000 or later will suffer from diabetes at some point in their lives; many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma.

**WHY?**

Age appropriate  
Expands SRTS theme  
Environmental awareness  
Fact Sheets  
Creativity



# Successes



- Good student engagement
- Clear take-home message
- Smoothie Bike!
- Activity-based learning is best
- Establish positive reputation
- Gauge student knowledge gaps
- Teachers learned something too!





# Challenges



- Competing interests/noise
- Varied ages in some classes
- Language barriers
- Only one session-limited time
- School responsiveness
- SRTS not always seen as priority
- Middle school youth challenging
- Limited access to bikes for practice





# Lessons Learned

- ✓ Adapt to location and audience
- ✓ Engage community partners
- ✓ Run through your lessons ahead of time
- ✓ Make it less like 'school', more like 'fun'
- ✓ Think beyond the school venue
- ✓ Friendly competitions; have prizes
- ✓ Make lesson 'kits' to take with you
- ✓ Ok to mix curriculum ideas



✓ Always have a Plan B





# Rolling ahead in 2016-17

## WHAT:

- 6 After-school program session
- Up to 3 special events
- 2-3 Parent education sessions
- Curriculum toolkit for teachers

## HOW:

- SRTS program overview with lesson options
- Use resources to layer messages
- Integrate pedestrian safety into other activities
- Parent education sessions – modify kid curriculum
- Focus on helmet safety at community events
- Trust ourselves as subject matter experts***





# Rolling ahead in 2016-17

## WOODLAND SAFE ROUTES TO SCHOOL PROGRAM FREE ACTIVITIES, EVENTS, AND RESOURCES FOR SCHOOLS



### HELMET FITTING AND HELMET SAFETY EDUCATION PROGRAM

A 30-45 minute lesson on how to properly fit a bike helmet, why and when students should wear one, creative games and activities to encourage students to wear helmets. Helmets may be available for distribution to students who lack them.

Duration: 30-45 minutes      Grades: 2-8

### EDUCATION PROGRAMS FOR 3rd—8th GRADE STUDENTS

Interactive discussions, games, and activities that center around learning the rules of the road, street sign and signal awareness, and the benefits of walking and biking. Students will receive handouts or materials to reinforce lessons and take home for future use.

Duration: 30-60 minutes      Grades 3-8



### ENCOURAGEMENT EVENTS: WALK OR BIKE TO SCHOOL DAYS, CONTESTS

Celebrate National Walk and Bike to School Month (October and May) with a Walk to School day or week, an intra-school competition, poster contest, or other school-wide event. May require parent or staff volunteers for events. All grades K-8 welcome.

### BIKE RODEOS (AKA BIKE FESTS)

Fun bike drills and activities that are aimed at improving a student's ability to handle the bike, enhance use of safety maneuvers, and boost confidence. Students must provide bikes; helmets may be provided for those who lack them (limited quantity). Requires 6-8 volunteers/staff.

Duration: approximately 90-minutes      Grades 3-8



### RESOURCES AND TECHNICAL ASSISTANCE

The Safe Routes to School staff can provide education materials, bike safety curriculum for 4th/5th grade students, and guidance on how to improve traffic flow and safety around your school. We can work with staff, PTA/PTOs, ELAC and other parent groups as well. Contact the Safe Routes to School staff for details.

**SCHEDULE AN EDUCATIONAL PROGRAM OR EVENT TODAY!**  
Ana Enriquez: 530-666-8749    ana.enriquez@yolocounty.org  
On the web: [www.yolohealth.org/SRTS](http://www.yolohealth.org/SRTS)

## SAFE ROUTES TO SCHOOL: THE FIVE "E's" Education. Encouragement. Evaluation. Enforcement. Engineering

Safe Routes to School (SRTS) is an international campaign to encourage youth to walk, bike, or "roll" to school. It emphasizes safety and fun, and has the goals of increasing physical activity, reducing traffic congestion around schools and enhancing the safety practices of all road users. SRTS programs contain elements from the Five "E's":

**Education:** This aspect of the program centers around teaching students, parents, and school staff the basics of bike and pedestrian safety, the health and environmental benefits of walking, biking and "rolling", and bike handling skills.

**Encouragement:** Activities such as school-wide events, poster contests, intra- or inter-campus participation competitions, or Safe Routes to School games at community events are fun and engaging ways to get students and the community interested in SRTS.

**Evaluation:** Evaluation tools help gauge program need, program participation, and outcomes. Parent surveys, and student transportation mode surveys are two ways to assess program impact. Walking and biking audits at schools are an additional evaluation, and data from these activities can inform future program or engineering needs.

**Enforcement:** Enforcement strategies are designed to promote safe pedestrian, cyclist and motorist behaviors around schools. Law enforcement, school site councils, and other stakeholders may be involved in support enforcement efforts to ensure maximum safety around schools.

**Engineering:** Engineering is the most concrete of the five "E's". It consists of identifying a need for improvements to roadways, sidewalks, crosswalks, and intersections, so that safety is improved for all users. Engineering is not a component of a SRTS education program, but data collected from such programs can inform engineering projects.



### The 6th "E".....Engagement

Staff, parent, and student engagement are critical to the success of any Safe Routes to School program. This sixth "E" emphasizes the importance of stakeholders in helping to promote a culture of walking, biking, scooting, and even carpooling in the school and community. Engagement also ensures that the programs and resources offered are reflecting the needs and interest of the school community. If you are a parent, school staff, or community member who would like to take an active role in helping with a Safe Routes to School education, encouragement, or evaluation activity, please contact us! Activities such as ongoing walking and biking groups, special events at schools, and walking/biking audits need the support of others to succeed.

### QUESTIONS? WANT TO GET INVOLVED? CONTACT US!

Ana Enriquez: 530-666-8749    ana.enriquez@yolocounty.org  
Rebecca Tryon: 530-666-8640    rebecca.tryon@yolocounty.org  
Jon Bartlett: 530-666-8640    jonathan.bartlett@yolocounty.org  
On the web: [www.yolohealth.org/SRTS](http://www.yolohealth.org/SRTS)





**Thank you!**

**Rebecca Tryon, MS, LCI**

**[rebecca.tryon@yolocounty.org](mailto:rebecca.tryon@yolocounty.org)**

**530-666-8640**

**[www.yolohealth.org/SRTS](http://www.yolohealth.org/SRTS)**



# Review of Safe Routes to School Resources



<http://www.casaferoutestoschool.org/tools/school-specific-resources/>

# Curriculum Matrix

## Active Transportation Resource Center Bicycle and Pedestrian Safety Curriculum for Safe Routes to School and Non-Infrastructure Projects

### Bicycle & Pedestrian Educational Resources

The curriculums and resources listed below were found as the result of an online search of Safe Routes to School educational materials available across the country. Over 70 resources were collected and evaluated. The curriculums were assessed using the following criteria:

- Alignment with the goals of the Active Transportation Program
- Modern look and feel
- Can be broken down into single lessons and/or adapted for ease of use
- Variety at each grade level
- Each lesson has stated objectives
- Easy to access/user-friendly website

We hope you will find resources here that are a good fit for your Safe Routes to School or bicycle and/or pedestrian education programs. There are many other resources available from states and organizations that aren't listed here; due to space limitations we could not list them all.

\*Disclaimer: This list below was developed through a search of the internet. None of the listed resources have been tested by, nor are endorsed by the California Department of Transportation, or the California Department of Public Health.

Grade Levels	Curriculum Title & Link	Curriculum Type	Organization	Highlights
K-5	<a href="#">Child Pedestrian Safety Curriculum</a>	Pedestrian	National Highway Traffic Safety Administration (NHTSA)	Aligned with National Standards; curriculum broken down into 5 lessons per grade level (K-1 <sup>st</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 4 <sup>th</sup> -5 <sup>th</sup> )
K-5	<a href="#">Let's Go NC!</a>	Bicycle	North Carolina DOT	Aligned with Common Core; curriculum broken down into 1-3 lessons per grade level (K-1 <sup>st</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 4 <sup>th</sup> -5 <sup>th</sup> )
K-5	<a href="#">Let's Go NC!</a>	Pedestrian	North Carolina DOT	Aligned with Common Core; curriculum broken down into 4 lessons per grade level (K-1 <sup>st</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 4 <sup>th</sup> -5 <sup>th</sup> )
K-5	<a href="#">SR25 Educators' Guides</a>	Bicycle and Pedestrian	Alameda SR25	Aligned with California Standards; curriculum broken down into age-appropriate lessons (K-1 <sup>st</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 4 <sup>th</sup> -5 <sup>th</sup> )

# Minnesota: Walk! Bicycle! Fun!

## WALK!

### LESSON 1

#### Traffic and You

Educational Goal: To develop an understanding of how to walk safely near traffic.

### LESSON 2

#### Visual Barriers and Model Street Crossing

Educational Goal: To develop an understanding of how to safely cross the street around barriers.

### LESSON 3

**Crossing Intersections** Educational Goal: To develop an understanding of how to safely cross the street at an intersection

### LESSON 4

#### Neighborhood Walk and Celebration

Educational Goal: To demonstrate mastery of skills learned in the pedestrian safety curriculum.

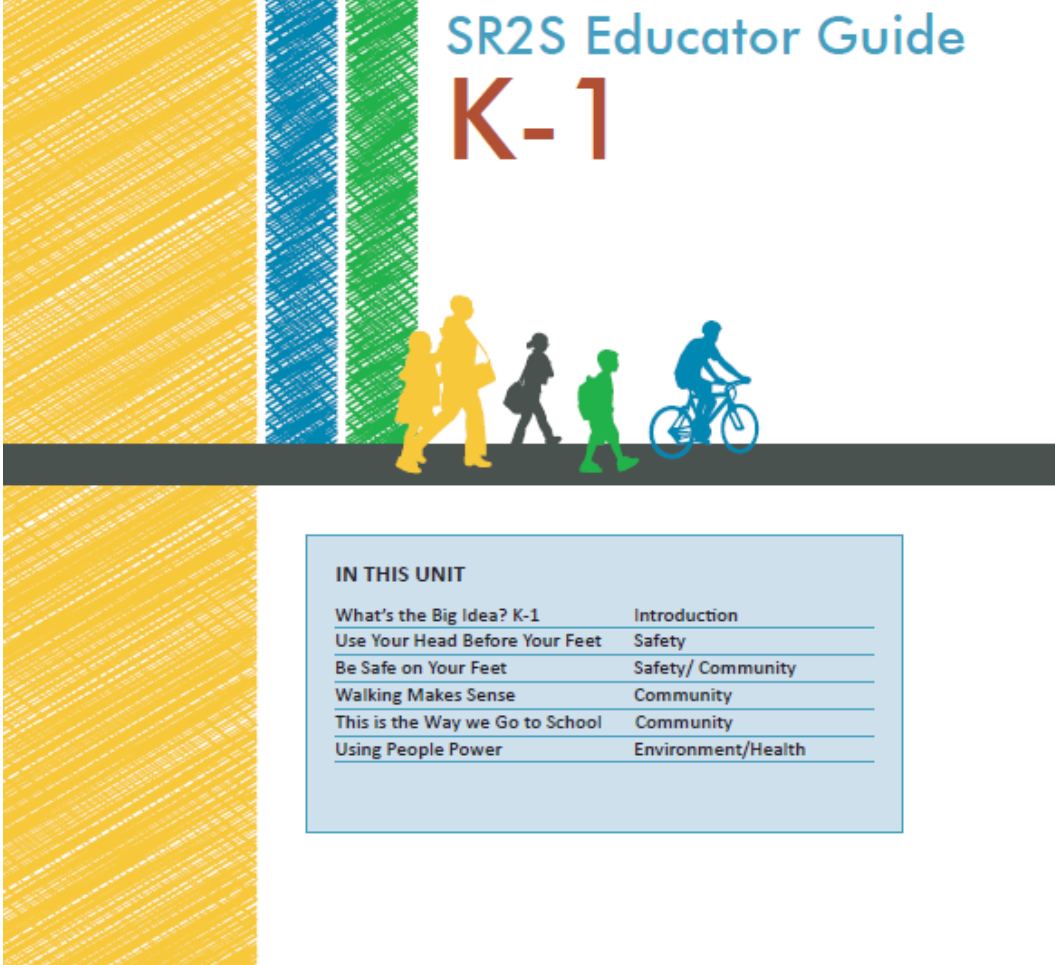
# Alameda County SR2S K-5 Educator Guide



## Walk and Roll K-5 Educator Guide

Activities for Creating Safe and Healthy Communities

# Alameda County SR2S K-5 Educator Guide

The graphic features a large yellow textured rectangle on the left. To its right are three vertical bars: a blue one, a green one, and a yellow one. Below these bars is a silhouette of a family walking and a person on a bicycle. The text 'SR2S Educator Guide' is in blue and 'K-1' is in large red letters.

SR2S Educator Guide  
K-1

IN THIS UNIT	
What's the Big Idea? K-1	Introduction
Use Your Head Before Your Feet	Safety
Be Safe on Your Feet	Safety/ Community
Walking Makes Sense	Community
This is the Way we Go to School	Community
Using People Power	Environment/Health



# National Highway Traffic Safety Administration (NHTSA) Child Pedestrian Safety Curriculum

**NHTSA**  
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

Subscribe Search

Driving Safety Vehicle Safety Research Data Laws & Regulations About NHTSA

CHAT HELP | t | f | You | |

## Child Pedestrian Safety Curriculum

The Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety. Each lesson builds upon previous set of skills learned.

### Resources

**K-1**

Lesson Plans  
Assessment Guide  
Student Response Form

**2-3**

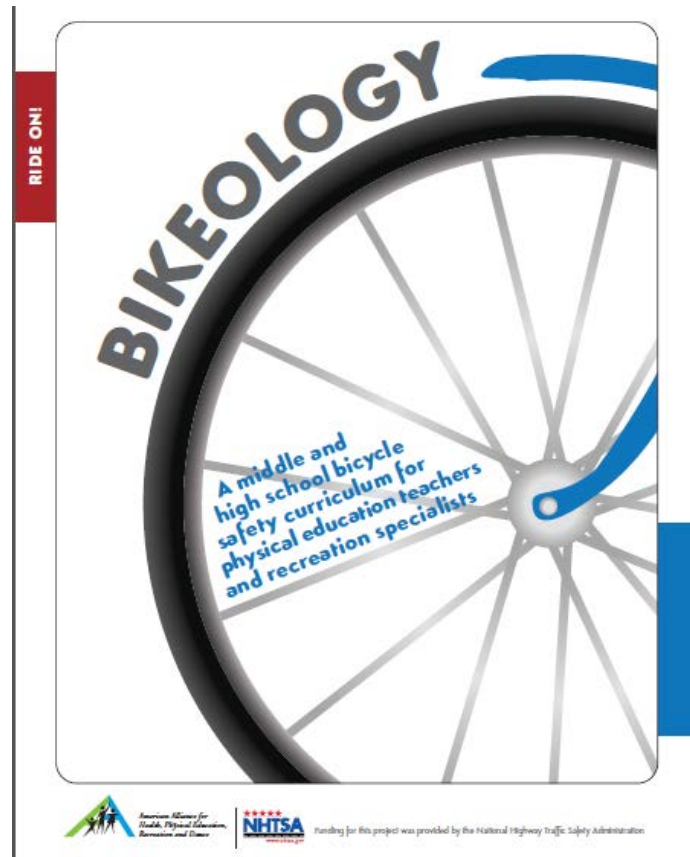
Lesson Plans  
Assessment Guide  
Student Response Form

**4-5**

Lesson Plans  
Assessment Guide  
Student Response Form

**Child Pedestrian Safety Curriculum**  
**Teacher's Guide**

# NHTSA Bikeology



# Other Assorted Safe Routes to School Resources

Resource Type	Resource & Link	Organization	Notes
SRTS Manual	<a href="#">Michigan SR2S Handbook</a>	Michigan Safe Routes to School	6 modules include supplemental materials such as worksheets and logs
SRTS Start-up Guide	<a href="#">How to Start Your Own: Walk-to-School, Bike-to-School, Traffic Reduction and Safety Program</a>	Massachusetts Executive Office of Transportation	7 chapters, includes step-by-step guide and case studies
SRTS Start-up Guide	<a href="#">Starting a SRTS Program: Mini-Guide</a>	Vermont Safe Routes to School	Website also has mini-guide on walking school busses and WalkSmart/BikeSmart Vermont curriculum K-6 (broken down by grade level)
SRTS Program Guide	<a href="#">Safe Routes to School Guide</a>	National Center Safe Routes to School	Extremely comprehensive, well-researched and organized guide (9 chapters)
Walking School Bus Guide / Manual	<a href="#">Let's Walk to School Together! A Walking School Bus Training Manual for Safe Routes to School Programs</a>	Los Angeles County Department of Public Health	Manual broken down into 6 phases from developing relationships to program launch; designed to be flexible to meet local needs
Walking School Bus Guide / Manual	<a href="#">Starting a Walking School Bus Program- Training Modules</a>	National Center Safe Routes to School	6 training modules, including preparation, building momentum, securing funding, and training takeaways; modules incorporate a

# Questions for our presenters?



(please use the chat function)

- **Mary Strode**, California Department of Public Health, Active Transportation Resource Center
- **Ann Dickman**, Director of Maternal, Child, Adolescent Health, Butte County Health Department
- **Rebecca Tryon**, Health Program Coordinator, Yolo County Health and Human Services Agency

# Your feedback is important!

- Look out for a **Survey Gizmo** email to solicit your feedback on today's webinar.
- It will also include questions regarding your interest in additional assistance.

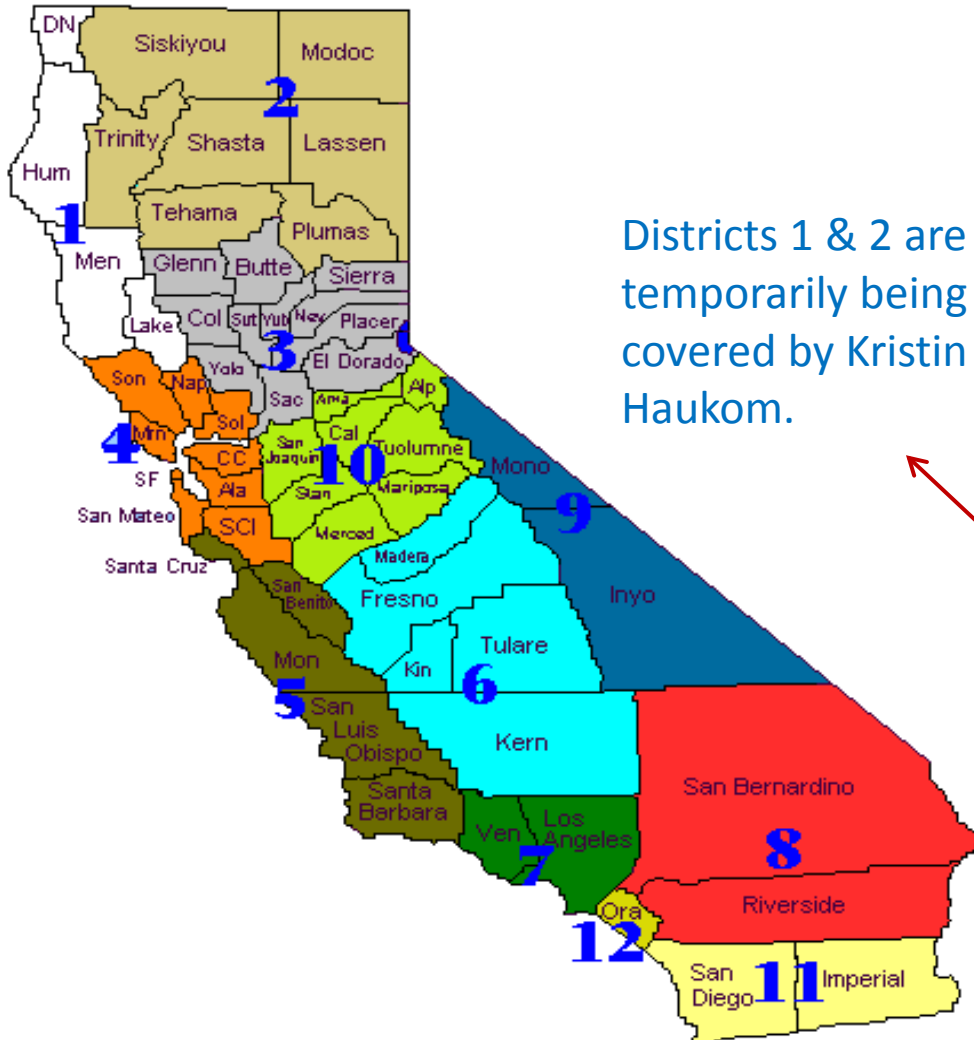


# Contact Information



- If you have more questions after today's webinar, please contact us:
    - Mary Strode: [Mary.Strode@cdph.ca.gov](mailto:Mary.Strode@cdph.ca.gov)
    - Ann Dickman: [Adickman@buttecounty.net](mailto:Adickman@buttecounty.net)
    - Rebecca Tryon: [Rebecca.Tryon@yolocounty.org](mailto:Rebecca.Tryon@yolocounty.org)
-

# Your ATRC Non-Infrastructure Regional Technical Assistance Coordinators



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